

## STUDENT SERVICES PROGRAM REVIEW

### Annual Program Review Form: Academic Year 2005-2006

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

**Date:** July 6, 2006

**Student services unit:** Admissions & Records

**Student services unit staff:** Dr. Henry B. Villareal, Dean; Arlene Fajardo, Assistant Registrar; Adela Swinson, A&R III; Six A&R Assistants (A&R IIs): Grace Gamiao; Jeremy Mileo; Gert Sartor; Geri Trevaskis, Chequita Williams, and Isabel Dillman (Ms. Dillman assumed a detail assignment in the Math/Science Division from January 2006 until June 2006).

**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):**

Upon considering enrollment at College of San Mateo, Admissions and Records is most often the first contact that potential students will encounter. Initial inquiry often entail questions about admission requirements, academic, apprenticeship or vocational programs, degrees offered, transfer services, or just general information about the college. Admissions and Records provides the following primary student services: processing admission applications, registration, outgoing transcript requests, maintenance of students' academic records, degree and certificate evaluation, IGETC and CSU GE certification, veteran's certification, evaluating incoming transcripts, distribution of parking permits, and other general services.

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

Individuals applying for admission to CSM, those admitted and then register for classes, along with alumni of the college are amongst the constituents whom are provided services by Admissions and Records. Even when using web-based services, new, current and former students are directly or indirectly in contact with Admissions and Records staff. For example, someone submitting their admission application using CCCApply is notified by email or written correspondence regarding their admission, the registration process and other important information.

Another service provided to current and former students is fulfilling official transcript requests. During 2005-2006, official transcript requests totaled over 10,000, and unofficial transcript requests totaled more than 4,500. With the continuing emphasis on utilizing the web to view and print unofficial transcripts, such requests from A&R staff decreased this year by 8.9 percent.

As of January 2006, a new web-based service known as enrollment verification was implemented by the SMCCCD in collaboration with the National Student Clearinghouse (NSC). Students can now, free of charge, produce a certificate that verifies their enrollment at CSM, Skyline or Cañada. NSC data highlights that over 640 CSM students have utilized the service since it implementation. This new service has eliminated the need for students to visit A&R in order to have their enrollment status verified thus significantly curtailing such requests of A&R staff.

While being a strong proponent and encouraging use of web-based services, A&R also maintains a helpful and courteous staff that is available to assist students, faculty, staff and others who come by A&R for assistance. A comprehensive list of the major services provided by Admissions & Records and the number of students served is presented in Addendum A.

**C. Significant unit accomplishments in 2005-2006:**

- Further streamlined operations by utilizing existing technology including web-based services;
- Promotion of the web-based CCCApply admission led to 68.5 percent (6,732 of 9,814) admission applications being submitted online;
- Promotion of WebSMART resulted in another two percent increase in online registration over last year with 95 percent of students registering online;
- Fall 2005 resulted in 100 percent of faculty using WebSMART to submit their grades by the established deadline

**D. Where appropriate, delineate the relationship of significant unit accomplishments in 2005-2006 to current Student Services Planning Document:**

The significant accomplishments as outlined coincide primarily with Goal 1 of the latest 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. A three-year average of survey results is included in this report.

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

- Admissions and Records Staff continue to be actively involved in providing instruction to students on how to use WebSMART for registration and other web-based services. The newest online service available to students is enrollment verification.
- In 2005-06, utilization of web-based registration reached an all time high with 95 percent of students using WebSMART to register for classes.

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

- The Dean and Assistant Registrar periodically met with the Vice President of Instruction, Instructional Deans, and attended division meetings to discuss proposed changes to operational procedures that improved 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 continued to participate as an ad hoc member of the Curriculum Committee;
- The dean chaired the DIAG Faculty and Staff Diversity Subcommittee

which includes several faculty members

As the primary point of initial contact for virtually all CSM students, Admissions and Records is a critical division of the college. In addition to serving new, current and former students, A&R staff provides various services to faculty and staff.

A&R staff has come to recognize the benefits of technology in contributing to streamlining and enhancing day to day operations. They have also come to embrace and actively participate in assessing departmental operations and regularly provide suggestions for further improving A&R services. The resulting outcome has further contributed to streamlined practices and enhanced customer service. It is indeed a pleasure to receive feedback about the high quality and courteous service provided by A&R staff.

**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:**

For the past three years, A&R has been able to collect and analyze the data collected from the Student Satisfaction Survey. This past year, however, the number of students completing the survey was quite modest. As an alternative, a three year average of collected data was compiled and analyzed and is presented in this report. The data highlight the significant student satisfaction with A&R staff and its services.

During the 2006-2007 academic year, A&R plans to use a paper version of the Student Satisfaction Survey in order to increase the number of students completing the surveys. The survey will be distributed to students who visit A&R and are provided instruction and assistance in using online services.

The set of data below highlight student and faculty use of web-based services during 2005-2006. Then, following in Table 1, survey response data comprised from the A&R Student Satisfaction Survey for the years 2002-03 to 2004-05 is presented and culminates with a three-year average.

- 2005-06, 68.5 percent of students submitted their admission application online; an increase of 5.5 percent from 2004-2005
- 2005-06, 95 percent of students registered for classes using WebSMART; an increase of 2 percent from 2004-2005
- Spring 2006, 98 percent of faculty submitted their grades online and by the prescribed deadline

Table 1.

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>Three-Year Average</u>
Quality of A&R Services	59%	56%	66%	60.3%
Satisfaction with A&R Staff	55	53	63	57
A&R Office Hours	50	43	56	49.6
User-Friendliness of WebSMART	72	64	79	71.6
A&R Website	64	56	72	64

The percentages in table one represent the year by year combined responses of excellent and very good. For example, the 59 percent in 2002-03 for the Quality of A&R Services represents the combined total of respondents noting that the service they received was either excellent or very good. The three year average for this item is 60.3 percent.

It is noteworthy to highlight the 2004-05 satisfaction response rates which demonstrate a

significant increase in all categories when compared to the previous two years.

The three year average tabulation is significant in that each of the five categories with the exception of A&R office hours are well above 50 percent. Again, the averages represent the combined responses of excellent or very good. While the three year average for A&R Office Hours is just below 50 percent, it can be noted that the response rate in 2004-05 was 56 percent, a particularly significant improvement over the previous year. It should also be noted that during most of the academic year, A&R is open from 7:30 am to 6:45 pm, Monday thru Thursday, and 7:30 am – 4:30 pm on Friday; totaling 52 hours and 30 minutes per week.

Overall, A&R continues to provide high quality services to its various constituents and will endeavor to continue to improve as A&R incorporates the TQM concept of continuous improvement. Thus, A&R will continue to collect and analyze student survey results as a means of further improving its programs and services.

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

1. Continue to collect, analyze and act upon student survey results;
2. Maintain emphasis on high quality customer service;
3. A&R staff will be kept abreast of changes in colleges policies and procedures;
4. Communicate changes in A&R policies or procedures to all constituents;
5. Continuously assess and recommend enhancements to the user-friendliness of WebSMART;
6. Maintain an up-to-date A&R website;
7. Ongoing collaboration with other student services and instructional units to provide seamless services to students.

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

The significant use of web-based services indicates that students and faculty appreciate the ease, flexibility and user-friendliness of WebSMART. While there has been a continuing increase in utilization of the online services, there are still a significant number of students who are not familiar with or who may not be comfortable with using the online services. As a means of encouraging utilization of web-based services, A&R staff and student workers will continue to promote and provide instruction on using WebSMART and other online services.

In 2004-2005, A&R commenced utilization of the CCCApply web-based admission application and during its first year 61 percent of applicants applied online. During 2005-2006, the percentage of applicants submitting their applications online increased to 68.5 percent. Another technological development introduced in early 2006 is the transcript request function. This online option allows current and former students to request copies of their transcripts. This latest enhancement is yet another demonstration of how technology is streamlining A&R operations while providing greater flexibility to end-users. It is expected that utilization of technological innovations will continue to be utilized by Admissions and Records in its efforts to provide high quality customer services and to meet the needs of its primary student clientele.

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

Given the diverse student population at CSM, the dean of enrollment services and the assistant registrar have promoted to A&R staff their attendance at diversity related events. A&R staff has attended such activities as the President's Lecture Series and Diversity In Action Group (DIAG) programs including Conversations on Diversity and the DIAG Speaker Series. In addition, this year, two more A&R staff, Grace Gamiao and Jeremy Mileo, became active members of DIAG. Grace Gamiao, along with John Vehikite from Financial Aid, coordinated a

visit by Dr. Rona Halualani who, amongst other things, shared personal experiences about what it is like to be a Pacific Islander living on the mainland. A&R's Arlene Fajardo and Adela Swinson are also members of DIAG and actively involved in the DIAG Student Recruitment and Retention Subcommittee.

~~Student workers~~ hired in A&R also add to the diversity of the staff and often instruct students in their native language on how to use WebSMART. A couple of students who are also sisters are from Iran, one student is a Hurricane Katrina survivor, another is Filipina and a couple of others are Latina. The three latter students participate in the CalWorks Program. These students have in their own way contributed to expanding the A&R staffs' cultural awareness and sensitivity to cultural differences.

When seeking to fill vacated A&R positions, the dean and assistant registrar are cognizant of the importance of considering ethnic, gender and cultural diversity as one of the many factors in hiring decisions. Further, they recognize the importance of hiring staff that are also competent and technologically savvy. For example, upon the resignation of an A&R staff member who is Filipina, an African American female who has extensive experience with computers and computer software was hired to replace her.

During 2005-06, ~~A&R staff~~ was represented by various ethnicities, races, cultural backgrounds, and gender. The full-time permanent staff was comprised of two males and eight females, including three Latina/os, two Filipinas, four Anglos, and an African American female. Two hourly staff included a white female and an Asian female who speaks Cantonese and Mandarin. Specific accomplishments which fostered and validated diversity in A&R are listed in Addendum B.

#### **H. Anticipated goals for 2006-2007 based on the findings of your 2005-2006 Program Review:**

- Continue to enhance customer service
- Provide staff with necessary technological training
- Ensure ongoing communication to college constituents regarding any changes in A&R policies and procedures
- Continue to assess and ~~streamline operations using available technology~~. Targeted areas for next year include:
  1. Continue to promote the use of web-based services to students and faculty;
  2. Ensure all staff are competent with the CCC-Apply admission application process;
  3. Complete catalog entry for the computerized degree audit program;
  4. Fully utilize degree audit program for determining IGETC and CSUGE certifications;
  5. Maintain collaboration with Skyline and Cañada to further standardize Admissions & Records forms, policies and procedures;
  6. Collaborate with ITS to further enhance the user-friendliness of WebSMART;
  7. Promote utilization of on-line admission application and other recent web-based services such as enrollment verification and transcript requests as well as other student services;
  8. Implement the General Education component of the automated Degree Audit Program

#### **I. Identify your unit's needs and recommendations for 2006-2007:**

- Reclassify the A&R III position to a level cognizant of the higher level responsibilities which includes maintenance of the computerized degree audit program and determine course to course equivalencies for courses completed outside of the SMCCCD

## **J. Notable individual accomplishments and Professional Development Activities**

Immediately below is an annotated list of individual accomplishments and professional development activities. A comprehensive list of these items is included in Addendum C

- Several A&R staff attended the Northern California CCCApply Workshop held at CSM
- Arlene Fajardo, Adela Swinson and Grace Gamiao attended the CACCRAO Annual Meeting in South Lake Tahoe
- Jeremy Mileo co-presented at the CACCRAO Regional Workshop on the topic of Veteran's Certification
- Grace Gamiao was one of two coordinators who organized a DIAG Speaker Series program focusing on Pacific Islanders

## **K. Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2005-2006 Student Services Key Accomplishments" publication.**

A&R continues to utilize available technology to enhance and streamline many of its services. Over 95 percent of students registered for classes using WebSMART and 68.5 percent of admission applications were submitted using CCCApply. And, in fall 2005, using WebSMART, 100 percent of CSM faculty submitted their grades on time.

## **L. Additional comments:**

Utilization of available technology continues to contribute to the streamlining and enhancement of A&R day to day operations and related services. Technological enhancements over the years have allowed staff reductions in A&R while still enhancing customer services. A&R is now at an optimal staff size and with the continued utilization of technology will continue to further improve its high quality services. Lastly, in 2005-2006, A&R had a total salary savings of over \$40,000 due to a staff member taking on a detail assignment outside of A&R and because of an extended absence of another staff member's due to illness.

## Addendum A

### Types of Services Provided by Admissions and Records:

- Registration
- Determine eligibility for AA/AS Degrees and Certificates
- Process outgoing academic transcript requests
- Process UC-IGETC and CSU-GE certifications
- Evaluate incoming external college transcripts
- 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, Cantonese, Mandarin) 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 14,500 official and unofficial transcript requests processed
- ❑ 13,946 admission applications processed
- ❑ Over 1,500 Concurrent Enrollment Applications and related forms
- ❑ 4,000 plus 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;
- Grace Gamiao and Jeremy Mileo became DIAG members in 2005-06;
- A&R Staff attendance at the EOPS Award Luncheon;
- Two staff members are partly or fully bilingual in Spanish, Mandarin, and Cantonese ;
- Accepting AB 540 applications without prejudging the applicants;
- Hired a permanent staff member who is an African American Female;
- Hired student workers who are ethnically and culturally diverse including a Chinese National, two Iranians, a Filipina, two Latinas, an African American, and a Hurricane Katrina Survivor

### Addendum C

#### Individual Accomplishments and Professional Development Activities

- **Arlene Fajardo**
  - CCCApply Seminar – Sacramento
  - Attended the CACCRAO Regional Workshop
  - Attended CACCRAO Conference in South Lake Tahoe
  - EOPS Program Coordinator Search Committee (Twice)
  - District Enrollment Services Council
  - District Degree Audit Steering Committee
  - District Degree Audit Technical Subcommittee
  - CSM Diversity in Action Group
  - Curriculum Committee (Ad hoc member)
  - Budget Subcommittee
  
- **Adela Swinson**
  - CCCApply Seminar – Sacramento
  - Attended the CACCRAO Regional Workshop
  - Attended CACCRAO Conference in South Lake Tahoe
  - Financial Aid Technician Search Committee
  - District Degree Audit Steering Committee
  - District Degree Audit Technical Subcommittee
  - CSM Diversity in Action Group
  - CSM Enrollment Management Committee
  - CCCApply-Spanish Language Application Committee

- **Jeremy Mileo**
  - Completed a CSM Introduction to the Internet Course
  - Completed Two CTL Excel Workshops
  - Attended two different Veteran's Certification Training Workshops:
    - \*California Workshop for VA Certifying Officials
    - \*VA Once Training and Certification Training
  - Attended the Northern California CCCApply Workshop held at CSM
  - Co-Presenter on Veteran's Certification at the CACCRAO Regional Workshop
  
- **Grace Gamiao**
  - Attended CACCRAO Conference in South Lake Tahoe
  - Coordinated DIAG Speaker Series Event focusing on Pacific Islanders
  - Received training on processing web transcript requests
  
- **Dr. Henry B. Villareal**
  - Chair, Diversity In Action Group
    - \*Chair, Faculty and Staff Diversity Subcommittee
    - \*Member, Student Recruitment and Retention Subcommittee
  - Co-Chair, Enrollment Management Committee
  - Member, CSM Connects Advisory Committee
  - Member, Strategic Planning Subcommittee
  - Member, Budget Subcommittee
  - Member, District Enrollment Services Committee
  - Member, District Financial Aid Advisory Committee
  - National Council on Student Development (NCSA)
    - \*Region IX Director
    - \*Member, NCSA Board of Directors
    - \*Member, NCSA Technology Advisory Committee
    - \*Attended NCSA Conference in Indianapolis
  - Advisor, CSM Gay Straight Alliance
  - Coordinated the Northern California CCCApply Workshop held at CSM
  - Attended Hispanic Association of Colleges and Universities Conference
  - Presenter at the First Annual Association of Hispanics in Higher Education Conference, Topic: "Successful Hispanic Community College Transfer Students"
  - Presenter, CSM Connects Conference, Topic: "Diversity & Community Service"
  - Co-Presenter, CACCRAO Regional Workshop, Topic: "Veteran's Certification"



## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2005-2006

Due: June 30, 2006

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**Date:** June 2006

**Student services unit:** Assessment/Testing

**Student services unit staff:** Christopher Rico, Program Services Coordinator  
Kay Rabb, Admissions and Records Assistant II

**Program review prepared by:** Christopher Rico, Program Services Coordinator  
Marsha Ramezane, Dean of Counseling, Advising and  
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. Our unit 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. The Assessment Center is now located in Administration Building 1, Room 130. Part of the goal in acquiring this larger space is to have a centralized location for assessment services. The Assessment Center offers computerized placement testing for English and mathematics on a year-round basis. Moreover, 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 collaboration with the Career and Transfer Services Centers.

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

The Office of Assessment Services administered nearly 11,000 paper pencil placement tests and English and mathematics computerized placement tests combined during the 2005-06 academic year. This number indicates 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 our unit include:

1. Administering assessment and appropriate course selections in English, reading, ESL, and math to assist students matriculating at CSM
2. Providing computerized and manual placement testing for English and mathematics on a year-round basis
3. Testing support and location for Distance Learning Program and Disabled Students Programs & Services (DSPS) students
4. Providing outreach 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 collaboration with the Career and Transfer Services Centers

**List significant unit accomplishments in 2005-2006:**

- Reviews and process math prerequisite equivalency requirements and administer the Challenge Test for Math 130 (prerequisite for Math 222 and Math 242)
- Promotes community awareness of available CSM testing services by providing on-site testing at San Mateo County high schools and Distance Learning testing
- Assisted and administered placement testing for incoming high school seniors during the 2006 Priority Enrollment Program (PEP). More than 500 high school students took the English and mathematics placement tests.
- Participated in student orientation programs and administered placement testing for incoming Cosmetology, Nursing, and international students
- In the fall of 2005, our unit coordinated a workshop on ACCUPLACER ESL computerized test for the ESL Department to introduce alternative assessment instruments to our faculty.

**Where appropriate, delineate the relationship of significant unit accomplishments in 2005-2006 to the current 05-07 Student Services Planning Document:**

The Assessment Services unit significant accomplishments in 2005-06 are somehow related to some of the items in the current 2005-07 Student Services Planning Document. College Goal No. 9 is to "expand online services to better serve students." To date, the Assessment Center provides ten (10) computer stations for placement testing that can also be used for other online services such as WebSMART access and taking online CRER assessments.

Promoting community awareness of available testing services by administering on-site testing at local high schools is related to College Goal No. 1 which is to "increase enrollment through general community outreach."

**Summarize the results of the annual student survey for your unit (including the total number of survey responses) AND identify the implications for the future delivery of your unit's services:**

Due to a 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-three percent (33%) of respondents indicated that overall quality of the placement test process and overall satisfaction with staff is "Very Good." Most students were pleased to have their questions answered by the placement testing staff; sixty-six percent (66%) of the students responded either "Very Good" or "Good" while thirty-three percent (33%) indicated "Fair." One hundred percent (100%) 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 with their placement test needs. In support of previous research data, sixty-seven percent (67%) and one hundred percent (100%) of respondents considered their English and math placement test scores as accurate measure of their skills respectively.

Sixty-six percent (66%) thought the times and hours of availability of placement testing are "Very Good" and "Good" while thirty-three percent (33%) responded "Poor." 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 placement tests they need. Although these percentages are significant, our unit needs to continue to develop other ways to better promote and broaden testing availability to our students. In regards to testing location, sixty-seven percent (67%) indicated that the area is quiet and comfortable; thirty-three percent (33%) were either not satisfied or found the testing area not suitable for their testing needs.

This year, the Assessment Services survey does not have any open-ended comments.

**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.**

Sixty-four percent (64%) of respondents felt that the English or ESL placement test placed them in the appropriate level coursework, and nine percent (9%) indicated "No." While seven percent (7%) pointed out that the math placement test did not place them in appropriate level work, sixty-two percent (62%) felt that they were placed appropriately and thirty-one percent (31%) indicated "I Cannot Say at This Time." 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. Eighty-seven percent (87%) of students considered their placement testing as either "Extremely Important" or "Somewhat Important" in understanding their current academic level in English and math; three percent (3%) believed it was "Not Very Important." Sixty-three percent (63%) 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 matriculating students.

Eighty percent (80%) of students indicated that they were able to identify the recommended English, reading and math courses and locate classes online or in the Schedule of Classes while sixteen percent (16%) and three percent (3%) said "Somewhat" or "No" respectively. In support of previous data, sixty percent (60%) demonstrated that they learned how to access WebSMART to retrieve their test results, student information, and register for classes. Since there has been an increasing demand for WebSMART access and other online services on campus, our unit needs to continue to develop ways to further support the delivery of these online services.

As far as educational goals, sixty-six percent (66%) and twenty-three percent (23%) 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:**

- In order to assist non-native English speaker students in choosing appropriate test, our unit has worked with the ESL Department to create a questionnaire and information flyer for distribution. In addition to large group placement testing, our unit offers weekly small group testing to expand our ESL testing service.
- We have a diverse group of testing staff and proctors that are also bilingual (i.e. Cantonese, Mandarin, and Tagalog-speaking) and are ready to assist and help students as needed.
- In the fall of 2005, the Office of Assessment Services coordinated a workshop on ACCUPLACER ESL computerized test for the ESL Department to introduce alternative assessment instruments to our faculty.

**List your anticipated goals for 2006-2007 based on the findings of this year's 2005-2006 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
- Coordinate a pilot program with the ~~SMCCCD Coastside Office~~ on the feasibility of offering onsite CSM computerized placement testing
- Continue to develop ways to further support the delivery and access of online services

**Identify your unit's needs and recommendations for 2006-2007:**

- **\$1.00 Repeat Test Fee.** Only if it complies with California Education Code, our unit recommends charging a repeat test fee of \$1.00 to students who are retaking our English, reading and mathematics placement tests. This will be a per repeat test fee and not a one time fee.
- **Computer Kiosks.** Our unit recommends setting up at least two (2) computer kiosks with printer at the Assessment Center to be used by students to have quick and easy access to WebSMART, download and print CSM forms, and to make counseling or testing appointments via *SARS TRAK*.

**Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2005-2006 Student Services Key Accomplishments" publication.**

The Assessment Services at College of San Mateo is a vital part of the College's matriculation program that provides a comprehensive range of assessment, both for native and non-native speakers of English, reading and mathematics, and other course placement services to help and support students matriculating at CSM. In the 2005-2006 academic year, Assessment Services administered nearly 11,000 paper pencil placement tests and English and mathematics computerized placement tests combined. Beginning summer of 2006 the Assessment Center, in collaboration with the Counseling and Math/Science Departments, now reviews and process math prerequisite equivalency requirements for our students.

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**Date: June 30, 2006**

**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 175+ major preparation and course-to-course agreements
- Began posting CSM course outline online
- Assisting various Instructional Divisions with updating old course outlines
- Addition of 15 CSM courses to CSU General Education and IGETC transfer list
- Assisted with revising course substitution form
- Assisted with creation and posting online access to Transfer Admission Agreements
- Assisted High School Relations office with recruiting concurrently enrolled students
- Assisted Transfer Center with accessing current transfer equivalency agreements
- 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 51 different forms are now available on-line
- Posted CSM course outlines on-line
- Assisted Instructional Divisions with updating old course outlines
- Posted Nursing Program course equivalency requirements online
- Enhanced Transfer, Articulation, and Research websites
- Enhanced Scholarship, Financial Aid, and Assessment websites

**D. Where appropriate, delineate the relationship of significant unit accomplishments in 2005-2006 to the current 05-07 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. Will be implemented by Fall 2006

**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. Will be implemented by conclusion of Fall 2006

**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 2006-2007 based on the findings of this year's 2005-2006 Program Review:**

- ~~Create index of "recommended" major preparation on-line~~
- Continue posting CSM course outlines on-line
- Continue assisting Instructional Divisions to up-date course outlines
- Ongoing improvements to the Transfer/Counseling/Articulation websites

**I. Identify your unit's needs and recommendations for 2006-2007:**

- 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. Posting electronic versions of CSM course outlines.

**L. Additional comments:**

N/A

# CalWORKS STUDENT SERVICES PROGRAM REVIEW

Academic Year 2005-2006

Due: June 30, 2006

**Date:** June 30, 2006

**Unit Staff:** Aisha Upshaw, Counselor; Danita Scott-Taylor, Director of 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. Support services are designed to aid students who are working towards completion of a degree or certificate program to improve employment opportunities for positions 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:**

Twenty-nine (29) students were served during the 2005-2006 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.

**Significant Accomplishments:**

- Staff was successful in eliciting the participation of Central San Mateo County's CalWORKs Program Specialist on the CalWORKs Advisory Committee, as well as a representative from Shelter Network, a key referral agency to many 'hidden' San Mateo County services.
- Implemented the first Annual SMCCCD CARE/CalWORKs Retreat: 'Capturing the Power Within.'
- Hosted a CARE/CalWORKs Mother's Day Luncheon: 'Balancing Motherhood, Education and Career' and added two new Parenting Workshop offerings: 'Understanding Domestic Violence' and 'Helping Children Cope with the Stress of Parental Separation.'
- Completed a CARE/CalWORKs Parenting Workshop pre and post survey.
- CalWORKs student featured in the *2006 Portraits of Student Success*, a California Community Colleges statewide publication.

**Relationship of Unit Accomplishments with Student Services Planning Document:**

SSPD Goal	CalWORKs Significant Accomplishment
<i>Goal 1: Programs and Services</i> I:1 Listen to voice of the student... I:3 Collect and analyze survey data I:7 Seek ways to increase survey responses	Enhanced workshop offerings based on student feedback; CalWORKs and Parenting Workshop Surveys
<i>Goal 2: Enrollment Management</i> I:2 Enhance student retention/encourage student involvement...	Increased personal development workshop offerings; developed and implemented CARE/CalWORKs Retreat
<i>Goal 3: Institutional Planning and Resources</i> I:1 Identify SLOs and action plans, allocate resources I:2 Accreditation recommendations...	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 'Good' to 'Excellent'** in overall quality, 100% 'Excellent' in satisfaction with CalWORKs staff, 'Very Good' (67%) to 'Excellent' (33%) in ability to answer questions, and availability of hours (67% Excellent; 33% Very Good), an improvement over



the previous year. Most useful services included: help with fees, CalWORKs advice and information, workshops and the CARE/CalWORKs retreat. Suggestions to enhance services include offering child care for infants and providing more mailings about services offered. It is evident that the program is meeting the needs of the students who respond to the Student Satisfaction and Student Support Services surveys, however response rates have significantly decreased. Staff will continue to seek ways to increase responses from program participants.

#### **Student Learning Outcomes Summary and Implications for Future Service Delivery:**

*The program has done a better job of assisting students in the areas of job search and workplace preparedness.* Sixty percent (60%) of respondents report that the program has 'Greatly' assisted them with work preparedness versus those who responded 'Often' (20%) or offered no response (20%). While some improvements have been made, collaboration with the Student Employment Office should further increase this goal. The program is currently surveying CalWORKs work-study employees to develop individual and group activities to enhance student performance and job skills. *The program does a very good job in increasing students' knowledge of campus and community services, as well as improving time, money management, and study skills (80%).* Most students believe the program 'Greatly' (60%) or 'Often' (20%) provides support and advocacy with the Human Services Agency, and the same percentages cite the program with providing opportunities for personal growth and development. The program will continue to seek ways to better measure student growth, such as the pre-post Parenting Workshop Survey, and create avenues for students to reach their fullest human potential.

#### **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 experience 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 2006-2007 Goals Based on 2005-2006 Program Review:**

- Implement Supervisor Assessment Survey for CalWORKs works-study students
- Develop a series of work preparedness workshops and/or module classes for CalWORKs students
- Develop new outreach and recruitment materials
- Hire hourly staff to assist with outreach/recruitment activities and support case management component

#### **Identify Units Needs and Recommendations for 2005-2006:**

Increased responsibilities of the Director of Student Support Services have greatly impacted the case management, outreach and recruitment activities of the CalWORKs program. Assistance is needed in enhancing these components particularly since the State data collection and funding allocation formula changes will be based on students served as reported through MIS data. Additional staff will also assist in the enhancement of program services to include tutorial assistance, a retention plan, and workplace readiness activities. Refinement of assessment tools, the inclusion of a focus group, and a systematic plan to increase student survey responses will help identify gaps in service and formulate ideas for enriching program services.

#### **Brief Description of Units Key Accomplishments:**

The CalWORKs program supports cash aide recipients as they train to increase employment opportunities that will lead to self-sufficiency. Activities such as the CARE/CalWORKs Retreat, parenting and personal development workshop series, and collaborative projects with the Student Employment, Child Development Center and CARE programs has allowed the program to offer a holistic set of services to its participants.

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2005-2006

Due: June 30, 2006

**Date:** May 19, 2006

**Student services unit:** Career Services

**Student services unit staff:** Elaine Burns

**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, 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 provide.***

Appointments and walk-ins for fall 2005

Appointments and walk-ins for spring 2006

These numbers reflect counseling appointments for one full time counselor and 10 hours a week of counseling by interns in training

Career/Academic/Transfer counseling, 1 hour sessions, Fall 2005 257

Career/Academic/Transfer counseling, 1 hour sessions, Sp.2006 225

**Fall workshops 32**

**Spring workshops 16**

#### **Students enrolled in CRER 126**

**CRER 126 Fall, 2005, 19 students in the day class**

**20 students in the evening class 39**

**CRER 26 Spring, 2006, 15 students in the day class 37**

**22 students in the evening class**

These numbers are nearly half the totals from previous years and probably reflect the fact that the previous Class, CRER133 was divided into two separate class offerings. Career counselors conduct the exploration and decision making class CRER126 and the job search class, which is

CRER127, has been reassigned to the student employment staff.

***C. Significant unit accomplishments in 2005-2006.***

We served over 600 students by providing direct career services in 2005-2006. Services were offered at a wide range of times and days to accommodate the evolving needs of our students and community. This small counseling staff of one career counselor plus two part-time graduate interns provided significant 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.

***D. Unit accomplishments in 2005-2006 in relation to Student services document.***

We have developed ~~strong relationships with the Instructional divisions~~ as a result of our commitment and involvement in Learning Communities. Those instructors who participate in the learning community initiative have recommended offering a Math 111 and Student Success class as a standard model for all Math 111 and Math 112 classes. That is, every Math 110, 111 and 112 should have the additional support of a counselor attached to the course in a structured way. We recognize that such a program would be a costly venture, but it is also costly to fail over 50% of the beginning Math students who take the traditional basic algebra classes. We plan on evaluating our current successes before making a formal recommendation.

***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 on-line survey did not provide reliable data due to the ~~low number of responses~~. 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

**New Career Courses**

~~Two new short courses~~ were offered this year under the Career Center offerings. A previous survey indicated that students identified the lack of study skills as one of the obstacles getting in the way of their success. This unit developed two new Career/Student Success courses designed to remediate students' study skills and to include Student Learning Outcomes and Assessment. They are CRER 124 Homework Strategies (.5) and CRER 125 Test Taking Strategies (.5). Additionally, ~~CRER 133 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.

**Learning Communities**

The very successful Asset Development (Math 111 plus Student Success) has been offered eight semesters. We will continue to work with the Math faculty to expand services provided to this Learning Community. Additionally we provide guest speakers, workshops on transfer/career information, study skills and other topics as requested by any Learning Community faculty. Strong collaboration and team

work between Student Services and Instruction faculty is an ongoing characteristic of the work being done in the Learning Communities. The team taught LCOM class, Math and Student Success uses **SLO and intentional learning strategies**. The outcomes were greater than expected. At this writing the number are not available.

***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.

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

The 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. We presented workshops to the Cosmetology dept. to prepare their large diverse population, mostly Hispanic students, for the job market.

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.

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 2005. 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.

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

As the new Career Development Center takes shape, the goals for this unit may change somewhat. The new coordinator will be responsible for the direction of CSM's Career Development Program.

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

The roll of counseling in 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.

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

This section will be best answered by the new Career Development Center coordinator.

***J. Notable individual accomplishments (optional).***

**Learning Community**

In addition to teaching for eight semesters in collaboration with two Math instructors, 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 2006.

***K. Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2005-2006 Student Services Key Accomplishments" publication.***

The Career Services continues to offer timely, relevant, and fun workshops and counseling to our entire CSM community. 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 50 workshops; over 300 hours of individual counseling; career assessment; computerized career, transfer and job information for both day and evening students. The California Career Development Association rated CSM's Career Counseling, exclusive of student employment, as one of the best programs in Northern California.

We have enjoyed a good year and we are proud of all our accomplishments. With one career counselor and two graduate interns for 10 hours a week we provide 500 hours of career counseling, 50 workshops, and 8 one hour orientations to the Career Services Center. We supported the Math Learning Community with an intensive and collaborative Study Skills class as well as provided direct group counseling to a variety of Learning Community classes.

Elaine Burns  
June 27, 2006

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2005-2006

Due: June 30, 2006

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

**Date:** June 28, 2006

**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

Miho Negoro & Jamie Hui, Associate Teachers

Connie Cao and Karol Molina, Student Assistants

**Program review prepared by:** Coordinator, Master Teachers, Teachers

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

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 offers a comprehensive in-service training program for staff at all levels.

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

During 2005-06, the Child Development Center served approximately 52 children providing both full-time and part-time child care depending on the parent's schedule of classes, need for study-time and hours of employment.

**List significant unit accomplishments in 2005-2006:**

- Developed and presented ~~parenting seminar on fostering early literacy~~: fostering emergent reading and writing skills (phonological awareness, phonemic awareness, phonics vs. whole language approach); strategies for creating strong readers/writers; reinforcing children's language and literacy learning at home; and selecting quality children's books.
- Collaborated with San Mateo County Office of Education's Early Childhood Language Development Institute and Skyline College Children's Center to provide a series of 3 ~~professional development opportunities for staff~~ during Fall 05 and a series of 4 ~~parent education opportunities for families~~ during Spring 06 on: supporting home language and culture; bilingual and multilingual language development; and strategies for fostering trusting relationships/partnerships between teachers and families so children become enthusiastic learners and can be successful in school.
- Collaborated with EOPS, CalWorks and CARE to offer a seminar series for student-parents

on life management skills: money management and stress management and on issues related to parenting: children's response to separation & divorce; and positive discipline. In addition, a workshop on understanding and coping with domestic violence was offered.

- Collaborated with San Mateo County Nutrition Services to present a parenting workshop on nutrition, food politics and encouraging healthy eating habits in young children.
- Established Parent Advisory Committee (MML CDC PAC) with elected officers. The MML CDC PAC worked with staff to develop ways to encourage parent interaction and foster family involvement. The PAC planned social events for children, families and staff: October Pumpkin Festival; "Socksheaven" literacy event to celebrate winter holidays; and Family/Staff Spring Barbeque. PAC developed the MML CDC Family Directory complete with color photos of each parent/child and home contact information so families could establish relationships outside of school. In addition, PAC organized a Restaurant Drawing fund-raiser that generated \$3000 and used a portion of the revenue to coordinate "Parent's Night Out". Finally, using information from the "Survey of Family Traditions" to ensure authenticity, parents and staff planned 3 cultural celebrations for children and families: Independencia de las Americas; Mid-Autumn Moon Festival; and Chinese New Year.
- Collaborated with CSM Psychological Services to develop an on-going weekly parent support group to provide parents with a forum to discuss developmental norms and learn successful strategies for problem-solving discipline issues. In addition, 2 interns from Psychological Services worked with children in the classrooms and provided counseling for individual children and families in crisis.
- Developed and presented in-service training seminar on positive guidance and classroom management including: values clarification exercises; identifying challenging behaviors; and using classroom environment, curriculum and meaningful relationships to foster healthy social and emotional development in children.
- Organized overnight staff retreat to promote atmosphere of teamwork and to kick-off annual focus on children's language/literacy development. As a group, staff purchased children's books to create lending library and explored ways to use literacy materials in curriculum planning in order to enhance children's reading and writing skills during small group-time.
- Collaborated with Canada College's ECE Practicum instructors to provide internships for ECE students and practicum opportunities for students enrolled in observation and assessment courses. Collaborated with CSM's Nursing program to offer practicum experiences for nursing students studying pediatrics and with CSM Connects to provide volunteer opportunities for students enrolled in Health Science courses.
- Celebrated the completion of the interior renovation of the Child Development Center with a ribbon-cutting ceremony.
- Developed Child Development Center brochure to enhance community outreach efforts.

**D. Where appropriate, delineate the relationship of significant unit accomplishments in 2005-2006 to the current Student Services Planning Document:**

1. ~~Goal 1~~ – Programs and Services, Action Step 3: collected and analyzed responses from Desired Results Parent Surveys and used program review, CDE Child Development Division’s Annual Agency Review and Child Care Food Program Administrative Review to improve services provided to children and families. 04-05 Program Review results showed a need existed to promote increased competence in children’s language/literacy learning and bilingual/multilingual language development. As a result, a staff development plan and family involvement plan were developed. Both plans included a series of training seminars on ways teachers and families could partner to support and promote early literacy, bilingualism and family culture in the classroom and at home.
2. ~~Goal 1~~: Programs and Services, Action Step 10: collaborated with instruction to offer practicum experiences for ECE interns & Nursing students.
3. ~~Goal 5~~ – Action Step 4: incorporated into staff development plan, cost effective ways for staff to participate in professional development opportunities on diversity. Collaborated w/ SMCOE to provide training, at no cost, for entire staff on bilingual language development and honoring family culture and home language in the classroom.

**E. Summarize the results of the annual student survey for your unit (including the total number of survey responses) AND identify the implications for the future delivery of your unit’s services:**

57% of Desired Results Parent Surveys were returned by May 2006.

100% - “very satisfied” w/ overall program quality  
 100% - felt “child was safe and happy in this program”

96% - agreed they had learned about how children develop at different ages  
 100% - agreed they learned how their child was growing/developing  
 100% - agreed they learned how their child was doing in the program  
 100% - agreed they knew schedule of daily activities in their child’s classroom  
 100% - agreed they learned how to help their child learn/develop at home  
 100% - agreed they learned parenting skills  
 100% - agreed they learned how to find other services in the community  
 84% - agreed they knew experience and training of program staff  
 96% - agreed they knew where to report health/safety concerns  
 100% - agreed they knew how they could get involved in their child’s program

**88% - very satisfied w/ hours of operation      4% satisfied    8% not satisfied**  
 92% very satisfied w/ location of program      8% satisfied  
 88% - very satisfied w/ number of adults working w/ children    13% satisfied  
 100% - very satisfied w/ background/training of staff  
 92% - very satisfied w/ languages spoken by staff      8 % satisfied  
 96% - very satisfied w/ how program communicates w/ parents      4% satisfied  
 96% - very satisfied w/ how program meets individual needs of their child      4% satisfied  
 100% - very satisfied w/ interaction between staff and children  
 76% - very satisfied w/ interaction w/ other parents      24% satisfied  
 80% - very satisfied w/ parent involvement      20% satisfied  
**84% - very satisfied w/ equipment and materials      12% satisfied    4% not satisfied**  
 96% - very satisfied w/ cultural activities      4% satisfied  
 100% - very satisfied w/ daily activities



100% - very satisfied w/ environment

**88% - very satisfied w/ nutrition      8% satisfied      4% not satisfied**

100% - very satisfied w/ health/safety policies & procedures

100% - very satisfied w/ how program promotes child's learning/development

**Parents Suggestions for Improvement:**

1. open until 5:30 pm
2. change closing time to 5:30 or 6:00 pm
3. have daily memo of what child eats to let parent know what child ate that day
4. open up K-12!
5. require a certain degree of parent participation – assign jobs to us
6. more teachers for a lower teacher/child ratio
7. longer hours of operation
8. it would be great if children could receive organic foods/drinks

**Implications for future delivery of services:**

Work with San Mateo County Nutrition Services Department to include more whole grain food items, more fish and no refined sugars in the monthly menu cycles.

Use funds from instructional materials grant and toddler resource grant to purchase new classroom materials that include people w/ differing abilities as well as, new art easels and toddler tricycles. Purchase "ZooPhonics" curriculum to use during small group-time to foster literacy development in pre-kindergarten children.

**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.**

Parent surveys, collected in May 2006, showed a high percentage of parents learned developmental norms, were able to identify their child's stage of development and learned how to support their child's progress at home. However, findings from another assessment instrument, the pre-test, distributed in September 05, showed that many parents were already able to determine developmentally appropriate goals for their child's learning at school and were already supporting their child's literacy learning at home by reading regularly to their child. The post-test, conducted in May 06, did show, as a result of attending parent education seminars, the number of parents who engaged in more shared reading experiences with their child at home and who used story reading to teach specific literacy skills to their child increased. The post-test also showed an increase in the number of parents who learned ways to foster their child's social/emotional development at home as a result of participation in a variety of parent education opportunities offered throughout the year. Assessment of the Child Development Center's SLO's revealed that it is important to continue offering a variety of parent education and involvement activities in order to meet the diverse needs of a broad range of families because the participation in the activities does have a positive impact of what families learn about parenting. Increasing the number of parent participants that attend educational activities and increasing the number of survey and pre/post tests responses collected will be necessary in order to ensure future services can be improved in meaningful ways.

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

In conjunction w/ SMCOE Early Childhood Language Development Institute, a series of staff development and parent education seminars were planned to focus on: bilingual/multilingual language development, ways to support each child's sense of identity as it relates to home language and culture and strategies for establishing teacher-parent relationships based on mutual respect, equality and trust.

In addition, staff distributed surveys to all parents to identify family traditions and cultural events celebrated at home. Family responses were used to plan and incorporate authentic cultural experiences in the children's daily curriculum and to plan cultural celebrations for the entire Center. Families and staff celebrated: Independencia de las Americas; Mid-Autumn Moon Festival; and Chinese New Year.

**H. List your anticipated goals for 2006-2007 based on the findings of this year's 2005 - 2006 Program Review:**

- Promote children's cognitive development
  - develop in-service training series on the teacher's role in encouraging communication and developing children's thinking skills through daily conversations
- Foster the development of parenting skills
  - develop parent education seminars on developmental norms, parenting styles, children's temperament, and strategies for responding to negative behavior
- Empower parents to achieve their goals
  - create family resource center
- Manage Child Development Center budget
  - generate additional revenue for Center operations to cover loss of annual endowment

**H. Identify your unit's needs and recommendations for 2006-2007:**

1. Purchase computer equipment for lobby office area
2. Work with Public Information Office to enhance Center's website

**I. Identify notable individual accomplishments in 2005-2006 (optional):**

Karen Wiggins Dowler, Master Teacher, submitted an article to Ijournal, the CA Community College Student Services On-Line Journal. The article, published in the Summer 2006 edition, highlights the benefits of building partnerships with on-site construction crews to create rich learning opportunities for the campus's youngest students.

**J. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2005-2006 Student Services Key Accomplishments" publication.**

During Fall 05 and Spring 06, the Mary Meta Lazarus Child Development Center and the San Mateo County Office of Education's Early Childhood Language Development Institute co-sponsored a series of trainings for teachers and parents that focused on bilingual and multilingual language development in a socio-cultural context and the importance of maintaining home language and culture while children learn a new language. In addition, through participation in the trainings, the staff and families developed new strategies for establishing teacher-parent relationships based on mutual respect, equality and trust.

Annual Program Review – 2005-06

**Cooperative Work Experience Education Program**

See Student Employment Program (reports combined)

## **Counseling, Advising, and Matriculation Program Review 2005-2006**

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**STUDENT SERVICES PROGRAM REVIEW**  
**Annual Program Review Form: Academic Year 2005-2006**

**Date:** July 31, 2006

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

**Student services unit staff:**

Gary Booker, Division Assistant  
 Joyce Griswold, Office Assistant II  
 Roger Perez-Vaughn, Office Assistant II  
 Kay Rabb, Admissions and Records II (support in Assessment Center)  
 Michael Mitchell, Program Services Coordinator – Transfer Services  
 Christopher Rico, Program Services Coordinator - Assessment (position upgrade Jan 2005)  
 Jeanne Stalker, Program Services Coordinator – Matriculation & Career (hire April 2005)  
 Krystal Romero, Program Services Coordinator – COOP & Student Employment  
 Counseling and Advising faculty

**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, faculty, 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:**

**Number of students receiving counseling and advising services:**

~~13,405~~ thirty minute counseling sessions took place from May 30, 2005 to May 26, 2006.

- Extracted from SARS data base, from May 30, 2005 – August 16, 2005, 2,990 students received counseling services
- In Fall 2005, 5,259 students received counseling services.
- During winter break, from January 2 through January 14, 2007, 504 students received counseling services.
- In Spring 2006, 5156 students received counseling services.

**Types of service provided:**

When a student requests an appointment with a counselor or faculty advisor, the staff person making the appointment is asked to record the main purpose(s) of the session. This information is captured on SARS and recorded as the "reason code." Multiple reason codes may be selected. Reason codes allow a counselor or advisor to prepare for the student prior to the session. As an example, if a student indicates the need for an

Associate degree evaluation then the counselor can prepare the written evaluation or print out student records prior to the arrival of the student to the and have more time for discussion. Furthermore, when a counselor or advisor works with the student they are instructed to make sure the SARS reason code accurately reflects the content and issues of the counseling session. Counselors modify reason codes as needed for this purpose. Accurate use of the reason codes allows for two important service functions. First, it allows for the counselor or advisor to prepare for the student. The consequence of this preparation is that the student will have a sense that the counselor or advisor is prepared to help him/her. The preparation also allows for a focused session that minimizes the use of the computer while the student is there and maximizes the time for discussion and explanations. Secondly, when the counselor or advisor makes sure, at the end of the session, that the reason code(s) accurately reflect the content of the appointment, we have more data regarding student counseling interests and needs for program improvement.

Reason code reports from the 2005-2006 year indicate that students saw counselors and advisors for the following reasons.

- transfer assistance (identified as a reason code in 2,530 student contacts)
- the student educational plan (identified as a reason code in 2,216 student contacts)
- Associate degree evaluation (identified as a reason code in 1,151 student contacts)
- Matriculating student (identified as a reason code in 691 student contacts)
- Seeking career information and guidance (identified as a reason code in 330 student contacts)
- 223 student contacts needed counseling for reinstatement
- 216 student contacts needed counseling related to personal problems
- 208 student contacts needed assistance with vocational certificates

There is one "generic" reason code, ADVISING, which has 6,350 student contacts. This indicates that at both student contact points – a the point of making the appointment, and at the conclusion of the counseling or advising session – that the specific reason code(s) was not recorded. Because accurate recording of reason codes can help with service delivery and service tracking, staff and counseling and advising faculty will be asked to make it a priority to modify the reason code as necessary to accurately reflect the content of the meeting.

#### CRER curriculum offerings:

Summer 2005 total enrollment = 134					
CRER enrollments = 68	CRER # of sections = 5	Average # of students per class = 13.6	COOP enrollments = 66	COOP # of sections = 6	Average # of students per section = 11
Fall 2005 total enrollment = 791					
CRER enrollments = 593	CRER # of sections = 30	Average # of students per class = 19.76	COOP enrollments = 198	COOP # of sections = 11	Average # of students per section = 18
Spring 2006 total enrollment = 1173					
CRER enrollments = 934	CRER # of sections = 34	Average # of students per class = 27.47	COOP enrollments = 239	COOP # of sections = 11	Average # of students per section = 21.72
See the attached charts that identify department enrollment history from 2000 – 2006					

Several experimental courses were reviewed by the Committee on Instruction, received permanent numbers, and will appear in the 2006-2007 catalog under Career and Life Planning curriculum. They are listed below. All new courses are transferable to the California State University system and applicable to the Associate degree and meet general education are 5d for the Associate degree. I have requested that these courses be

submitted to UC for review for approval of transferability to that system.

CRER 104 Transfer Planning and Essentials	.5 unit
CRER 105 College Planning	.5 unit
CRER 106 Newcomer Orientation	.5 unit
CRER 107 Introduction to Choosing a College Major	.5 unit
CRER 108 Achieving an Associate Degree and/or Vocational Certificate	.5 unit
CRER 152 Service Learning and Leadership Practicum	.5 – 2 units

**List significant unit accomplishments in 2005-2006: As a unit we -**

- Conference for High School Counselors and Student Services Staff**  
 On February 23, 2005, the Office of Counseling, Advising, and Matriculation and the Office of Instruction collaborated to present a special activity for high school counselors and student service administrators and staff, the Get Reacquainted with CSM Conference for High School Counselors and Student Services Staff and Administrators. The activity featured breakout sessions that included a transfer workshop, instructional and student service program workshops, an in-service session focusing on how to use the CSM website and online services, and a resource binder to facilitate communication and collaboration as we work to assist students transition from high school to college.
- Updated and improved the Nursing Program information and admissions process**  
 Issue: The nursing program admissions process was not clear. The lack of clarity impacted the counseling function because the program sent prospective students to see counselors, and, counselors did not have accurate information with which to assist students. Students, counselors, and nursing program staff were frustrated. After working with Jane McAteer, Roxana Rugliancich, Admissions and Records Office, and counselors, a process was put in place that met Nursing Program needs and used counseling services more appropriately. A Nursing Program Articulation Grid was developed to identify courses offered at other colleges and universities that are approved as meeting nursing prerequisites. A new Nursing Program Information sheet was created to identify essential information for prospective students and counselors. A counselor was assigned to provide a monthly Nursing Program Information Session (NPIS). The Nursing Program made the NPIS part of the program requirement. Beginning in August 2006, Jane McAteer will be providing the monthly NPIS sessions.
- College of San Mateo Orientation Guide Workbook**  
 After a year of working to develop a good orientation document, the June 2006 Edition of the Orientation Guide Workbook was produced. 1000 copies will be distributed to basic skills classes with assistance from counselors. Counselors will work in classes and help students learn how to use the document to help them identify and work to meet their educational goals.
- Intervention for Students Who Experience Academic Problems**  
 Students on probation and dismissal status continue to receive letters from the Office of Counseling, Advising, and Matriculation that provide information about how to improve their academic standing. Students on dismissal status are required to complete a reinstatement petition that requires counselor intervention. All of this information, letters to students and reinstatement petitions, are scanned into webxtender so we have a record of intervention attempts.
- Transcript Evaluation and Course Substitution Service**  
 This process provides incoming students with an "upfront" is available as part of the Transcript Evaluation and Course Substitution Service. This service is described on the CSM website, the Orientation Guide Workbook, the college catalog, class schedules, and publicized in the Counseling Center. Students with transcripts from other colleges and universities within the United States are

encouraged to use this service within the first semester of attendance. Students receive an official copy of a evaluation that illustrates how previous coursework will be applied to a CSM educational goal. This evaluation is used by students and counselors to do educational planning and scanned into webxtender to provide the Admissions and Records Office with this reference for degree evaluation and general education certifications. Currently a new position in Admissions and Records is being developed to institutionalize this service.

- **Increased use of computerized prerequisite checking implemented**

Two years of work with District math faculty and ITS resulted in expanding the existing computerized prerequisite checking process. The role of the Office of Counseling, Advising, and Matriculation has been to coordinate prerequisite checking systems and a challenge process that conforms with Title 5 regulations. Computerized checking of prerequisites is in place beginning Fall 2006 for all but 3 mathematics courses and all English courses except the first level, English 828. When a student attempts to enroll in a course for which computerized checking is in place, the BANNER system searches for either the prerequisite course completed with a grade of C or better or it searches for placement test results. If the BANNER system locates neither a course or a placement test score then the registration is blocked and students receive a prerequisite blocking message. Prerequisite information is posted in the Counseling Center, counselors received a training regarding prerequisite issues and processes, information and forms are on the CSM website FORMS page, and information appears in the college catalog and class schedules.

- **Use of technology to improve services**

SARS GRID and BANNER WebXtender have transformed counseling services. All student counseling session information is housed in these electronic files. All counselors have access to student files. These electronic files provide counselors with the ability to track all counseling contacts and other service contacts and use counseling sessions to reinforce past information shared and build on a continuous and informed counseling process. As a result of electronic counseling files, students are no longer assigned a counselor. Students are encouraged, however, to select a counselor with which to work and build a strong counseling partnership. But, students may select the counselor or advisor with which they want to work or whose schedule that is compatible with their schedule. Students have greater access to counselors because they are not limited by assignment.

In the past year student educational plans were scanned into WebXtender for counselor referral. Beginning Fall 2006 an electronic SEP is available for counselor use. This "first edition" of this tool is an electronic form that counselors can use when working with students. They can simply fill in the blanks with suggested courses and they have a large area for additional notes. This electronic SEP can then be downloaded for the student to carry away from the session, AND emailed to the student so he/she has a computer file of the document for reference, AND emailed to the Counseling Center receptionist who can insert the email into WebXtender.

Last year, counseling and advising faculty also met regarding common evaluation tools used. There were several versions of AA worksheets, CSU GE worksheets, and IGETC worksheets. (I have to claim responsibility for some of this, because, since we began using WebXtender I have been pushing one-page forms.) After several meetings, counselors and advisors agreed that we would use the same documents that appear in the catalog. These documents would become our worksheets and copies of these evaluations would be given to students and scanned into webxtender as documentation of the degree and/or general education evaluation. Beginning in Fall 2006 these documents will also have an electronic version where the counselor or advisor can do the online version and print out a copy to the students, email a copy to the students, and email the Counseling Center Receptionist a copy to be inserted into WebXtender.

We purchased a new piece of software that allows students to schedule their own counseling or advising



appointments in our service locations instead of waiting in a line to do so. This program will be launched in Fall 2006.

- **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.

I was able to provide a training session as part of the Office of Instruction Training Program. In this workshop I reviewed with program participants (Division Assistants, Division Office Assistants, Instruction Office staff, and some administrators) information related to matriculation regulations and activities, counseling processes and services, assessment center processes and services, and general enrollment questions and issues.

### **Where appropriate, delineate the relationship of significant unit accomplishments in 2005-2006 to current 03-05 Student Services Planning Document**

- **Goal 1 – College of San Mateo will match its programs and services – and the manner in which they are delivered – to the evolving needs and expectations of our students and the community.**  
**Action Step 4 – Assess CRER course content and scheduling patterns to match the needs of students and the community**

These courses continue to be in high demand. We are <sup>how?</sup> not offering them during the day, evening, and weekends, and at local high schools.

- Action Step 9 – Continue to strengthen transfer image in community through outreach efforts and transfer data**

The high school conference activity in Feb 2006 focused on providing staff and faculty from feeder high schools with updated information about College of San Mateo programs and services, including transfer.

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

- **Message from John Stewart:**

As many of you have already noted, the number of students responding to this year's on-line student surveys was very small. The reasons for low response rates are complex and varied. All enrolled CSM students with email were contacted twice during the academic year [once in Fall and once in Spring] asking them to provide feedback. For whatever reasons, the response was not overwhelming.

For those of you who received 2005-06 survey reports with very small "n's" [less than 20], the percentages are simply not meaningful. One or two disgruntled students will inappropriately skew your results. Where the total number of responses is small, I would suggest making a note of this in your Annual Program Review report and not report the percentages. Fortunately, most units have 3-year's worth of student survey data [2003-04, 2004-05, and 2005-06]. It would be more meaningful to consider student feedback over this 3 year period of time.

Obtaining survey feedback is always a challenging endeavor for educators and non-educators alike. I welcome any ideas you have to increase the number of students responding to our surveys. As you know, student feedback can be very valuable to us as we constantly work to improve our programs and services.

We had only 4 students respond to the CSM Student Services Program Improvement Survey re: counseling.

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

We invited three new adjunct counselors to join us in Spring 2006. Ryan Chan is bilingual-Cantonese and provided services in general counseling and in the Multi-cultural Center. Leticia Silva is bilingual-Spanish and provided services in general counseling. Fred Sangiorgio was a college re-entry student who has experience as a student with disabilities in a college environment and provided services in general counseling and transfer.

We hire a group of student assistants that represent diverse ethnic backgrounds and language groups.

**List your anticipated goals for 2006-2007 based on the findings of this year's 2005-2006 Program Review:**

- Continue to work on faculty participation in early intervention for students who are experiencing academic difficulty.
- Continue to work to improve counseling service efficiency and accountability utilizing SARS appointment and notepad features and utilizing new BANNER screens and WebXtender access.
- 100% of counselors will participate in SLO assessment.
- Provide ongoing training opportunities for faculty and staff.
- Use technology to improve services and access.
- Actively seek out student feedback for service evaluation and improvement.

**Identify your unit's needs and recommendations for 2006-2007:**

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 2004-2005 (optional):**

CSM is unique and we have an exceptionally talented group of classified and certificated personnel in our unit. All are committed to service and student success. From this very talented group, I want to mention several contributions. Laura Demsetz provides leadership and assistance whenever a need arises. She was very helpful soliciting faculty participation in the high school conference and she took a leadership role in designing the electronic student educational plan and the electronic version of Associate degree, CSU GE, and IGETC forms.

**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.**

Counseling services are greatly improved as a result of use of technology. SARS GRID and WebXtender make it possible for a student to see a counselor or counselors and receive services that have continuity and follow through.

**CSM Student Services Program Improvement Surveys, 2005-2006**  
**Student with Assigned Counselor**

**1. Do you know who your assigned counselor is?**

Yes	2	50%
No	1	25%
Not sure	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>

**2. If "YES", how many times have you seen your assigned counselor in the past year?**

Once	1	33%
Twice	1	33%
3 times	0	0%
4 times	1	33%
5 times	0	0%
6 or more tim	0	0%
<b>Total</b>	<b>3</b>	<b>100%</b>

**3. Overall quality of Counseling services received:**

Excellent	0	0%
Very Good	0	0%
Good	0	0%
Fair	1	25%
Poor	3	75%
<b>Total</b>	<b>4</b>	<b>100%</b>

**4. Ability of my Counselor to answer my questions:**

Excellent	0	0%
Very Good	0	0%
Good	0	0%
Fair	1	25%
Poor	3	75%
<b>Total</b>	<b>4</b>	<b>100%</b>

**5. Hours of availability of my Counselor:**

Excellent	0	0%
Very Good	0	0%
Good	1	25%
Fair	0	0%
Poor	3	75%
<b>Total</b>	<b>4</b>	<b>100%</b>

**6. Did you call the Counseling Appointment Line to make an appointment with your counselor?**

[If you answered "NO", SKIP TO Question #11...]

Yes	2	67%
No	1	33%
<b>Total</b>	<b>3</b>	<b>100%</b>

**7. Ease of setting up your Counseling appointment:**

Excellent	0	0%
Very Good	0	0%
Good	2	67%
Fair	0	0%
Poor	1	33%
Total	3	100%

**8. Your overall satisfaction with the "call-in" Counseling appointment process:**

Excellent	0	0%
Very Good	1	33%
Good	1	33%
Fair	0	0%
Poor	1	33%
Total	3	100%

**9. Satisfaction with the staff making your Counseling appointment:**

Excellent	0	0%
Very Good	0	0%
Good	0	0%
Fair	2	67%
Poor	1	33%
Total	3	100%

**10. Hours of availability of the "call-in" Counseling appointment system:**

Excellent	0	0%
Very Good	0	0%
Good	0	0%
Fair	2	67%
Poor	1	33%
Total	3	100%

**11. Would you recommend CSM to a friend?**

Yes	2	50%
No	2	50%
Total	4	100%

## **CSM Student Services Program Improvement Surveys, 2005-2006**

### **Students with Assigned Counselor**

#### **[Narrative Comments To Open-Ended Questions]**

#### **12. What Counseling services at the college have you found most useful?**

- Barbara Uchida has been very helpful. Even though she is not my assigned counselor she has helped me in every aspect: class scheduling, transfer, questions, etc. I have seen 2 separate counselors, but Prof. Uchida answered all the questions that the others could not.
- Not much. I have never seen a so-called professional so ignorant of so many subjects. Where do you find these people??

#### **13. What Counseling services do you wish we could provide?**

- Better counsleors

## Summer Enrollment History Counseling – Student Services - 4340

YEAR & Head ct	CRER Enrollment	CRER Sections	Average Per class	COOP Enrollment	COOP Sections	Average Per class
2000 52	52	3	17.33	COOP not part of 4340		
2001 70	70	6	11.66	COOP not part of 4340		
2002 145	74	6	12.33	71	5	14.2
2003 142	70	4	17.5	72	5	14.4
2004 55	17	2	8.5	38	4	9.5
2005 134	68	5	13.6	66	6	11
2006 200	117	7	16.71	83	5	16.6

## Fall Enrollment History Counseling – Student Services - 4340

YEAR & Head ct	CRER Enrollment	CRER Sections	Average Per class	COOP Enrollment	COOP Sections	Average Per class
2000 350	350	20	17.5	COOP not part of 4340		
2001 723	499	22	22.68	224	13	17.23
2002 682	436	23	18.95	246	12	20.5
2003 724	547	25	21.88	177	8	22.12
2004 636	417	25	16.68	219	11	19.9
2005 791	593	30	19.76	198	11	18

## Spring Enrollment History

### Counseling – Student Services - 4340

YEAR & Head ct	CRER Enrollment	CRER Sections	Average Per class	COOP Enrollment	COOP Sections	Average Per class
2000 315	315	20	15.75	COOP not part of 4340		
2001 327	327	19	17.21	COOP not part of 4340		
2002 714	462	27	17.11	252	12	21
2003 593	407	25	16.28	186	9	20.66
2004 699	483	26	18.57	216	13	16.61
2005 638	377	21	17.95	261	14	18.64
2006 1173	934	34	27.47	239	11	21.72



Date:  
Time: 12:24

# Reason Code Summary Report

Page: 1

Location:

8/17/2005 - 5/26/2006

Includes Attendance Status:  Attended  Not Attended  Not Marked  Cancelled

Reason Code	Description	Number of Student Contacts
11SLO#1	student able to identify/locate resources	684
11SLO#1U	student uses career/transfer services	455
12SLO#2	student identifies principle ed goal	1015
12SLO#2IP	student is IP with principle ed goal	773
12SLO#2NO	not able to identify principle ed goal	156
1-AA/AS	Degree Audit	1151
2-TRANS	Transfer	2530
3-UNDECIDED	Undecided	144
4-CERTIFICATE	Certificate Audit	208
5-CAREER	Career Information	330
6-SEP	Update Student Educational Plan	2216
7-REINSTATEMENT	Reinstatement Petition	223
8-MATRICULATING	New or returning student	691
9-PERSONAL	Personal problem	216
ADVISING	General Advising	6350

# CSM NURSING PROGRAM INFORMATION SHEET 2006-2007 (4/10/2006 revision)

College of San Mateo  
Nursing Department – Bldg 17, Room 121  
1700 West Hillsdale Blvd  
San Mateo, CA 94402  
650 574-6218 or email: [csmnursing@smccd.net](mailto:csmnursing@smccd.net)

Accredited by California Board of Registered Nursing  
Program website: <http://www.smccd.net/accounts/csmnursing/>  
Associate in Science with a Major in Nursing  
Eligible to take National Council Licensing Exam (NCLEX)  
Transfer eligibility – Theory, Clinical, Community Based Experiences

Typically the College of San Mateo Nursing Program receives more applications than there are spaces available in the program. When there are more applications than spaces available, your admissions eligibility depends on completion of BOTH SECTION 1 - Basic Admissions Course Requirements, and SECTION 2- Selective Admissions Course Requirements during or before the Fall semester prior to enrollment or by March 1<sup>st</sup>.

## SECTION 1 - BASIC ADMISSIONS COURSE REQUIREMENTS:

To be eligible to apply, the following requirements must be completed during or before the Fall semester prior to enrollment in the nursing program, or by March 1<sup>st</sup>. Courses must be completed with a cumulative GPA of 2.5 or higher.

### 1. ELIGIBILITY FOR ENGLISH 100 identified by one of the following means:

- Eligibility for English 100 and Reading 400 or 405 through the CSM English Placement Test. The test must have been completed within the last two years.
- Successful completion of English 800 and Reading 802, or English 836 and Reading 836, or English 838, or English 848, or English 846
- Successful completion of an acceptable course equivalent. See NURSING ARTICULATION GRID for more information.

### 2. COMPLETION OF COLLEGE ELEMENTARY ALGEBRA one of the following

- Successful completion of either Math 110 or Math 111 and 112
- Take CSM Math Placement Test 2 and place into Math 120 or 121
- Successful completion of an acceptable course equivalent. See NURSING ARTICULATION GRID for more information

### 3. CHEMISTRY one of the following:

- Chemistry 192 or Chemistry 410 or Chemistry 210
- Successful completion of an acceptable course equivalent. See NURSING ARTICULATION GRID for more information

### 4. BIOLOGY 250 (ANATOMY w/lab) or equivalent course noted on NURSING ARTICULATION GRID

## SECTION 2 - SELECTIVE ADMISSIONS COURSE REQUIREMENTS:

If applications outnumber spaces available then both Section 1 and Section 2 courses are required of program applicants. Courses must be completed during or before the Fall semester prior to applying for the program or by the March 1<sup>st</sup> deadline with a cumulative GPA of 2.5 or higher.

### 5. BIOLOGY 260 (PHYSIOLOGY w/lab) or equivalent course noted on NURSING ARTICULATION GRID

### 6. BIOLOGY 240 (MICROBIOLOGY w/lab) or equivalent course noted on NURSING ARTICULATION GRID

### 7. ENGLISH 100 (English Composition) or equivalent course noted on NURSING ARTICULATION GRID

### 8. PSYCHOLOGY 100 (Introduction to Psychology) or equivalent course on NURSING ARTICULATION GRID

### 9. PSYCHOLOGY 200 (Developmental Psychology) or equivalent course on NURSING ARTICULATION GRID

### 10. SPEECH 100 or 120 or 150 or equivalent course noted on NURSING ARTICULATION GRID

### 11. SOCIOLOGY 100 (Introduction to Sociology) OR ANTHROPOLOGY 110 (Cultural Anthropology) or equivalent course noted on NURSING ARTICULATION GRID

## SECTION 3 – OTHER ADMISSIONS REQUIREMENTS:

### 12. Applicants must attend a mandatory Nursing Program Information Session (NPIS).

If you plan to apply for the Fall 2007 program by the March 1, 2007 deadline, you are required to attend an NPIS, August through February prior to applying. WE STRONGLY SUGGEST that all students, as soon as you identify an interest in the CSM Nursing program, plan to attend a NPIS for information about how to prepare to apply for the program. The NPIS will confirm what you must do to apply for the program and be a competitive applicant! NPIS programs are offered monthly and conducted on the first Wednesday evening of the month. They begin promptly at 5:40 pm and last until 7:00 pm. Reservations to attend an NPIS may be made by calling 574-6218. Dates are: August 2, September 6, October 5, November 2, December 7, January 4, February 7. Latecomers are not admitted and must reschedule a reservation. IF YOU HAVE COMPLETED REQUIRED COURSEWORK OUTSIDE OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT, BE SURE TO READ & FOLLOW SECTION 4 BEFORE YOU ATTEND AN NPIS

## **SECTION 4 - WHAT IF YOU HAVE COMPLETED COURSEWORK AT A COLLEGE/UNIVERSITIES OUTSIDE OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT?**

13. If you have completed some/all of the coursework listed in SECTION 1 &/or SECTION 2 at a college or university outside of the San Mateo County Community College District but within the United States do the following BEFORE you attend a NPIS.

- **FIRST, CHECK THE NURSING ARTICULATION GRID ON THE PROGRAM WEBSITE.** Courses that appear on the grid are automatically approved as equivalent to the required CSM course. You MUST, however, attach to your nursing application packet an official transcript in the sealed envelope from the colleges/universities where the coursework was completed.
- **IF YOUR COURSEWORK DOES NOT APPEAR ON THE NURSING ARTICULATION GRID,** bring with you to the Nursing Program Information Session a list of courses for which you are seeking approval, a copy of your transcripts, and course descriptions for courses you want to be considered for substitution. Leave this packet with the NPIS counselor who will take your papers for evaluation. You will receive a copy of the evaluation in four weeks that identifies if coursework has been approved or denied.

14. If you have completed coursework listed in SECTION 1 and/or SECTION 2 at a college or university outside of the United States go to the Admissions and Records Office for information about International Transcript Evaluation Services. You must secure a detailed evaluation from an approved evaluation service, that identifies lower division coursework. Once you have the results from the approved international transcript evaluation service, take the results to the NPIS activity for further evaluation in relationship to Nursing Program course requirements.

15. All nursing program course requirement substitution information identified in # 13 and # 14 above, must be submitted to the NPIS no later than the February 7<sup>th</sup> session date.  
**NO EXCEPTIONS!**

**SECTION 5 – CRITERIA FOR SELECTION:** If there are more applicants than spaces available, the following criteria is used for selection and narrowing the applicant pool.

1. Residents of San Mateo County for at least one year
2. Residents of San Mateo County for at least one year who have completed, by the end of the Fall semester or March 1<sup>st</sup>, courses listed in SECTION 1 – BASIC ADMISSIONS COURSE REQUIREMENTS
3. Applicants who have completed the courses listed in SECTION 1 and have completed the greatest number of courses listed in SECTION 2 by the end of the Fall semester or by March 1<sup>st</sup>.
4. After using the above two points to narrow the applicant pool, if there are still more applicants than spaces available, the remaining applicants are put into a pool and selected by a computerized random number selection method.

## **SECTION 6 – RECOMMENDED COURSES AND GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE IN SCIENCE DEGREE with a major in NURSING:**

1. It is highly recommended that applicants take Nursing 666 at CSM. Check the current Schedule of Classes for availability.
2. To complete an A.S. Degree in Nursing, in addition to the required nursing major courses, you must meet CSM general education and basic competency requirements. Check the CSM Catalog to view a complete list of Associate Degree requirements.

## **SECTION 7 – OTHER INFO FOR NURSING PROGRAM APPLICANTS**

1. For a complete list of requirements for the R.N. Licensing Exam you can refer to the BRN website: [www.rn.ca.gov](http://www.rn.ca.gov)
2. Approximate cost for books and required supplies and materials is \$3,500.00 for the first year and \$3,000.00 for the second year.
3. Students are responsible for their own transportation to assigned hospitals and clinical agencies.
4. Nursing class and lab hours vary. If you plan to work while in the program, your school schedule will change each semester. Your employment schedule will need to be flexible around your school schedule.
5. Criminal background checks are required by some clinical agencies and, as a student in the program, you are required to comply with this process.
6. Research the nursing program prior to applying! It is a challenging and rigorous academic program and career choice.
7. For additional information about nursing visit: [www.rn.ca.gov](http://www.rn.ca.gov) [www.choosenursing.com](http://www.choosenursing.com) [www.cncc.org](http://www.cncc.org)  
[www.discovernursing.com](http://www.discovernursing.com) [www.nсна.org](http://www.nсна.org)

## SECTION 8 – HOW TO GET STARTED - APPLICANT'S CHECKLIST

Recommended **FIRST STEP** for anyone interested in the CSM Nursing Program –  
**ATTEND A NURSING PROGRAM INFORMATION SESSION (NPIS) TO LEARN ABOUT THE PROGRAM!**

- \_\_\_ 1. Carefully review the CSM Nursing Program Website for additional information
- \_\_\_ 2. Research the nursing profession and curriculum. Are your skills, interests, and abilities a good match for this demanding profession?
- \_\_\_ 3. Review ALL SECTIONS of this document and CHECK OFF AS YOU COMPLETE COURSES/ITEMS.
- \_\_\_ 4. IF SECTION 4 applies to you, gather your transcripts and course descriptions and take them with you to a Nursing Program Information Session (NPIS) for course evaluation. It takes 4 weeks for the final evaluation to be completed. We do not take any late requests for evaluations. You must attach the evaluation to your APPLICATION TO THE NURSING PROGRAM.
- \_\_\_ 5. Attend a Nursing Program Information Session (NPIS) from August through February the same year you intend to submit your application . See SECTION 3 , #12 of this document.
- \_\_\_ 6. Complete required coursework listed in SECTION 1 and SECTION 2 during or before the fall semester or by March 1<sup>st</sup>. Remember the GPA requirement is a 2.5 for these courses.

Section 1 courses – REQUIRED	Section 2 courses – required for admissions consideration if the program is impacted
___ Eligibility for English 100	___ English 100
___ Completion of Math 111 & 112 or 110	___ Speech 100 or 120 or 150
___ Chemistry 192 or 410 or 210	___ Psychology 100
___ Biology 250	___ Psychology 200
	___ Sociology 100 or Anthropology 110
	___ Biology 240
	___ Biology 260

- \_\_\_ 7. As you are completing required nursing prerequisite courses, consider also completing your general education requirements for the Associate is Science with a major in Nursing. See SECTION 6 above.
- \_\_\_ 8. Complete a Nursing Program Application Packet. Submit it no later than 4:00 pm March 1<sup>st</sup> and attach
  - official copies of TRANSCRIPTS from coursework completed outside of the San Mateo County Community College District
  - copy of your Nursing Program Information Session confirmation sheet
  - CSM transcript evaluation of coursework not listed on Nursing Articulation Grid
- \_\_\_ 9. Applications are available January 1 through February 28 for the following Fall and are accepted only once a year.
  - To acquire a Nursing Program Application you can 1) send a self-addressed stamped envelope to the Nursing Program Office with a request for the application, or you can 2) download the application from [www.smccd.net/accounts/csmnursing](http://www.smccd.net/accounts/csmnursing).
  - Incomplete applications are not reviewed - Late applications are not reviewed
  - If you are not admitted, you must reapply the following year. Application materials are kept on file for one year only.
  - All applicants are notified of their admissions status by mail no later than May 1<sup>st</sup>.

**ALL ENROLLED CSM STUDENTS HAVE ACCESS TO COUNSELING SERVICES BUT YOU SHOULD FIRST ATTEND A NURSING PROGRAM INFORMATION SESSION.**  
**IF YOU ARE NOT ENROLLED AT CSM AND INTERESTED IN THE CSM NURSING PROGRAM, ATTEND THE NURSING INFORMATION SESSION FOR MORE INFORMATION.**

# College of San Mateo

## PREREQUISITE INFORMATION SHEET

### PREREQUISITE EQUIVALENCY FORMS & PROCESS AND PREREQUISITE CHALLENGE PETITION & PROCESS

A prerequisite is a course or other body of knowledge that will enhance a student's chance of success in another course. Without it, a student is highly unlikely to be successful in the course for which the prerequisite is required. The San Mateo County Community College District will enforce all course prerequisites that have been approved and are listed in the Catalog and Schedule of Classes.

#### 1. WHY DO COURSES HAVE PREREQUISITES?

**Answer:** Title 5 (state regulations that govern community colleges) requires that, if a course has a prerequisite, it must be necessary for success in the course. Furthermore, the college must ensure that the prerequisite is equitably and fairly enforced and that it has been approved in a separate action by the curriculum committee at each college. As a result, if you have not completed the prerequisite course(s), you may not enroll in the course for which the prerequisite(s) is/are required.

#### 2. WHAT IF I COMPLETED THE PREREQUISITE COURSE(S) AT A COLLEGE OUTSIDE THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT? (Skyline College, College of San Mateo, Cañada College)

**Answer:** All prerequisites are enforced and some courses have computerized prerequisite blocking. Computerized prerequisite blocking is in effect for the following Language Arts courses: English 838, 848, 100, 100/101, 110, 165; ESL 400; Reading 400 and for the following Mathematics courses: Math 110, 111, 112, 115, 120, 122, 123, 125, 140, 145, 150, 200, 201, 219, 222, 231, 241, 242, 251, 252, 253, 268, and the following Social Science courses that have mathematics prerequisites: Psychology 121, and Economics 123. If you are attempting to register for one of these courses and you have completed the prerequisite course at a college outside of the San Mateo County Community College District but at an \*accredited college or university within the United States, you must complete a Prerequisite Equivalency Form. (\*Note that the San Mateo County Community College District accepts coursework from the following accrediting organizations only: MSA, NASC, NCA, NEASC-CIHE, NEASC-CTCI, SACS, WASC-ACCJC, WASC-ACSCU.)

For semester length courses, prerequisite equivalency must be determined prior to the published last day of late registration, or, for short courses, prior to the first day of the beginning of the class. The Prerequisite Equivalency Form is available on the CSM website under QUICK LINKS - FORMS. If the Prerequisite Equivalency Form is approved, the enrollment "flag" is removed allowing you to register for the course.

#### **FOR ENGLISH, ESL, & READING COURSES USE THE PREREQUISITE EQUIVALENCY FORM :**

If you believe you have completed an equivalent course that is a prerequisite for an ENGLISH, ESL, or READING course, complete a Prerequisite Equivalency Form and take the form, with a copy of your transcripts and catalog course description attached, to the LANGUAGE ARTS DIVISION OFFICE (Bldg 17, Room 169) You will be notified by the Division if the equivalency is approved and you are eligible to enroll in the course.

#### **FOR COURSES WITH A MATH PREREQUISITE USE THE PREREQUISITE EQUIVALENCY**

**FORM:** If you believe you have completed an equivalent math course prerequisite complete a Prerequisite Equivalency Form and take the form, with a copy of your transcripts and catalog course description attached, to the ASSESSMENT OFFICE (Bldg 1, Room 130) You will be notified if the equivalency is approved and you are eligible to enroll in the course.

#### 3. WHAT HAPPENS IF MY REQUEST FOR PREREQUISITE EQUIVALENCY IS DENIED?

**Answer: FOR ENGLISH, ESL, & READING COURSES:** If your prerequisite equivalency form request is denied because the course was determined NOT to be equivalent to the prerequisite course required for enrollment, you will be

notified by the Dean of Language Arts. You must take the CSM English/Reading or ESL Placement Test to determine course placement level. If, after completing the Placement Test, you wish to challenge your test results contact the Language Arts Division for PREREQUISITE CHALLENGE information.

**FOR MATH COURSES:** If your prerequisite equivalency form request is denied because the course was determined NOT to be equivalent to the prerequisite course required for enrollment, you must take the CSM Math Placement Test to determine course placement level. If, after completing the Math Placement Test, you wish to challenge your test results contact the Math/Science Division for PREREQUISITE CHALLENGE information or find the Prerequisite Challenge Petition on the CSM website on the FORMS page.

#### **4. MAY AN INSTRUCTOR SIGN ME INTO HIS OR HER CLASS WITHOUT MY HAVING COMPLETED THE COURSE?**

**Answer:** No. Individual instructors cannot override prerequisites. Even if you are able to acquire a authorization code to add the course, you will be blocked from enrolling. State regulations require uniformity of prerequisite enrollment standards among sections of the same course. There are no exceptions.

#### **5. WHEN CAN I CHALLENGE A PREREQUISITE?**

**Answer:** You can challenge a prerequisite only on one or more of four grounds, listed below:

- If you believe you have the knowledge or ability to succeed in the course without completing the prerequisite
- If you believe that the prerequisite has been established in violation of Title 5 regulations or SMCCCD District Model Policy
- If you believe that the prerequisite is discriminatory or is being applied in a discriminatory manner
- If you believe that the prerequisite course has not been made reasonably available

#### **6. HOW DO I FILE A PREREQUISITE CHALLENGE?**

**Answer:** If you wish to file a prerequisite challenge, follow these steps:

- The Prerequisite Challenge Petition is available on the CSM website under QUICK LINKS - FORMS.
- A counselor can help you determine whether you would benefit from the challenge process.
- Note deadlines to file a Prerequisite Challenge Petition below.

#### **7. WHAT IS THE DEADLINE FOR A PREREQUISITE CHALLENGE?**

**Answer:** You must submit your completed Prerequisite Challenge Form, with required supporting documentation, no later than five (5) working days prior to the last day to add/drop classes (the late registration deadline date published in the Class Schedule). If the course you want to enroll in is a late-start class, contact the Division Office staff for deadline dates.

#### **8. IS THERE A TIMELINE FOR PROCESSING CHALLENGES**

**Answer:** Yes. The challenge must be acted on by the college no later than five working days after you submit the completed Challenge Prerequisite Form with required documentation to the designated Division office.

## College of San Mateo PREREQUISITE EQUIVALENCY FORM

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_  
Date: \_\_\_\_\_ Phone #: \_\_\_\_\_

**Computerized enrollment blocking is in place for:**

**English: 838, 848, 100, 100/101, 110, 165 ESL: 400 Reading: 400 Psychology: 121 Economics: 123  
Math: 110, 111, 112, 115, 120, 122, 123, 125, 140, 145, 150, 200, 201, 219, 222, 231, 241, 242, 251, 252, 253, 268**

If you believe you have completed prerequisite course requirements, for the courses listed above, outside of the San Mateo County Community College District but at an accredited college or university within the United States follow these directions. (Note that the San Mateo County Community College District accepts coursework from the following accrediting organizations only: MSA, NASC, NCA, NEASC-CIHE, NEASC-CTCI, SACS, WASC-ACCJC, WASC-ACSCU.)

**FOR ENGLISH, ESL, READING COURSES:** If you believe you have met the stated course prerequisite through an equivalent course at another college or university **complete this form and attach a copy of your transcripts and a catalog course description and take it to the Language Arts Division in Bldg 17, Room 169.** You will be notified of the outcome of your request.

**FOR MATH COURSES:** If you believe you have met the stated course prerequisite through an equivalent course at another college or university **complete this form and attach a copy of your transcripts and a catalog course description and take it to the ASSESSMENT CENTER, Building 1, Room 130.** You will be notified of the outcome of your request.

**PLEASE NOTE!** All students who have coursework from other colleges or universities and want to apply this coursework to CSM educational goals (CSM certificate, associate degree, CSU GE certification, or IGETC certification) should request an **OFFICIAL TRANSCRIPT EVALUATION** during your first semester of attendance at CSM. From the CSM website download Transcript Evaluation Service information and directions for this purpose.

Complete a PREREQUISITE EQUIVALENCY FORM for EACH COURSE in which you seek prerequisite equivalency review.

**1. I am attempting to register for the following course:**

\_\_\_\_\_ List CSM course name and number

**2. The listed prerequisite(s) is/are:**

\_\_\_\_\_ List CSM course prerequisite name and number

**3. I believe course(s) listed below is/are equivalent to the prerequisite course listed in 2.** (Attach transcript and catalog course description.)

Course name and number	Completed at what college/university	List course UNITS & grade
------------------------	--------------------------------------	---------------------------

Course name and number	Completed at what college/university	List course UNITS & grade
------------------------	--------------------------------------	---------------------------

**4. In some cases a course prerequisite can be met by a specific score on a College Board Advanced Placement Exam. Check the CSM catalog for this information. Attach a copy of the AP score from the College Board.**

AP Exam \_\_\_\_\_ AP Score \_\_\_\_\_

### FOR OFFICE USE ONLY

**ASSESSMENT CENTER – Bldg 1, Room 130**

**LANGUAGE ARTS DIVISION – Bldg 17, Room 169**

**MATH REVIEW:** \_\_\_\_\_ approved \_\_\_\_\_ denied  
Approved course \_\_\_\_\_  
as equivalent to CSM course \_\_\_\_\_  
**ASSESSMENT CENTER:** \_\_\_\_\_ OR  
Forwarded to the Math Department by: \_\_\_\_\_  
Math department review: \_\_\_\_\_

**ENGLISH, ESL, READING REVIEW:**  
\_\_\_\_\_ approved \_\_\_\_\_ denied  
Approved course: \_\_\_\_\_  
as equivalent to CSM course \_\_\_\_\_  
Language Arts Division Dean: \_\_\_\_\_

## College of San Mateo PREREQUISITE CHALLENGE PETITION

**DIRECTIONS TO STUDENTS WHO WANT TO ENROLL IN MATH 222 (Precalculus) OR MATH 242 (Applied Calculus II) and WANT TO CHALLENGE THE PREREQUISITE for both classes , MATH 130 (Trigonometry):** To challenge Math 130, you must have successfully completed CSM Math Test #3 within the last two years and scored 21 or higher. Complete this form and take it to the Assessment Center, Bldg 1, Room 130. In the Assessment Center you will complete a 20 minute trigonometry challenge exam. Calculators are not allowed. If the challenge is successful the Assessment Center will facilitate your enrollment in either Math 222 or 242.

**DIRECTIONS TO STUDENTS CHALLENGING OTHER MATH PREREQUISITES:** Review the attached prerequisite information sheet. **Complete this petition and attach documentation.** Include the following documentation: a formal letter or paper explaining how you think you have met the course prerequisite, college transcripts (if relevant coursework was completed at another college or university, high school transcripts (if relevant to your petition), descriptive course materials. Return the completed petition and documentation to the Math/Science Division office (Bldg 18, Room 311).

**DIRECTIONS TO STUDENTS CHALLENGING ENGLISH, READING, ESL PREREQUISITES:** Fill out this form and go directly to the Language Arts Division (Bldg 17, Room 169) for specific information about the challenge process requirements.

NAME \_\_\_\_\_ Student ID \_\_\_\_\_ DATE \_\_\_\_\_

PHONE: \_\_\_\_\_ EMAIL: \_\_\_\_\_

ADDRESS/CITY/STATE/ZIP: \_\_\_\_\_

COURSE in which I want to ENROLL	PREREQUISITE COURSE I CHALLENGE
Course _____ CRN _____	_____

### PETITION TO CHALLENGE A COURSE PREREQUISITE

The Petition to Challenge, and required documentation noted for math prerequisite challenges, must be submitted at least 5 days prior to the last day of the established late registration period. It is the responsibility of the student to provide compelling evidence to support the challenge.

Check the box, which applies to you:

- I challenge the prerequisite on the grounds that it has not been made reasonably available.
- I challenge the prerequisite on the grounds that it was established in violation of regulations or in violation of the District-approved process.
- I challenge the prerequisite because it is discriminatory or applied in a discriminatory manner.
- I challenge the prerequisites based on my knowledge/ability to succeed in the course despite not meeting the prerequisite.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FOR DIVISION OFFICE USE ONLY** Received by: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

\_\_\_\_\_ has evaluated the petition and documentation.

Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ This student meets the course prerequisite and may ENROLL in \_\_\_\_\_

\_\_\_\_\_ This student does not meet the course prerequisite for \_\_\_\_\_

Comments: \_\_\_\_\_

**Division Dean SIGNATURE:** \_\_\_\_\_

\_\_\_\_ Copy to STUDENT and  
 \_\_\_\_ ORIGINAL to ADMISSIONS OFFICE to check accreditation, override the prerequisite, and scan document into sebxtender  
 From the Office of Counseling, Advising, and Matriculation - Revised May 5, 2006



## CSM TRANSCRIPT EVALUATION SERVICE AND COURSE SUBSTITUTION PETITION

The TRANSCRIPT EVALUATION SERVICE is available the 2<sup>nd</sup> through 15<sup>th</sup> week of Fall and Spring semesters only. Students must be actively enrolled to use the service.

If you completed coursework at colleges or universities other than the College of San Mateo, it is strongly suggested that you have your transcripts evaluated during the first semester of attendance at CSM. A transcript evaluation provides important information to the student and the counselor about how course work completed at other colleges and universities will be applied to the following CSM educational goals. (Note, the San Mateo County Community College District accepts coursework from the following accrediting organizations only: MSA, NASC, NCA, NEASC-CIHE, NEASC-CTCI, SACS, WASC-ACCJC, WASC-ACSCU.)

**College of San Mateo** Associate Degree General Education requirements

**College of San Mateo** Major and Certificate requirements

**California State University General Education pattern** for CSUGE Certification

**Intersegmental General Education Transfer Curriculum** for IGETC Certification

### Directions to Students

Use the other side of this page for the Transcript Evaluation Service IF

1. You have completed coursework at another college or university **within the United States** and want to **apply this coursework to an educational goal you intend to accomplish at the College of San Mateo.**  
or
2. You have completed coursework at a college or university **outside of the United States** and have **received an official foreign transcript evaluation from a service approved by the College of San Mateo (and you want to see if you can apply courses identified on your official evaluation to a CSM CERTIFICATE or ASSOCIATE DEGREE).** We cannot use foreign transcript evaluations to apply foreign coursework to CSU general education or IGETC for transfer purposes.  
or
3. You are requesting **approval to substitute a course taken at CSM or ANY COLLEGE or UNIVERSITY for a course requirement that is part of a CSM major or certificate program.**

Students requesting the transcript evaluation or course substitution service must

- **Be actively enrolled at CSM in a minimum of 3 units.** The evaluation service begins after the first two weeks of the each fall and spring semester.
- **Declare the College of San Mateo to be the “home” institution** and the institution at which you will achieve your identified educational goal.
- **Have official transcripts from previous colleges/universities sent to the College of San Mateo Office of Admissions and Records.** Evaluations are completed only after official transcripts have been received and processed by the Admissions and Records Office.
- **After all official transcripts are received and reviewed by the Admissions and Records Office, the evaluation process takes about 4 weeks to complete and is conducted between the 3<sup>rd</sup> through 15<sup>th</sup> week of each semester.** The student will receive a copy of the formal evaluation your educational planning.

In many cases, especially for coursework completed in an out of state institution or private California colleges and universities, course descriptions and additional catalog information may be required. The student has the burden of providing this information if requested.

# TRANSCRIPT EVALUATION AND COURSE SUBSTITUTION PETITION

**DIRECTIONS FOR STUDENTS:** Students must be actively enrolled to use the transcript evaluation and course substitution service. Check with the Admissions and Records Office to make sure all official transcripts from other colleges and universities have been received and processed. Complete this form and submit it to the Counseling Office, 1-209. Only when all official transcripts have been processed by CSM Admissions and Records Office will your evaluation be done. Evaluations are done during Fall and Spring semesters only and take 4 weeks to process.

<b>Student name: (print)</b>	<b>Email -</b>
<b>Social Security # or "G" number:</b>	<b>Phone -</b>
<b>Birth date -</b>	<b>Full Address -</b>

List all universities and colleges that your have attended. This evaluation will not be processed until the Admissions and Records Office has received and processed official transcripts from each institution. (Note, the San Mateo County Community College District accepts coursework from the following accrediting organizations only: MSA, NASC, NCA, NEASC-CIHE, NEASC-CTCI, SACS, WASC-ACCJC, WASC-ACSCU.)

College or University	Location	Dates of attendance:

Identify your educational goal upon which this evaluation will be based. (check as appropriate)

- 1. Review for CSM ASSOCIATE DEGREE GENERAL EDUCATION area completion.
- 2. Review for CSM MAJOR OR CERTIFICATE COURSE EQUIVALENCIES.  
LIST MAJOR and/or CERTIFICATE as listed in the College catalog \_\_\_\_\_
- 3. Review for application to CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION PATTERN (CSU GE CERTIFICATION)  
OR (we will not do an evaluation for both CSUGE and IGETC, select one)
- 4. Review for application to the INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC CERTIFICATION)
- 5. OTHER: \_\_\_\_\_

FOR a CSM MAJOR or CERTIFICATE List CSM Course requirement:	semester units	I request that the following course(s) be considered as an equivalent or substitute List course name and number:	semester units	Completed at this College or University List institution name:

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_  
EVALUATION COMPLETED ON: \_\_\_\_\_ From the Office of Counseling, Advising, Matriculation - Revised April 26, 2006

# GUIDELINES FOR REINSTATEMENT FOR STUDENTS ON DISMISSAL STATUS

College of San Mateo  
Office of Counseling, Advising, and Matriculation  
March 2006

The College of San Mateo, as a member of the San Mateo County Community College District, is an open access institution. Any person who has graduated from high school or who is at least 18 years old may enroll in classes and is invited to matriculate. To continue to enroll in classes at colleges in the District, Cañada College, Skyline College, and the College of San Mateo, students must be in academic good standing as defined in the San Mateo County Community College Rules and Regulations. To remain in academic good standing students must maintain an overall grade point average of 2.0 or better and successfully complete more than 50% of the units attempted. Failure to remain in academic good standing puts future enrollment at risk.

## GUIDELINES FOR REINSTATEMENT –

1. A student in DISMISSAL STATUS due to GPA or ACADEMIC PROGRESS is limited to .5 – 6 units. Reinstatement and the specific class enrollments must be approved by a counselor and the Dean of Counseling. Students complete the 2-page REINSTATEMENT PETITION for reinstatement approval. A response is mailed to the student's home and identifies enrollment conditions.
2. For course selection, emphasis is placed on basic skills needs first and then the student's educational and career goals. A counselor may determine if the student must retake placement tests if coursework or previous test scores are two or more years old and there is a history of substandard or incomplete grades.
3. The student may express enrollment needs (i.e., full-time status for insurance needs, financial aid needs, or athletics programs, etc). These needs, however, are not considered when a student is in dismissed status. Unit limitations identified in #1 are upheld.
4. Typically, dismissed students are required to complete a CRER course and/or study skills course appropriate to the educational goal and/or academic history.
5. A student, while on dismissal status, may be provisionally reinstated for a semester but remains on dismissal status until the GPA is a 2.0 or higher and/or the course completion rate increases to that of over 50%. While on dismissal status a student must PETITION FOR REINSTATEMENT each semester.
6. A student in dismissal status will be actually dismissed and not allowed to register in the San Mateo County Community College District for the next semester if any of the following occur.
  - The student does not adhere to the conditions on Reinstatement Petition.
  - The student does not successfully complete courses attempted.
  - The student does not complete the required CRER course.
  - Student does not have a current Student Educational Plan on file.
  - If the student does not improve academic standing after provisional reinstatement and the ability to benefit is not demonstrated, permanent dismissal is enforced.

**PETITION FOR REINSTATEMENT for** \_\_\_\_\_  
Semester / Year

Today's date \_\_\_\_\_

**DIRECTIONS:** Complete both sides of this form with a CSM counselor for reinstatement consideration. Submit the completed form to the Office of Counseling, Advising, and Matriculation or the Office of Admissions and Records.

**Dismissal Policy:** A student on probationary status shall be subject to dismissal if in any two subsequent semesters either or both of the following criteria are applicable:

1. The student's cumulative grade point average is less than 1.75 in all units attempted.
2. The cumulative total of units in which the student has been enrolled for which entries of "W," "I," and "NC" have been recorded reaches or exceeds 50 percent.

Normally, a dismissed student must remain out of day and evening classes for one semester before petitioning for reinstatement. A student may appeal for immediate reinstatement if dismissal has resulted from unusual circumstances. Petitions are reviewed by Counselors. Typically coursework and/or units are limited for students on dismissal status until the student achieves GOOD STANDING academic status. Appeals to the decision of the Counselor may be made to the Dean of Counseling, Advising, and Matriculation. The Petition for Reinstatement must be completed EACH SEMESTER until the student achieves GOOD STANDING academic status.

**PRINT CLEARLY! COMPLETE CAREFULLY** – incomplete forms will not be reviewed

NAME \_\_\_\_\_ Today's DATE \_\_\_\_\_

SS# or Student ID \_\_\_\_\_ Birth Date \_\_\_\_\_

ADDRESS \_\_\_\_\_

TELEPHONE NUMBER(S) \_\_\_\_\_

**STUDENT COMPLETES THE FOLLOWING INFORMATION**

What is your educational goal? (circle)    CERTIFICATE    AA/AS DEGREE    UNIVERSITY TRANSFER

Major area of study \_\_\_\_\_ How many hours a week do you work? \_\_\_\_\_

Student on DISMISSAL STATUS due to GPA \_\_\_\_\_ AND/OR PROGRESS \_\_\_\_\_ (check one or both)

What is your current GPA \_\_\_\_\_ When did you last attend the College of San Mateo? \_\_\_\_\_

Student lists the issues that CONTRIBUTED TO DISMISSAL STATUS (if this is left blank this petition will not be reviewed):

\_\_\_\_\_

STUDENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

-----

**COUNSELOR REVIEW:** COUNSELOR \_\_\_\_\_ DATE \_\_\_\_\_

\_\_\_\_\_ DISCUSSED USE OF COURSE REPETITION \_\_\_\_\_ DISCUSSED USE OF ACADEMIC RENEWAL POLICY

\_\_\_\_\_ REINSTATEMENT DENIED \_\_\_\_\_ COMPLETE PLACEMENT TESTS IN MATH AND/OR ENGLISH

\_\_\_\_\_ REINSTATE UNCONDITIONALLY (no unit or course limitations) because \_\_\_\_\_

\_\_\_\_\_ MUST ENROLL IN CRER CLASS FOR COLLEGE SUCCESS STRATEGIES \_\_\_\_\_

\_\_\_\_\_ LIMIT ENROLLMENT TO \_\_\_\_\_ units: CLASSES \_\_\_\_\_ ONLY!

\_\_\_\_\_ INFO ADDED TO SANS COUNSELING NOTEPAD    OTHER COMMENTS:

Office use only:

Dean of Counseling, Advising, and Matriculation signature    &    FINAL DECISION    DATE

**TWO SEMESTER STUDENT EDUCATIONAL PLAN**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

SS# or Student ID \_\_\_\_\_

Typically students are limited to .5 – 6 units and specific classes upon returning to school while in dismissal status. Focus is placed on basic skill development, limiting units to a number appropriate to student completion record, and on courses needed for degree/certificate completion.

EDUCATIONAL GOAL: \_\_\_\_\_

REPEAT THE FOLLOWING COURSES for grade alleviation:

(Courses may be repeated **only ONE TIME** for grade alleviation purposes.)

CONSIDER ACADEMIC RENEWAL FOR THE FOLLOWING SEMESTERS/COURSEWORK:

**MUST ENROLL IN CRER CLASS TO LEARN ABOUT EDUCATIONAL GOALS AND ACADEMIC PLANNING, and COLLEGE SUCCESS STRATEGIES**  
Required enrollment in: \_\_\_\_\_

SEMESTER :	YEAR:	SEMESTER:	YEAR:
Course:	Units:	Course:	Units:
Course:	Units:	Course:	Units:
Course:	Units:	Course:	Units:
Course:	Units:	Course:	Units:
Course:	Units:	Course:	Units:
<b>TOTAL UNITS:</b>		<b>TOTAL UNITS:</b>	

Other COMMENTS:

Student Signature: _____	Date: _____
Counselor Signature: _____	Date: _____

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2005-2006

Due: June 30, 2006

*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, 2006**

Student services unit: **CSM Connects**

Student services unit staff and prepared by: **Beverly Madden**

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

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

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

- > 228 students met with CSM Connects staff for program services (growth of 115%)
- > 898 students participated in service-learning classes facilitated by 17 faculty; representing 10,668 hours of community service
- > 94 students volunteered in the community (public; not associated with a class or requirement)
- > 50 students volunteered with 2006 Get Linked/CSM for Service
- > 511 students/participants attended 2006 Get Linked/CSM for Service
- > 25 students participated in the planning and implementation and day of event support for the 2006 Service & Leadership Conference (SLC); 98 students attended the conference; total participants 163
- > 9 student recipients of the 2006 Student Leader in the Community Grant

In March 2006 the CSM Connects Program Coordinator position began full time I believe the growth of students served is a direct result of increased awareness of the program and increased staff availability. Students are interested in community service, leadership and opportunities to learn through service (service-learning classes); this was the second year that CSM Connects was able to provide one on one **community service placement**. CSM Connects was able to launch a web site for the Service & Leadership conference (formerly YSC) providing increased access for students to register and learn about the conference. Service recognition was provided to students with the first ever CSM Volunteer Recognition Day with special recognition for the ASCSM. All students participating in the SLC and volunteering for CSM for Service received a certificate of achievement from CSM Connects.

**C. List significant unit accomplishments in 2005-2006:**

- Recipient of Youth Service America/State Farm Good Neighbor Service-learning grant; funded 1<sup>st</sup> ever CSM for Service 2-day celebration of Youth Service\*. Launched **CSM for Service** in support of National and Global Youth Service Day; providing first ever **CSM Volunteer Recognition Day** acknowledging CSM's commitment to service; College provided service to: 314 organizations; representing 15,393 hours (as of 4-21-06). 41 non-profit agencies participated in **2006 Get Linked/CSM for Service**
- Received multi-media marketing grant to design CSM for Service marketing and program **brochure**
- Increased **service-learning faculty** to 17 (new English, Ethnic Studies and Acctg faculty)
- **New Acctg 690 optional service-learning Spring 2006**; in collaboration with Tax Aid and Volunteer Income Tax Assistance (VITA) **5 students** earned college credit by volunteering at a local VITA site and enrolling in Actg 690; 111 hours of service.

- **CSM Connects Coordinator position full time Spring 2006**
- **8** students enrolled in Leadership for Service **CRER 150**
- **CRER 152** – Service-learning and Leadership Practicum class approved for Fall 2006
- Human Services/Peer Counseling certificate to offer **CRER 152** option as part of HS Certification (Fall 06)
- CSM Connects **advisory board members** increased to **10**
- **12** faculty attended service-learning 101 faculty workshop
- **Service & Leadership Conference** – “Get Connected...make a difference” in collaboration ASCSM, Student Activities Office, Youth Community Service, Aragon High School, City College of San Francisco, Notre Dame de Namur University and Menlo College (AHS and Menlo College – new organizations to SLC); 163 attendees, 78 college students, 45 high school students
- **Building Community partnerships** CSM Connects provided two on campus service-learning workshops in addition to in-house SL Part Two Faculty Workshop.
  - “Workshop on Culture Change” (Ombudsman Services of San Mateo County); approx. 140 attendees (60 CSM Nursing students)
  - “Project Wet N Wild”; Service-learning training specific to environmental issues; approx. 25 attendees (5 CSM faculty/students)
- Raised \$975 for CSM Scholarship; awarded two CSM Connect students for 2006-07

**D. Where appropriate, delineate the relationship of significant unit accomplishments in 2005-2006 to the current Student Services Planning Document:**

**Goal #1.1:** *Service-learning faculty and students have demonstrated their commitment to community service through courses offered, events supported and community collaboration. Survey and assessment provided by the CSM Connects feedback form, SLC evaluation, CSM for Service evaluation and the number of participates in service (as demonstrated by CSM for Service survey) supported the justification of a full time CSM Connects coordinator position.*

**Goal #1.3:** *2006 SLC evaluation specific to the question what tools did this conference provide? Responses were: 65% Education; 56% Leadership; 65% Conference Materials providing positive feedback that the conference goals are on track with the students goals.*

**Goal #1.4:** *Approval of CRER 152 – Service-learning and Leadership Practicum CSM Connects; addition of CRER 152 option to the Human Services Peer Counseling Certification requirements.*

**Goal #1.8:** *Workshop on Culture Change offered by Ombudsman Services of San Mateo County in partnership with CSM Connects provided outreach and education specific to a culture change in the treatment of seniors. This workshop provided valuable discussion, exchange and education information for CSM Nursing student’s specific to their field of work (140 participants; 25 Nursing students & instructor attended)..*

**Goal #1.9:** *2006 SLC web site launched in conjunction with the Student Activities office; accessible via CSM Connects web site. <http://www.collegeofsanmateo.edu/csmconnects/serviceevents/slc.html>. The 2006 SLIC application was made available on-line via CSM Connects web site.*

**Goal #2.6:** *CSM Connects students Esmeralda Cabrera (2004 SLIC) and Kate Steeper (2005 SLIC) helped create the not-for-profit Citizens for Clean Open Spaces during Summer 2005; featured n Early Spring 2006 CSM Currents. Summer 2005 – CSM Connects Student Sandra Rivera selected as one of 400 students nation-wide to receive a monetary scholarship through Coca-Cola Two-Year College Scholarship Program.*

**Goal #3.3:** *Dean of Enrollment Services provided a workshop on Diversity at 2006 SLC. CSM English faculty, student and non-profit agency partnered to sponsor a workshop.*

**E. Summarize the results of the annual student survey for your unit (including the total number of survey responses) AND identify the implications for the future delivery of your unit's services:**

100% of the respondents (14) rated the quality of the CSM Connects volunteer support services received, satisfaction with office staff, ability to answer questions and explanation of community service/volunteer opportunities as Very Good or Excellent. 93% identified the hours of availability as Very Good or Excellent with 7% identifying as good. 40% of the students volunteer 16-20 hours. 60% of the students identified that the service-learning related well to the learning in the class. 80% of the students were very satisfied with their volunteer experience. **The implications for the further delivery of my unit's services are:**

- continue to provide high quality service as it is being acknowledged and appreciated.
- work with the faculty to enhance the service-learning experience connection to the academic curriculum

Though a ~~small sampling of students~~ responded to the satisfactory survey the responses are consistent with the other student survey data obtained via the SLC, CSM for Service and Volunteer Fair.

**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 findings of CSM Connects' assessment of SLOs confirmed and validated the work being done to support volunteer and community service work for students. (See the SLO progress report for detail findings specific to students volunteering on and off campus, Student Leader in the Community project feedback and agency evaluation of student's performance.) The evidence supports the actions being taken to provide a high quality service-learning and community service program on-campus. ~~The students are leading the way!~~ **Implications** for future delivery is to continue to expand on the services provided as the students are stepping forward and engaging in the community. **Expand volunteer internship opportunities** as possible as students are interested in having a long term structured community experience. **Build community service abroad information/resources**; students are actively looking for service opportunities outside of the country.

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

Service-learning by its very nature reaches out to diverse student populations that may not respond to traditional pedagogies. One glance at our Student Leaders in the Community recipients will demonstrate how the program fosters, values and recognizes diversity. We offer students projects from a diverse community of agencies, as well as support independent projects. This year we have the most students performing SLIC projects abroad serving the great community (the world): Come Kuono, Kenya – the student will be volunteering in Kenya; reaching out to young children by assisting in teaching English and Math. OSU Children's Home, Ghana – the student will be working with the children's home on proper nutrition, dental hygiene, and AIDS awareness. Lebanese Project for the Palestinian Refugees – the student will be part of a team of medical students throughout the world to discuss topics related to health, education and medicine; solving problems and providing medical and social assistance in a refugee camp hospital.

**G. List your anticipated goals for 2006-2007 based on the findings of this year's 2005-2006 Program Review:**

- Continue building in-house resources and services for student's community service involvement
- Build more interactive components into the Service & Leadership Conference; continue to collaborate with diverse partners and students to enrich and improve the conference
- Research means for additional volunteer community service projects and internships
- Increase faculty education and implementation of service-learning; survey faculty to determine interest, topics, needs etc.
- Refine the means to collect and summarize student data (automate process)
- Continue to bring agency, students and faculty together for 'small informational workshops'; community building



- Refine/streamline CSM Connects web site to improve communication to students/faculty and provide more interactive resources
- Looks for ways to support/mentor service-learning district-wide (District Civic-Participation Project; Service-learning workshop)
- Develop a student mentorship program so SLIC students can pass on their skills to others in a meaningful way
- Work with Marketing, ITS and Curriculum staff to have SL classes tagged in class schedules automatically

**H. Identify your unit's needs and recommendations for 2006-2007:**

Consistent support services that can provide administrative assistance as well as backup student support to the Program Services Coordinator such as, classroom presentations, student community placement services, program and event marketing.

**I. Identify notable individual accomplishments in 2005-2006 (optional):**

- Completed California Certified Service-Learning Trainer (Fall 2005) from California Dept. of Ed and Youth Service California
- Nominated by Shirley Kelly for Leadership San Mateo-Foster City-Burlingame-Hillsborough
- As a member of Thrive (The Alliance of Non-profits SMC) joined 06-07 Membership Committee
- Participated in "Building Engaged and Healthy Communities" workshop sponsored by NDNU and Peninsula Conflict Resolution Center (March 10, 2006)
- Joined SL Coordinators Affinity Group sponsored by National Service-Learning Partnership (which will provide another resource for Service-learning faculty)
- Facilitated a district-wide team to develop service-learning curriculum for American Government and California Studies class; Professor Lezlee Ware (Cañada) successfully implemented 'pilot' curriculum with 35 students completing a mini-citizen's academy sponsored by the San Mateo County Board of Supervisors. The curriculum will be marketed/made available to all three campuses. Part two of this project is underway with the team working to create a Civic Participation grant. Goal is to have grant available for student, faculty and administration applicants Fall 2006. (An anonymous donor provided funding to the district specific for civic engagement education).

**J. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2005-2006 Student Services Key Accomplishments" publication.**

In March 2006 the CSM Connects Program Coordinator position was made full time providing more availability for students to meet with CSM Connects staff for program services; the result a growth of 115% for one on one student meetings. Approval was received for a permanent class offering – CRER 152 – Service-learning and Leadership Practicum-CSM Connects beginning Fall 2006 and as a recipient of the Youth Service America/State Farm Good Neighbor Service-learning grant CSM Connects sponsored the 1<sup>st</sup> ever CSM for Service event showcasing CSM's commitment to service and acknowledging the 508 individuals service contribution of 15,393 hours to 314 community organizations.

**K. Additional comments:**

I feel it was another very successful year. Spring semester was extremely challenging with adding in the CSM for Service and I wish we would have been able to get more of the college community out to recognize and acknowledge all that is being provided by CSM students, faculty, staff and administration specific to service. But then service is something you continue to do hopeful it will be acknowledge, supported and mentored in others.

## DSPS STUDENT SERVICES PROGRAM REVIEW

Academic Year 2005-2006

Due: June 30, 2006

**Date:** July 29, 2006

**Unit Staff:** Audra Fernandez; 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>
<b>APE</b>	Registration assistance, orientation, parking, fitness assessment, adapted physical education classes.
<b>ATC</b>	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 (CCTV most recently); track balls and touch pads in CIS and CAD labs; electronic text; Braille formatting of Class Schedule and Catalog; electronic exam accommodations, Kurzweil and Daisy Player loan programs. Serve as campus resource on web site accessibility and alternate formats of campus publication.
<b>DRC</b>	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, workshop offerings.
<b>LDAC</b>	LD assessment, auxiliary aids, study strategies, extended exams and placement testing, distraction reduced environment, tutoring, computer access, DSKL classes, orientation, student advocacy and instructor support. Collaboration with ATC to provide assistive technology. Written documentation for transferring students including GRE and LSAT accommodations.
<b>TTC</b>	Educational accommodations, specialized instruction, tutoring, educational coaching, academic counseling, disability management, support groups, advocacy and CAMINAR case management
<b>Total Served: 680</b>	

### **Significant Accomplishments:**

- DSPS launched its first annual DSPS Honor Day for students who are transferring, graduating, completing certificates or receiving scholarships.
- APE staff participated in outreach activities at Bridgepoint Senior Center, Burlingame Long Term Care, San Mateo County Hospital and San Jose State University, Hope Services.
- ATC developed text-to-speech brochure and 'training appointment' brochure used for new referrals and formatted two brochures for LD program; published second edition of ACCESS newsletter.
- LD Assessment Center provided 1,234 (including placement tests) accommodations.
- DSPS hosted two 'Making Connections' outreach events for high school and community agency staff
- TTC/CAMINAR enhanced services for CSM transitional aged youth, held its annual student celebration, and provided a number of college tours for prospective students.
- APE staff coordinated the Northern California Special Olympics Power Lifting Competition, hosted by CSM.
- ATC developed a 0-unit class to capture students using the lab and alternate media services.
- DRC offered student advocacy workshop series and collaborated with Department of Rehab to provide on site appointments once a month.
- DSPS hosted nearly 100 high school students at its annual New Student Orientation.
- Staff serve on a variety of campus/community committees and completed a number of trainings

## Relationship of Unit Accomplishments with Student Services Planning Document:

### Goal 1 – Programs and Services

- ❖ Participated in campus and community outreach activities; 'Making Connections' events
- ❖ ATC '0' unit course
- ❖ LDAC and ATC brochures
- ❖ Launched DSPS Honor Day
- ❖ Advocacy workshops
- ❖ Dept of Rehab on-campus appointments for program participants

### Goal 2 – Enrollment Management

- ❖ APE Staff presented at Bridgepoint Senior Center, Burlingame Long Term Care, San Mateo County Hospital and San Jose State University, Hope Services
- ❖ Published ACCESS newsletter; LDAC provided 1,234 accommodations; and DSPS hosted new student orientations
- ❖ Hosted New Student Orientation; TTC tours for perspective students

### Goal 3 – Diversity

- ❖ Staff participated in a numerous outreach and recruitment events targeting disabled community; and serve on a variety of campus/community committee
- ❖ APE coordinated Northern California Special Olympics Power Lifting Competition

### Goal 5 – Institutional Planning and Resource

- ❖ Mailed out Student Services Survey to elicit greater response

## Annual Student Survey Summary and Future Implications for Service Delivery:

Response rates to the on-line Student Services Survey were extremely low, so Disability Resource Center staff mailed a copy to program participants increasing the response number to sixty-one students. Most respondents rated the overall quality of services 'Excellent' (61%), 'Very Good' (23%) or 'Good' (13%). Four percent (4%) rated program quality 'Fair' or 'Poor.' One hundred percent found DSPS staff 'Excellent' (72%), 'Very Good' (20%) and 'Good' (8%). Similarly students believe program staff is able to answer their questions, rating them 'Good' to 'Excellent.' Only five percent (5%) responded that office hours are 'Fair,' and all others rated hours 'Good' to 'Excellent.' Generally, students learn about DSPS services through their high school or some other experience with the college (36%), others by utilizing the Schedule of Classes (17%), though a friend (15%) or by 'Other' (32%) means. The majority of program participants use DSPS services for test taking (18%), pre-registration services (12%), counseling (11%), computer access (9%), and parking (7%). Eight percent (8%) indicated that they utilize the assistive technology center, and an equal number use DSPS for testing space. Overall, students find test accommodations, counseling, pre-registration services, parking and student/staff interaction most useful. Students wish DSPS could offer more testing space (rooms) and one-on-one tutoring. One interesting suggestion was a 'transitional counselor' to help students prepare for transfer to four-year colleges and universities. Discussions are already underway amongst the staff about procuring additional space as classrooms and offices relocate due to building development. The program will need to increase its 'in reach' activities to make students aware of existing services. With the hiring of a new Disability Resource Center counselor, the program will re-establish its CRER 121 course which should help address this issue.

## Student Learning Outcomes Summary and Implications for Future Service Delivery:

During the fall semester, DSPS instituted a workshop series to address the gaps in service delivery identified in the Spring 2005 Student Support Services survey. While responses were low, a clear disconnect existed between identified learning outcomes and students abilities to demonstrate knowledge of and familiarity with ADA, how to access certain DSPS services, and students rights and responsibilities. This progress was waylaid by the loss of the Disability Resource Center counselor. Other planned activities, such as disseminating the Student Handbook to new students, and updating the program website were completed. In the upcoming academic year, the program will need to refine its evaluation processes so that students are not overwhelmed or intimidated by assessment instruments.

### **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 2006-2007 Goals Based on 2005-2006 Program Review:**

- Revise DSPS Student Survey and increase survey respondents
- Reinstate CRER 121 course for students with disabilities
- Continue to develop and offer student workshops and faculty in-service trainings
- Continue to collaborate with county agencies re: supporting young adult TTC/CAMINAR student
- Engage in fundraising activities for DSPS scholarship
- Advertise and fill vacant APE position

### **Identify Units Needs and Recommendations for 2005-2006:**

- The LDAC is overwhelmed with the number of students seeking assessment. The addition of a permanent part-time LD specialist would greatly enhance this program and enable more students to be served, thereby increasing funding.
- APE vacancy needs to be filled for the Spring 2007 semester to help ensure cohesiveness and consistency of unit services as well as number of students served.
- As the program increases the number of student served, issues regarding space will become more prevalent. The program will need to explore ways to gain additional space for expansion.
- Cross-train new Counselor and LD Specialist in remaining DSPS units and facilitate introduction to campus community
- The retirement of Tim Stringari, a critical TTC/CAMINAR link, will necessitate a closer working relationship between TTC/CAMINAR and other DSPS units.
- DSPS units will need to examine current learning outcomes, develop a matrix and design assessment instruments appropriate to the population served.

### **Notable Individual Accomplishments:**

- Shana Kudo completed a master's degree in Adapted Physical Education
- Carolyn Fiori published and updated a Dragon NaturallySpeaking manual with Judy Lariviere of Skyline College
- DSPS staff established a memorial scholarship in memory of former DRC Counselor Joan Hare
- Mikel Schmidt led a wellness retreat for SMCCCD classified staff

### **Brief Description of Units Key Accomplishments:**

Disabled Students Programs and Services provide specialized classes, academic accommodations and personal support to 680 students. Several projects were completed including two 'Making Connections' workshops for high school resource room staff and community agencies, hosting nearly one hundred students in the annual New Student Orientation, and launching a DSPS Honors Day for program participants. In collaboration with CAMINAR, Transition to College has enhanced services for CSM transitional aged youth.

## EOPS/CARE STUDENT SERVICES PROGRAM REVIEW

Academic Year 2005-2006

Due: June 30, 2006

**Date:** July 28, 2005

**Unit Staff:** Sylvia Aguirre-Alberto; Arnett Caviel; Jinee Kim; Lorena del Mundo; Nick Javier; Adrian Orozco; Warren Shelby; 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/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 and transcript 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. This year EOPS/CARE served 536 students, including 20 CARE participants.

### **Significant Accomplishments:**

- Administered CRER 121 pre-post test
- Hosted 6<sup>th</sup> Annual EOPS Preview Day
- Completed the 7<sup>th</sup> Summer College Readiness Program
- Plan and implemented First Annual CARE/CalWORKs Retreat; Mother's Day Luncheon
- Reached 2,592 individuals through outreach and recruitment efforts
- Students earned 28 certificates, 34 degrees and 21 transferred; 44 appeared on the 'Dean's List;' and 49 were scholarship recipients
- Staff participated in a host of campus committees including: Diversity in Action Group; Transfer Advisory Committee, Health Services Advisory Committee, Student Support Team and a number of screening committees.
- Instituted a Transcript Waiver for transferring students.

### **Relationship of Unit Accomplishments with Student Services Planning Document:**

#### Goal 1 – Programs and Services:

1:7 Implemented EOPS CRER 121 pre-post test

1:9 EOPS Preview Day & Summer College Readiness Program (SCRP); CARE/CalWORKs Retreat

#### Goal 2 – Enrollment Management

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

2:4 Expanded parenting workshops; Retreat, and Mother's Day Luncheon

#### Goal 3 – Diversity

3:2 Reached 2,592 individuals through outreach and recruitment efforts

Participated on the Diversity in Action Group and Student Development Committees

#### Goal 5 – Institutional Planning and Resource

Administered pre/post assessment for CRER 121

### **Annual Student Survey Summary and Future Implications for Service Delivery:**

The majority of those that responded (92) are pleased with the overall quality of services rating EOPS 'Excellent' to 'Good' (100%). Similarly, program staff satisfaction was highly rated, 93% 'Excellent' to 'Good,' and 7% 'Fair.' Overwhelmingly, students credit EOPS either 'significantly' (77%) or 'moderately' (17%) in helping them to remain in college. Only four percent (4%) reported that services had 'Very Little' to 'No' impact on persistence—a four (4%) percent improvement from the previous year. Book, transportation, counseling and tutorial services remain among those cited as most useful. Expanded tutoring hours and subjects, employment and career assistance as well as ESL and gas services were listed among a number of offerings participants wish the program could provide. Now that the vacant program services coordinator position has been filled, EOPS will continue to expand the tutorial component, and will seek opportunities to collaborate with Student Employment and the Career Services Center.

### **Student Learning Outcomes Summary and Implications for Future Service Delivery:**

The CRER 121 pre-post assessment is a critical tool in evaluating student progress in several outcome indicators such as knowledge of educational goals at the Community College, student support services, transfer, certificate and associate degree requirements and financial aid opportunities. EOPS students are required to complete this course by their second semester in the program. Courses are offered each term, and students learning outcomes are assessed. Both the pre-post assessment and the on-line Student Survey confirms the importance of this course in providing a venue to deliver information directly related to EOPS student learning outcomes. It also provides an opportunity for direct assessment. Students' ability to respond to questions in the above referenced indicators doubled, and in some cases tripled, in the post assessment. The Student Satisfaction Survey reflects this finding—several students credit the course and/or counselors with helping them learn about college and universities. Another finding, consistent with the on-line survey, is the significance of the relationships that the program staff and students share. Repeatedly students note the significance of having someone to talk to, someone who believes in them and is willing to provide guidance. Conversely, the program needs to strengthen its assessment of third and sixth semester students and is in the process of preparing instruments to continue assessment throughout students' program participation.

### **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 family, with EOPS as the common gene, which binds its students irrespective of their differences. This year, the program enhanced its staff diversity with the hiring of a Korean American program services coordinator.

### **Anticipated 2006-2007 Goals Based on 2005-2006 Program Review:**

- Increase number of students served (particularly CARE program)
- Increase number of students earning certificates, associate degrees and transferring
- Enhance tutorial services
- Seek collaborative opportunities with Student Employment and Career Center
- Identify and implement strategies to increase middle and high school relations

### **Identify Units Needs and Recommendations for 2006-2007:**

- Implement third and sixth semester assessments of program participants
- Utilize hourly staff to support student tracking and retention
- Review counseling availability and staffing
- Increase workshop offerings
- Link with Student Employment and Career Services to assist students with job preparedness

### **Brief Description of Units Key Accomplishments:**

EOPS/CARE served 536 students; staff reached nearly 2,592 individuals through outreach and recruitment activities, and hosted the sixth EOPS Preview Day, the seventh Summer College Readiness Program (SCRIP), and the first annual EOPS/CARE Retreat. EOPS students continue to achieve earning 34 degrees, 28 certificates, 21 transferred, 44 were named to the *Dean's List* and 49 received scholarships.

**STUDENT SERVICES PROGRAM REVIEW**  
**Annual Program Review Form: Academic Year 2005-2006**  
**Due: June 30, 2006**

*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: 6/30/06

Student services unit: **Financial Aid Department**

Student services unit staff: Claudia Menjivar, Doreen Garcia, Thanh Pitetta, Aileen Connigo, Yanely Pulido and John Vehikite

Program review prepared by: Claudia Menjivar

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

The Financial Aid Office (FAO) assists all financially needy students to reach their educational goals by providing financial programs for students in higher education. The Financial Aid Office provides federal and state grants to disadvantaged students in forms of grants, loans and work study. In addition, the FAO provides outreach /in-reach activities to help promote the financial aid services at CSM. Furthermore, in order to maintain compliance, the Financial Aid Director compiles and submits a variety of reports to federal and state agencies.

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

In the 2005-2006 academic year, the FAO provided financial aid assistance to 6,203 students. These figures represent an increase of 25.1%, a total of 1,246 students. 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
PeB Grant	818	\$1,885,997
BOGG	4235	\$1,416,507
CALGRANTS B&C	167	\$222,077
CHAFFE GRANTS	3	\$15,000
SEOG	564	\$220,020
EMERGENCY LOANS	167	\$28,738
STAFFORD LOAN/UNSB	55	\$129,261
PLUS LOANS	5	\$36,734
FWS & CALWORKS	79	\$166,117
EOPS/CARE GRANTS	110	\$67,750
<b>TOTAL</b>	<b>6203</b>	<b>\$4,188,201</b>

*Services provided by the Financial Aid Office:*

- Bilingual and Trilingual services
  - Claudia Menjivar (Spanish/English)
  - Thanh Pitetta (English/Vietnamese)
  - Aileen Connigo (English/Tagalog)
  - Yanely Pulido (English/Spanish)
  - John Vehikite (English/ Spanish/Tongan)
  - Aleshni Singh (English/ Hindi)
- Provide general financial aid information to students and parents,
- Counsel and advise students on financial aid policies and procedures,
- Financial aid applicants are evaluated for eligibility of all forms of federal and state aid,

- Workshops in both English and Spanish to students on how to apply online for financial aid including the FAFSA and BOGG,
- On and off campus in-reach and outreach activities.

**C. List significant unit accomplishments in 2005-2006:**

- Maintained a culturally diverse staff that is both bilingual and bicultural.
- In-reach services provided at the Financial Aid “CSM Online” kiosk located in Bldg. 5.
- Coordinated and implemented “Cash for College Day,” a community outreach event held at CSM and attended by 159 potential students and their parents.
- Employed four 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.
- Administered the \$289,936 BFAP budget which supported hiring temporary staff for Financial Aid, Admissions & Records, Counseling, and the CSM Online Center for financial aid outreach/in-reach.
- Redesigned and updated the Financial Aid website.
- Provided funding for the purpose of hiring a temporary bilingual staff at the “Coastside” office located in Half Moon Bay to provide financial aid information.
- Updated the Financial Aid Handbook (please see attachment).

**D. Where appropriate, delineate the relationship of significant unit accomplishments in 2005-2006 to the current Student Services Planning Document:**

- Encourage students to apply for financial aid online as it expedites processing. Goal 1.11
- In-reach activities, including conducting presentations to various classes and assigning work study students to academic departments. Goal 1.8
- Expanded in-reach and outreach events to inform students about financial aid services. Goal 2.2

**E. Summarize the results of the annual student survey for your unit (including the total number of survey responses) AND identify the implications for the future delivery of your unit’s services:**

This year student response to surveys was insufficient. The program will identify areas where students can be approached to complete assessment tools. For example, requesting feedback at the completion of an online Loan Entrance/Exit Interview. In addition, we will be offering incentives, such as CSM Bookstore gift cards, for student participation in completing our assessment tools.

**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.**

SLO assessment findings presented areas of significant accomplishments in Financial Aid as well as areas of improvement. While very positive, we in Financial Aid believe we can always do better. Thus, we will consider how to enhance and implement procedures to provide students with better service and knowledge of financial aid so students can perform and comply with federal, state and college regulations, policies and expectations. The Financial Aid Office staff will:

- Ensure the Financial Aid staff is consistent in presenting policy and procedural information to students.
- Broaden utilization of web-based services such as Financial Aid Award Status on WebSMART, Loan Entrance/Exit Interviews and Work Study Timesheet on WebSMART.
- Translate Financial Aid forms into Spanish and other languages
- Develop user-friendly financial aid information handouts and forms that outline federal, state and local eligibility guidelines.
- Centralize financial aid counseling services and provide “Appeal Process Workshops” and “Probation Success Workshops”.



**F. 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. Students who qualify for financial aid are from lower socio-economic backgrounds. Many are non-native English speakers, therefore, our 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: Tagalong, Spanish, Vietnamese, Hindi and Tongan.

**G. List your anticipated goals for 2006-2007 based on the findings of this year's 2005-2006 Program Review:**

- 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.
- Expand financial aid in-reach events
- Increase high school outreach visits

**H. Identify your unit's needs and recommendations for 2006-2007:**

- Implement Loan Entrance and Exit meeting on-line.
- Increase in-reach/outreach services by implementing and coordinating a Financial Aid Extension Office in Building 5.
- Expand outreach efforts to adult population, migrant education, the elder community, and foster youth members.
- Translate financial aid forms in different languages, such as Spanish
- Implement Imaging Process of financial aid documents to streamline the financial aid awarding process.

**I. Identify notable individual accomplishments in 2005-2006 (optional):**

**Doreen Garcia**

Member, Diversity in Action Group  
Member, Financial Aid Technician Search Committee  
Participated in "Cash for College Day" & "Financial Aid Awareness Day"

**Thanh Pitetta**

Member, Financial Aid Technician Search Committee  
Participated in "Cash for College Day" & "Financial Aid Awareness Day"

**Yanely Pulido**

Coordinator of "Cash for College Day"  
Coordinator for Financial Aid "Awareness Day"  
Member, Accreditation Sub-committee – Student Services  
Spokesperson, Interview with Univision/Telefutura for "I can Afford College" campaign

**John Vehikite**

Member, CSM Diversity in Action Group  
Participated in "Cash for College Day" & "Financial Aid Awareness Day"

**Aileen Conmigo**

Participated in "Cash for College Day" & "Financial Aid Awareness Day"

**J. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2005-2006 Student Services Key Accomplishments" publication.**

The FAO awarded a total of \$4,188,201 to 6,203 students during the 2005-2006 academic year. This represents an increase of \$316,819 compared to 2004-2005.

**K. Additional comments:**

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2005-2006

Due: June 30, 2006

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

Date: July 10, 2006

Student services unit: Health Services

Student services unit staff: Sharon Bartels,  
Gloria D'Ambra, Dr. Donald Nichols

Program review prepared by:

Sharon Bartels & Gloria D'Ambra

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

Provide comprehensive clinical services to CSM students including: physicals, birth control, immunizations, prescription medications & blood work.  
Provide health education such as classroom presentations & our annual health fair.

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

Comprehensive Clinic Visits	847
Health Fair	800
Psych. Services	1850
OTC Meds (only)	230
Eye Exams	65

C. List significant unit accomplishments in 2005-2006:

Burlingame Rotary Club donated a sum of \$500.00 to help cover costs for indigent students.

Instrumental in obtaining and placing 5 AED's throughout the campus.

Sharon was instrumental in reversing the health fee waiver. Due to the passage of the 982 Bill, extended hours and additional services are available.

Students who qualified for this program were placed on patient's assistance enabling them to receive certain prescription medications free of charge.

Expanded physician services.

- D. Where appropriate, delineate the relationship of significant unit accomplishments in 2005-2006 to the current Student Services Planning Document:

Established a campus wide AED program.

- E. Summarize the results of the annual student survey for your unit (including the total number of survey responses) AND identify the implications for the future delivery of your unit's services:

Conducted in Fall 2005 an assessment of health needs and satisfaction survey. Ninety-six participants were surveyed. The priorities identified were:

First Aid	68%
STD Testing	60%
Over-the-counter meds & HIV Testing	58%
Physicals and ECP (emergency contraction pill)	52%

Of the students surveyed, 3% had received services in the health center. Over all, they were satisfied. Two problems were identified:

1. Not enough students know of the services
2. They would like expanded hours

Implication:

1. Expand hours of operation
2. Add evening nurses
3. Expand outreach efforts through use of health educator

- 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.

1. Our new approach to measuring learning was the health fair. This event was well received and successfully motivated the students to engage them in meaningful conversations with the vendors. This will be repeated next year.
2. Next year we will target a couple of groups to measure SEO's such as: Patient's on lipid medications and patients on birth control.

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

1. Have brochures printed in different languages
2. Have available multi lingual staff, such as: Psych. Services intern counselors
3. We work closely with the international students and assist them with health and cultural issues that arise.

- G. List your anticipated goals for 2006-2007 based on the findings of this year's 2005-2006 Program Review:

1. Develop a more comprehensive health evaluation program
2. Provide more campus outreach
3. Conduct another needs assessment

- H. Identify your unit's needs and recommendations for 2006-2007:
1. Develop a better relationship with community resources for better patient referral.
  2. Work on other options for providing low-cost dental services
  3. Focus on improving visibility

I. Identify notable individual accomplishments in 2005-2006 (optional):

J. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2005-2006 Student Services Key Accomplishments" publication.

Due to the passage of AB 982 Bill, the health center was able to provide more medical services for our students, expand hours, purchase needed health education information and upgrade computers for a more efficient workplace.

K. Additional comments:

# STUDENT SERVICES PROGRAM REVIEW

## Annual Program Review Form: Academic Year 2005-2006

**Date:** June 16, 2006

**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/SMCCD 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 2005-2006:**

- 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 reduction in course offerings over recent years, concurrent enrolled students continue to account for a fairly large proportion of the Colleges overall enrollment (i.e., 11% Summer 2005, 4% Fall 2005, and 4% Spring 2006).
- The number of students recruited to participate in the Office of Counseling Services Priority Enrollment Program (PEP) enjoyed an increase of 8% with 527 students, and with the program being extended until mid-June, resulting in one of the highest totals in the past 7 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](http://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 SMCCD.
- 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.).
- Administered three Student Learning Outcome Surveys during FY 05-06 for the High School Relations Program, and achieved over 95% effectiveness in students meeting learning objectives.

**D. Where appropriate, delineate the relationship of significant unit accomplishments in 2005-2006 to the current 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 (e.g., HS Relations Counselor made 20 presentations at Bay Area HS College Night/Fairs) *SSPD Goal 1.7*, **2)** by initiating outreach efforts focusing on career development (e.g, HS Relations Counselor administered a Career and Educational Planning Inventory to 2,300 HS students at several local High Schools) *SSPD Goal 1.8*, and **3)** through our proactive marketing efforts into the community (*SSPD 2.1*) **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 enrolment Program to other students.

- 44% of students hear about the Concurrent enrollment program through their HS counselor.
- 67% of students obtain their concurrent enrollment forms off the Internet. A significant increase over recent years.

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 continue to increase the number of students obtaining concurrent enrollment forms via the internet, it is extremely important that the Office of Admissions and Records continue to 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 95% 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) identify their career field(s) of greatest interest, and 4) understand level of education recommended to support career & educational objectives,

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, avoid speaking too fast, and modify the presentation to better-fit varied class periods.

**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 a method where by new HS applicants (e.g., PEP students) can apply "online" for Summer/fall 07 by January 1, 2007.



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 2006-2007:**

1. To encourage and support the Office of Admissions and Records to ensure that:
  - a) The 2007-8 version of the concurrent enrollment form is available on-line (hard copies at local high schools) by early February.
  - b) Concurrent Enrolled students should not be apply and register on WebSMART as "regular" college students.
  - c) That concurrent enrolled students continue to meet math & English 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 ensure that registration dates for Fall and Spring have a positive impact enrollment numbers with respect to the concurrent enrollment population.
5. To support the hiring of additional outreach staff (e.g., "College Recruiter") to help maintain, augment, complement, and increase the level of outreach efforts, since it is well recognized that the recruitment of new high school students is 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 2006 NACAC College Fair and save the College hundreds of dollars, and 2) wrote and was awarded two Trustees Program Improvement grants to obtain multimedia equipment, including projector and wireless lap top to assist high schools from remote locations and to make Power Point presentations.

**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 11% 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 525 participants during Spring 2006.

**L. Additional comments: None**

## ATTACHMENT

**Date:** June 10, 2006  
**To:** Henry Villareal  
**From:** Steve Morehouse  
**Subject:** Summary of High School Relations Activities in four (4) key areas, during **FY 2005-2006**. A few HS's have more than one activity covered on the same date (i.e., college presentation and CEPI administration).

### College Nights/Fairs

09/27	San Mateo	Newark Memorial HS College Night
10/06	Pacifica	Terra Nova HS – College Night & Presentation
10/06	Woodside	Woodside HS – College Night (Information Table) Martin
10/11	San Bruno	Capuchino HS – College Night & Presentation
10/12	San Francisco	Immaculate Conception HS – College Fair & Presentation
10/25	San Mateo	Hillsdale HS – SMUHD College Night & Presentation
10/26	San Mateo	Serra HS – SM County Private College Night & Presentation
10/27	Redwood City	Canada Coll. – Seq.UHD College Night/Fair
11/02	Daly City	JUHSD/SSFHSD – (Serramonte) College Night/Fair
01/19	Millbrae	Mills HS – College Night & Presentation
01/26	San Francisco	Riordan HS – College Night & Presentation
02/01	San Francisco	Mercy SF HS – College Night & Presentation
02/02	Menlo Atherton	Menlo Atherton HS – College Night & Presentation
02/22	Belmont	Carlmont HS – College Night & Presentation
03/02	So. San Francisco	SSF HS – College Day Seniors (2- Presentations)
02/23	San Bruno	Capuchino HS – College Night & (2) Presentations
03/08	Belmont	Notre Dame HS – College Night & Presentation
03/08	Menlo Park	Mid-Peninsula HS – College Night & Presentation (Martin)
03/28	So. San Francisco	SSFHS – College Night & Presentation
03/16	Palo Alto	Palo Alto HS – Seq. UHSD – College Fair (@ HP (Lorena)
03/21	San Francisco	Saint Ignatius – College Night & Presentation
03/22	Half Moon Bay	HMB HS – College Night & Presentation
03/29	Daly City	Jefferson HS – College Night & Presentation
04/06	San Mateo	Aragon HS – College Night & Presentation
04/18	Palo Alto	Palo Alto HS – CC Fair & Presentation (Seniors)
04/20	Daly City	Westmoor HS – College Fair (Seniors)
04/27	San Francisco	SF Civic Center – NACAC College Fair & Presentation
05/04	Santa Clara	Mission College – WACAC – Day/Evening College Fair
05/18	Daly City	Jefferson High School – College Fair
05/30	Palo Alto	East Palo HS – College Fair & Presentation

### Community College/CSM Presentations

09/22	Daly City	SMUHD/SFUHD – College Workshop & Presentation
09/29	Burlingame	Mercy HS – CC Presentation (Two 11 <sup>th</sup> GR classes)
10/12	Woodside	Woodside HS – CC Presentation (Junior Class)

10/18	San Mateo	Hillsdale HS – CC Presentation (12 <sup>thGR</sup> Class)
10/27	San Mateo	CSM – Career Day & College Presentation
10/28	San Bruno	Skyline Coll. – HS Counselor Conference
10/26	Daly City	Westmoor HS – College Day (Six 12 <sup>thGR</sup> Classes)
11/08	So. San Francisco	El Camino HS – College workshop (Seniors)
11/14	Menlo Atherton	Menlo Atherton HS – CSM Presentation (12 <sup>th</sup> Graders)
11/15	San Mateo	Hillsdale HS – CSM Presentation (12 <sup>thGR</sup> Class)
11/16	San Carlos	West Bay High School – College Presentation
11/17	Redwood City	Sequoia High School – College Presentation
11/19	San Mateo	CSM – Bulldog Bowl – Staff Recruitment Table
12/01	Daly City	Jefferson HS – CSM Workshop/Staff Coll. Table
12/08	Daly City	Jefferson HS – Community College Presentation (12 <sup>thGr</sup> class)
12/13	Pescadero	Pescadero HS – CC Presentation (12 <sup>thGR</sup> )
12/15	Half Moon Bay	Half Moon Bay HS – CC Presentation (12 <sup>thGR</sup> )
01/20	Millbrae	Mills HS – CC Presentation (Seniors)
01/25	San Mateo	Hillsdale HS – CSM Presentation
02/07	San Francisco	Wallenberg HS – CC Presentation (Seniors)
02/08	Daly City	Thorton HS – CC Presentation (Seniors)
02/16	Pacifica	Terra Nova HS – Senior Decision Day (Seniors)
02/22	Belmont	Notre Dame HS – CC Presentation (Seniors)
02/27	San Mateo	<b>CSM</b> – Presentation on International Baccalaureate Program.
03/15	San Francisco	Immaculate Conception HS – CC Presentation
05/16	San Mateo	SMART Adult Education Center- CC Presentation.
03/30	San Mateo	Alpha Beacon – CC Presentation (11-12 <sup>th</sup> grades)

## Career & Educational Planning Inventory Administrations

09/12	Woodside	Woodside HS – CEPI Administration (3 - 11 <sup>thGR</sup> Classes)
09/13	Woodside	Woodside HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
09/15	Woodside	Woodside HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
09/21	Woodside	Woodside HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
09/23	Woodside	Woodside HS – CEPI Administration (3 - 11 <sup>thGR</sup> Classes)
10/04	Burlingame	Mercy HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
10/12	San Francisco	Riordan HS – CEPI Administration (12 <sup>thGR</sup> Class)
10/20	San Mateo	Hillsdale HS – CEPI Administration (4 - 12 <sup>thGR</sup> Classes)
10/20	San Mateo	Hillsdale HS – CEPI Administration (5 - 12 <sup>thGR</sup> Classes)
11/02	San Mateo	Hillsdale HS – CEPI Administration (1 - 12 <sup>thGR</sup> Class)
11/03	San Mateo	<b>CSM</b> – CEPI Admin. Mid. Coll. (JR /SR Students)
11/15	San Mateo	Aragon HS – CEPI Administration (3 - 11 <sup>thGR</sup> Classes)
11/21	San Mateo	Aragon HS – CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
11/22	San Mateo	Aragon HS – CEPI Administration (3 - 11 <sup>thGR</sup> Classes)
11/29	Burlingame	Mercy HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
12/02	Burlingame	Mercy HS – CEPI Administration (2 - 11 <sup>thGR</sup> classes)
12/14	Menlo Atherton	Menlo Atherton HS – CEPI Admin. (12 <sup>thGR</sup> Class)
01/25	San Mateo	Serra HS – CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
01/23	Belmont	Notre Dame HS – CEPI Administration (3 - 11 <sup>thGR</sup> Classes)
01/24	San Mateo	Serra HS – CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
01/26	Belmont	Notre Dame HS – CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
01/30	Belmont	Carlmont HS – CEPI Administration (3 - 11 <sup>thGR</sup> Classes)
01/31	Belmont	Carlmont HS – CEPI Administration (5 - 11 <sup>thGR</sup> Classes)
02/01	Menlo Park	Mid-Peninsula HS – CEPI Admin. (2 - 11 <sup>thGR</sup> Classes)

02/02	Belmont	Carlmont HS – CEPI Administration (3 - 11 <sup>thGR</sup> Classes)
02/03	Belmont	Carlmont HS – CEPI Administration (4 - 11 <sup>thGR</sup> Classes)
02/06	Half Moon Bay	Pilarcitos HS – CEPI Admin. (2 - 11/12 <sup>thGR</sup> Classes)
02/09	San Mateo	San Mateo HS – CEPI Administration (3 - 11 <sup>thGR</sup> Classes)
02/13	San Mateo	San Mateo HS – CEPI Administration (3 - 11 <sup>thGR</sup> Classes)
02/14	San Mateo	San Mateo HS – CEPI Administration (2 - 11 <sup>thGR</sup> Classes)
02/15	San Mateo	San Mateo HS – CEPI Administration (3 - 11 <sup>thGR</sup> Classes)
03/28	Half Moon Bay	HMB HS – CEPI Administration (6 - 11 <sup>thGR</sup> Classes)
03/29	Half Moon Bay	HMB HS – CEPI Administration (11 <sup>thGR</sup> Class)
03/30	San Mateo	Alpha Beacon – CEPI Administration (10 <sup>th</sup> /11 <sup>th</sup> Grade)
04/06	San Mateo	<b>CSM</b> – CEPI Admin. Mid. Coll. (JR/SR Students)
05/22	Woodside	Woodside HS – CEPI Administration (1 - 11 <sup>thGR</sup> Class)
05/23	Woodside	Woodside HS – CEPI Administration (1 - 11 <sup>thGR</sup> Class)

### CSM/SMCCD Application Workshops

10/17	Burlingame	Mercy HS – Application Workshop (Seniors)
12/01	Menlo Atherton	Menlo Atherton HS – Application Workshop (Seniors)
12/07	San Mateo	Aragon HS – Application Workshop (Seniors)
02/23	Burlingame	Burlingame HS – Application Workshop (Seniors)
03/01	San Francisco	Mercy HS – Application Workshop (Seniors)
03/06	Menlo Atherton	Menlo Atherton HS – Application Workshop (Seniors)
03/07	Pacifica	Oceana HS – Application Workshop (Seniors)
03/08	Belmont	Notre Dame HS – Application Workshop (Seniors)
03/09	San Mateo	San Mateo HS – Application Workshop (Seniors)
03/10	Daly City	Westmoor HS – Application Workshop (Seniors)
03/13	Pacifica	Terra Nova HS – Application Workshop (Seniors)
03/14	San Bruno	Capuchino HS – Application Workshop (Seniors)
03/15	San Mateo	Aragon HS – Application Workshop (Seniors)
03/15	So. San Francisco	El Camino HS – Application Workshop (Seniors)
03/16	Millbrae	Mills HS – Application Workshop (Seniors)
03/17	Daly City	Jefferson HS – Application Workshop (Seniors)
03/22	San Mateo	Hillsdale HS – Application Workshop (Seniors)
03/22	San Francisco	Lowell HS – Application Workshop (Seniors)
03/23	San Mateo	Serra HS – Application Workshop (Seniors)
03/23	Belmont	Carlmont HS – Application Workshop (Seniors)
03/27	Belmont	Carlmont HS – Application Workshop (Seniors)
03/29	Half Moon Bay	HMB HS – Application Workshop (Seniors)
03/31	San Bruno	Peninsula HS – Application Workshops (Seniors)
04/07	Redwood City	Sequoia HS – Application Workshops (Seniors)
04/19	So. San Francisco	SSFHS – Application Workshops (Seniors)

## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2005-2006

Due: June 30, 2006

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

**Date:** July 17, 2006

**Student services unit:** International Student Program

**Student services unit staff:** Gerry Frassetto, Coordinator/Adviser (Retired as of 12/05) and Maggie Skaff, Program Services Coordinator

**Program review prepared by:** Maggie Skaff and Henry B. Villareal

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

The International Student Program (ISP) offers specialized services primarily to international students attending CSM on F-1 Visas. In addition, the ISP provides assistance to international students attending CSM on a part-time basis (high school students, and students concurrently enrolled at other colleges and universities) along with recent immigrants who have become permanent residents. Most recently, international students attending CSM on F-1 visas represented approximately 46 different countries. These students attend CSM with the intent of receiving an associate degree and/or seeking to transfer to a four-year institution. In meeting the needs of CSM's international students, the ISP provides personal, social and academic support services.

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

The International Student Program enrolled 120 F-1 Visa students in Fall 2005 and 115 students in Spring 2006. There were 31 new students who entered in fall 2005 and 21 new students in the spring 2006 semester. In addition to scheduled appointments, the ISP responded to an average of 25 walk-in visits per day. The ISP normally responds to 20-25 telephone calls per day and daily answers approximately 25 e-mail messages from prospective and continuing students. In the 2005-2006 academic year, the ISP also extended assistance to 25 international residents new to the United States.

Below is a summary of the services most often provided by the ISP to international students:

- Cultural and social adjustment for new students;
- Assistance to international residents;
- Orientation to college life and practices;
- Foreign credentials evaluation and interpretation;
- Academic advisement and course planning;
- Short-term personal counseling;
- Career counseling;
- Referral to sources of medical, psychological, and academic assistance

**C. List significant unit accomplishments in 2005-2006:**

A primary accomplishment was ~~maintaining enrollment of international students in the ISP~~. Lingering concerns of gaining entrance into the U.S. to study and stringent U.S. Department of Homeland Security regulations have made it much more difficult for foreign students to pursue their education in the United States. Though international student enrollment has decreased at CSM since the events of 9/11, the decline has leveled off. The ISP staff has been effective in promoting CSM to prospective students and through their personalized efforts has curtailed any further decline in international student enrollment. In addition, enrollment has been maintained, in part, because the CSM ISP remains open 12 months per year, thus being able to readily respond to inquiries from potential students.

Understanding and maintaining the highly complex SEVIS student tracking system and recognizing the gravity of not remaining in compliance led to the reclassification of the International Student Program Assistant, Maggie Skaff, to that of Program Services Coordinator. The reclassification recognizes not only the critical function of this position in monitoring SEVIS but also the importance of this position to the overall functioning of the ISP. Ms. Skaff has become most efficient in maintaining the system and ensuring that CSM remains in compliance as there are very serious repercussions that could otherwise result.

A third major accomplishment was the collaboration by the District's three colleges to purchase advertising space in the University Placement Service's Study Guide. This publication will be distributed throughout Europe and South America. Also, an advertisement was included in the Association of American Community Colleges 2005-06 publication.

A fourth ~~accomplishment which evolved from student survey feedback~~ was the collaboration between ISP and the Transfer Center that led to specific programs targeted to the international student population. For example, information on transfer opportunities to the UCs, CSUs and private institutions were provided during the past year.

Lastly, the ISP Coordinator/Advisor was actively involved in discussions with faculty and administration in further fostering the integration of diversity, particularly global perspectives, into the CSM curriculum. These discussions which have been favorably received by all participating constituents will continue in the next academic year.

**D. Where appropriate, delineate the relationship of significant unit accomplishments in 2005-2006 to the current Student Services Planning Document:**

- Goal 1.2 *Develop a "global" sensitivity by creating a welcoming, supportive environment and cross-cultural learning opportunities by providing in-service training for staff and students.*
- Goal 2.2 *Improve methods of recruitment through proactive outreach.*
- Goal 1.8 *Develop means by which to exchange ideas/information between student services and instruction.*
- Goal 3.1 *Encourage staff to support, by promoting, attending and participating in them, College diversity activities and events.*

- E. **Summarize the results of the annual student survey for your unit (including the total number of survey responses) AND identify the implications for the future delivery of your unit's services**  
**&**
- 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.**

Though the number of student surveys completed this year was rather limited, the results were largely supportive. A summary of the survey results highlight the following:

- |   |                              |
|---|------------------------------|
| 1. Overall quality of services received:    | 30% Excellent/50 % Very Good |
| 2. Overall satisfaction with program staff: | 60% Excellent/20% Very Good  |
| 3. Ability of staff to answer questions:    | 60% Excellent/20% Very Good  |
| 4. Hours of availability:                   | 40% Excellent/40% Very Good  |
| 5. Application process:                     | 50% Excellent/30% Very Good  |

As previously noted, the number of surveys returned was minimal, nonetheless, the overall satisfaction with services provided by the ISP staff is, as noted, very high and maintains the high level of satisfaction of previous survey results. However, there is always room for improvement. The current ISP staff is dedicated and committed to students and providing them with outstanding service. With the present two-staff person office, it will be difficult to improve in some of the service areas. For example, given that hours of availability received a combined 70 percent rating of excellent/very good, improving the hours of availability beyond the current 8 am – 5 pm timeframe will be difficult with the existing staffing. Nonetheless, it is commendable that the ISP continues to receive overall satisfaction results in the combined 80 percent range.

For the future, there are several initiatives that have been previously identified and from which several resulted directly from student input. The initiatives that will continue to be pursued by the ISP are:

- Provide more educational workshops, e.g., taxes, legal issues;
- Sponsor more social events;
- Offer information about critical issues (e.g. tax responsibilities; SEVIS) through its monthly newsletter;
- ~~Create a program improvement committee which includes significant student representation;~~
- Continue to encourage greater participation in future surveys;
- Outreach to local ESL schools and private high schools.

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

The International Student Program staff creates a warm, welcoming environment for students and visitors to the college and the office serves as a resource for prospective students, foreign visitors and community residents. The ISP is also committed to developing closer bonds with instruction, especially with newer members of the faculty. Continued involvement with DIAG and discussion groups to infuse diversity into the curriculum is paramount. In addition, the ISP hopes to develop more opportunities for international students to interact with one another and with resident students, as well as with staff and faculty.

**H. List your anticipated goals for 2006-2007 based on the findings of this year's 2005-2006 Program Review:**

1. Continue to develop new sources of prospective international students through print and electronic media;
2. Continue to offer in-service training opportunities for staff;
3. Encourage and provide additional opportunities for social interaction among international students (e.g. through student government, CSM Connects, monthly lunches, international projects);
4. Convene a program advisory committee (not accomplished in 2005-2006);
5. Enhance the ISP website.

**I. Identify your unit's needs and recommendations for 2006-2007:**

- Hire a new Coordinator/Advisor for the International Program Office;
- Identify additional funding for student recruitment materials;
- Develop a coherent advertising campaign for the program;
- Maintain the high level of service offered to international students;
- Identify a counseling intern to work with the ISP.

**J. Identify notable individual accomplishments in 2005-2006 (optional):**

Maggie Skaff was one of 24 student services staff and administrators from around the state selected to attend a three-day CSSO/CIO Leadership Institute in Sacramento. She has thoroughly incorporated this experience into the fabric of her responsibilities in the ISP, and has developed into a highly effective mentor to both students and other professionals. She recognized the need and developed a successful monthly "brown bag" lunch and speakers' program for students. Maggie continues to be regarded as a Bay Area leader in SEVIS-related issues.

As previously noted, Maggie was reclassified as a Program Services Coordinator given her responsibility for maintaining the Student and Exchange Visitor Information System. This reclassification also recognizes her dedication and commitment to the ISP.

Gerry Frassetto was invited by the Institute of International Education to sit on a selection committee for scholarships offered by Chevron/Texaco to children of its international employees. Because the applicant pool was so large, it was divided by world regions. Gerry's knowledge of South and Central American education systems earned him a place on that regional panel reviewing 200 applicants.

**K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2005-2006 Student Services Key Accomplishments" publication.**

The International Student Program continues to be an important college resource and leader in promoting international, cross-cultural, and diversity issues. Through its dedicated and knowledgeable staff, the ISP provides important services to the international student population at CSM.

**L. Additional comments:**



# MULTICULTURAL CENTER STUDENT SERVICES PROGRAM REVIEW

Academic Year 2005-2006

Due: June 30, 2006

**Date:** July 28, 2006

**Unit Staff:** Sylvia Aguirre-Alberto, Daryan Chan, Aisha Upshaw, Counselors; 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:**

- Increased staff diversity with addition of Asian American Counselor
- Organized and co-hosted a 'Conversation on Diversity: Migration Dynamics and Adaptation Strategies of Central Americans to the San Francisco Bay Area: One Hundred Years of Community Building.'
- Presented UC Personal Statement Workshops for transferring students
- Presented transfer and student support services workshops at the High School Counselors Conference
- Collaborated with the Diversity in Action Group to provide counseling support and career instruction to the upcoming Rising Scholars learning community.
- Participated on the Student Development, District Degree Audit, Diversity in Action Group committees and the Student Support Team
- Participated in several high school outreach and recruitment activities
- Provided counseling support to the UC Santa Cruz Renaissance Scholars Students (foster youth)
- Implemented MCC Student Services Survey
- Students earned: 35 degrees; 25 certificates; received 16 scholarships; and 20 transferred

## **Relationship of Unit Accomplishments with Student Services Planning Document:**

### Goal 1 – Programs and Services:

1:2 Organized and Hosted 'Migration Dynamics and Adaptation Strategies...'

1:9 Participated in several outreach and recruitment activities

Providing counseling and instructional support to new Rising Scholars learning community

Provided counseling support to Renaissance Scholars students

Presented at High School Counselors Conference

### Goal – Diversity

3:1 Organized and Hosted 'Migration Dynamics and Adaptation Strategies...'

Diversity in Action Group Committee Members

Student Development Committee (updated Student Equity Plan)

### Goal 5 – Institutional Planning and Resource

#### 5:2 Implemented MCC Survey for Spring 2006

##### **Annual Student Survey Summary and Future Implications for Service Delivery:**

In an attempt to bolster responses to the Student Satisfaction Survey, the program mailed copies to its participants. Response rates remained extremely low. Those who elected to respond rated MCC services and overall satisfaction with staff as 'Good,' the availability of hours as 'Fair,' and the ability to answer questions as 'great' and 'Poor'—an interesting statement since this respondent rated counselors as 'Good.' It was difficult to elicit feedback from students who seemed unable to connect their counseling services with the Multicultural Center. However, students indicated that evening office hours and financial assistance similar to the EOPS book service program would be useful. MCC will need to continue work towards defining its program and mission for program participants so that they are better able to respond to surveys and increase responses. The addition of a part-time counselor, and MCC support of the Rising Scholars program should help in this endeavor.

##### **Student Learning Outcomes Summary and Implications for Future Service Delivery:**

Responses to the Multicultural Center Student Support Services Survey were also extremely low. Those who responded indicated that MCC counselors helped them to develop time management strategies and identify academic support services. Respondents credited counselors with assisting them to understand degree, certificate and transfer requirements, course planning to achieve educational goals and understand campus policies. While these are consistent with the outcomes developed by MCC staff, more responses are needed to determine whether or not the majority of students utilizing MCC services are meeting expected outcomes. A concerted effort will be made to increase student response during the upcoming year.

##### **Strategies and Accomplishments that Foster a Diverse Climate:**

The mission of MCC, to help ensure access and academic success of our most vulnerable students (foster youth, 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 2006-2007 Goals Based on 2005-2006 Program Review:**

- Increase diversity activities for students and campus staff
- Improve Student Satisfaction Survey response
- Develop outreach materials which define MCC mission and service population
- Increase workshop offerings

##### **Identify Units Needs and Recommendations for 2006-2007:**

Currently, the number of perspective program participants far exceeds the capacity of program staff. While the addition of a part-time Asian American counselor has assisted in meeting the needs of that underserved population, a full-time counseling presence would greatly enhance the programs ability to expand and enhance program services, and build upon existing collaborative efforts to support foster youth and basic skills students. MCC will also need to increase recognition of the program among its participants, better advertise workshop and diversity event offerings, and develop a plan to increase survey responses.

##### **Brief Description of Units Key Accomplishments:**

The Multicultural Center supports nearly 400 basic skill level, ESL and non-traditional students by offering an intensive counseling experience, opportunities for cross-cultural development, and workshops to enhance students' transfer success. MCC students earned 35 degrees, 25 certificates, received 16 scholarships and 20 transferred to four year colleges and universities.

# STUDENT SERVICES PROGRAM REVIEW

## Annual Program Review 2005-2006

Date: June 2006

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 (315 students)
- 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 2005-2006:**

- Provided personal counseling and/ or crisis intervention services to students, faculty and staff.
- Recruited and maintained a diverse staff of eight interns.
- Revised and updated our excellent intern handbook.
- Provided consultation and materials for several Psychological Services start-up programs at Bay Area Community Colleges.
- Hosted consortium meeting of Psychological Services programs at Bay Area community Colleges.

- Refined Student Learning Outcomes (SLO's) for our Psychological Services unit.
- Assessed the client learnings through the SLO's developed for our Psychological Services Unit
- Participated in Health Services' annual Health Fair and provided support to Health Services staff in the production of the fair.
- Carried out numerous interventions related to disruptive behavior on campus and provided ~~three~~ workshops on Responding to Disruptive Behavior on Campus for faculty and staff.
- Revised and redesigned the campus Disruptive Behavior brochure.
- Collaborated with Deans in implementing Disruptive Behavior policies
- Served on the Discipline Advisory Committee
- 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 25 pre-school/home visitors as part of a **partnership** with Corporate Education's Peninsula Training Collaborative, the Social Science Division, and The Home Visitation Improvement Project.

**D. Relationship of significant accomplishments in 2005-2006 to the current Student Services planning document:**

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

**Enrollment Management**

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

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

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

Specific to **Student Services Goal 1B**, we have and will continue to capture the "*low hanging fruit*" by discovering new avenues for offering credit to students for various learning activities that are currently non-credit bearing. Examples of these are the 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 (N30) 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 2006-2007:**

- Support and mentor the new Psychological Services counselor
- Continue to provide individual, family and group counseling services to students by recruiting and supporting a staff of seven 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 limited program coordination to the Transition to College Program.
- Continue our ongoing partnership with Social Science and Coop Ed by providing limited leadership to the Human Services, Peer Support Services and FDC programs.

**I. Needs and recommendations for 2006-2007:**

We anticipate the replacement of one full-time Psychological Services counselor to compensate for the limited post-retirement assignments of Tim Stringari and Arlene Wiltberger.

**J. Notable Individual Accomplishments in 2005-2006 (optional)**

**K. Key accomplishments:**

Staff provided personal counseling and/or crisis intervention services to more than 315 students, faculty or staff, contributed significantly to the Diversity in Action Group which produced the *Campus Conversations on Diversity* discussion series, and presented three 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 2005-2006

Due: June 30, 2006

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

Date: June 28, 2006

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 the 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 the 2005-06 academic year, the Scholarship Office served more than 300 students. For the academic year 2006-07, 144 CSM students received scholarships through the CSM scholarship program; 21 incoming high school students; total amount of money, \$157,230. In addition, a number of students received "outside" scholarships from businesses, hospitals, clubs, government and community organizations; \$105,115 (2005-06). With "outside" monies received, the scholarship office is responsible for accepting, paying out and balancing each student's account.

The scholarship 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 2005-2006:

- ◆ Updated the CSM scholarship application for 2006-07 (used the Peninsula Community Foundation application as a model). Students were asked to provide copies of family's current 1040 tax forms. The committee felt this was a more accurate measure of the financial need of the student.
- ◆ Worked with the University of California, Santa Cruz to identify students that are orphans, in foster care or wards of the court. The Renaissance Scholars Program identifies and recruits community college students providing a variety of educational support services to help them achieve their academic goals. The Smith Society seeks ways and means to help foster, homeless and runaway youth. Through the help of our Financial Aid office, we were able to identify 25 students and send them informational packets describing these two programs.
- ◆ Created a Scholarship Information handout for the months of October, November, and December. The brochure provides information and websites for the CSM Scholarship as well as outside scholarship material available to community college students.
- ◆ Posted scholarship information on the bulletin board in Building 15.



- ◆ Attended an International Student luncheon with representatives from Golden Gate University and Notre Dame de Namur. Each of us addressed scholarships and their availability to International Students.
- ◆ Worked with the Transfer Center for transfer days. Provided informational flyers about CSM scholarship: Engineering, Horticulture, Business, etc.
- ◆ Workshops: Alpha Gamma Sigma, DSPS and two Karl S. Pister Leadership Opportunity Scholarship (with CSM Transfer Center and Bea Atkinson-Myers from UCSC). Made available material for writing a Personal Statement as well as material on organizing and putting together a complete and thorough application packet.
- ◆ Requested a "Scholarship Corner" in all issues of the *San Matean*.
- ◆ Renewal of María I. Cárdenas Scholarship to nine six continuing CSM students; continue to award Scholarship to nine incoming high school students.
- ◆ Worked with twelve high schools to award the ASCSM Scholarship
- ◆ The annual scholarship awards reception honoring 165 students was attended by 350-400 students, faculty, staff, friends and families of recipients. This evening was appreciated by all who attended. Comments and remarks continue to be extremely positive.
- ◆ Accepted \$9583 from the SMCCCF Board of Directors for undesignated scholarship (deposited into Special Programs and Services account).
- ◆ Worked with Foundation in accepting and setting up new scholarships (some endowed) for the academic year 2006-07.
- ◆ Met with Pat Griffin, Georgi LaBerge and Grace Gulli regarding the financial situation of some of our endowed accounts. No solution was reached other than to continue subsidizing the accounts with undesignated funds from the Foundation.
- ◆ The Kumin Scholarship, offered by the Peninsula Community Foundation, was new for 2005-06. Applications were made available to our students and a very active campaign was put in place to reach all students meeting general criteria. I am happy to report, of the fourteen scholarships awarded, seven were to CSM students; \$16,000.
- ◆ The Margaret S. Gerlinger Scholarship was offered to 65 incoming nursing students. The nursing faculty read and reviewed the applications; three students were selected; each receiving \$3500 and each offered a renewal of \$3500 for 2006-07 (pending spring 2006 grades).

**D. Where appropriate, delineate the relationship of significant unit accomplishments in 2005-2006 to the current 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 transferring students.
- ◆ Continue to work with Foundation to identify scholarship accounts in need of attention.
- ◆ Continue to work with faculty, staff and Transfer Center to schedule workshops for 2007-08. Would like to visit classes where we have scholarship money available and very few students applying.

**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 2005-06 scholarship recipients were asked to assess the program. Included in each student's award letter was a card asking for an evaluation of the scholarship program.

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. As a result of this mailing, thirty surveys were received between 7/1/05 and 8/30/05. This year's recipients will also be asked to complete 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 our program.  
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. Faculty and staff are asked to promote the program. I send campus e-mails; visit classrooms; update 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 2006-2007 based on the findings of this year's 2005-2006 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 the Foundation. The likelihood of management fees being dropped from accounts with less than \$5000 does not appear to be a consideration. I don't feel this matter has the backing of the Foundation director; however, I will continue to work with the Foundation in administering and awarding scholarship funds.
- ◆ Continue to research the web for scholarships for CSM students

**I. Identify your unit's needs and recommendations for 2006-2007:**

- ◆ 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.
- ◆ Worked 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 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. CSM Connects is moving; however, our plan is to still advocate and promote one another's programs.

**J. Identify notable individual accomplishments in 2005-2006 (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.

CSM awards approximately 100 individual scholarships; every year, each donor receives a personal letter from me advising them of the recipient of their award.

Every year, all recipients of a scholarship receive a personal letter from me advising them of the donor and his/her address so that a thank you letter can be sent. This year I will be writing 165 student letters.

- ◆ Made the CSM scholarship committee's evaluation forms more complete. More information was data based; this took a considerable amount of time to input; however, the committee was appreciative of the time it saved as they read through each application.
- ◆ 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 and the beginning of each academic year.

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.

**2005-2006  
Annual Program Review**

**Student Activities Office  
College of San Mateo**

**June 30, 2006**

**Student Activities Office Staff:**

Steve Robison, Coordinator of Student Activities  
Barbara Flores, Staff Assistant, Student Activities  
Fauzi Hamadeh, Office Assistant II, Student Activities

**Prepared by:**

Steve Robison, Coordinator of Student Activities

**A. Summary Description of Student Activities Office programs and services:**

The Student Activities Office is a college resource center providing advising, guidance, coordination and support for co-curricular and extra-curricular experiential learning at the college level. This involves the facilitation of individual and group leadership and service opportunities; student involvement in college and district governance; citizen advocacy at the city, county, state and national levels; and the development of social, recreational, cultural and artistic activities that serve to broaden and deepen an understanding and appreciation of other cultures, perspectives and diverse points of view.

In addition, the office provides information and support services such as campus tours, housing information, transportation information, student and staff photo identification cards, recreation and game supervision, and other related services which aid in the retention and support of student life.

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

The number of students served and types of services provided varies each year depending on the goals and needs of the current student leadership and student body.

The staff of the Student Activities Office has primary responsibility for assisting the Associated Students with meeting advisement, development of goals and objectives, policy development, budgeting, accounting, bookkeeping, accounts payable, requisition processing and bill paying, supervision of on-campus and off-campus leadership development training, and off-campus conference travel and advocacy. The Student Activities Office also provides direct advising to a 24 person Student Senate governance council, and to their 9 major committees and boards, each of which have approximately 5 to 20 student leaders. We also advise a variety of subcommittees and task groups from each of the major committees of the Student Senate.

Advising is primarily accomplished through staff involvement with the major committees and boards of the Associated Students which include the Student Senate, the Finance and Administration Committee, the Programs and Services Committee, The Inter-Club Council

(ICC), the Academic Enhancement Committee, the Public Relations and Publications Committee, the Legislative and Governmental Affairs Committee, the Volunteer Community Service Committee, the Elections Commission, and the Café International Advisory Committee.

The office staff also works with the leadership of ~~between 30 to 40 student clubs~~ on campus, assisting new organizations as they develop, and advising student organizations when planning campus events and club and organization field trips and conferences. We also work with club advisors and special event planning teams from a variety of these organizations.

Finally, students served also include the thousands of students and community members throughout the year who are involved as program participants and audience members in campus activities and events.

In addition, the Student Activities Office provides day-to-day student support services to the entire campus including: general campus information such as class schedules, maps, and directions; local housing listings; public transportation information including CalTrain schedules, BART schedules, SamTrans bus schedules and the sale of SamTrans bus passes; the creation of color photo student body cards and staff photo identification cards; the monitoring of campus posting and distribution of flyers, banners, literature on campus; the scheduling of facilities reservations for activities; the general supervision of the Student Center Building; the supervision of recreational games use; the supervision of contracts with art and craft vendors, guest speakers and performers; oversight for food vending machines and vending machine refunds; office support services for all student organizations including mail sorting, taking phone messages, faxing, and photocopying; and coordination with other college services and departments for program development, working with the media center, buildings and grounds facilities department, the marketing communications office, academic division offices, and numerous other administrative offices.

### **C. Significant Unit Accomplishments in 2005-2006:**

The type, variety and quantity of work we do changes from year to year based on the needs and goals of the student body, society and changing world events. Student involvement tends to reflect what is happening in the world around them. Keeping up with the number and types of programs, events and activities during the year is a significant accomplishment in itself.

In the aftermath of 9/11 and the turbulent world events that have followed (the war with Afghanistan and Iraq, the continued violence between Israel and Palestine, tensions in the Middle East, etc.), coupled with other ongoing international events (the market restructuring of the former Soviet Union, the rise of China as a major market driven superpower, the nuclear programs of India, North Korea and Iran, etc.), and domestic economic, social and political change (state budget deficits, federal budget deficits, gay rights and gay marriage issues, immigration rights and boarder security issues, etc.) campus life has been very active in the last few years.

In addition, the continuing California state budget crisis has increased student and staff anxiety concerning the future of higher education in an era of peak demand coupled with scarce resources. Students feel the tension surrounding their potential ability to transfer to 4 year institutions in an era of shrinking enrollments and rising costs at 4 year colleges and universities..

Numerous events and activities were developed by campus organizations this year to respond to some of these changes in the social, political and economic climate. The students also

continued their advocacy efforts both locally, and nationally, particularly surrounding measures to increase financial support for higher education. At the same time, many traditional college social and cultural programs and services took place as well, reflecting the diverse interests and cultural diversity of the campus community.

Many of the activities and programs that are considered significant accomplishments are outlined in four Associated Students quarterly summary reports. These reports list individual programs that were sponsored or co-sponsored by the Associated Students Senate or campus clubs, and facilitated by the Student Activities Office during the year.

Of the many accomplishments this year, of specific interest is the work the Associated Students and the campus community accomplished this year to raise over \$10,000 for the victims of the Katrina and Rita hurricanes.

(See Attachment A – ASCSM Quarterly Reports for all the rest...).

**D. Where appropriate, delineate the relationship of significant unit accomplishments in 2005-06 to the current Student Service Planning Document**

Listed below are a few ways the Student Activities Office is addressing a variety of the goals and objectives listed in the 05-07 Student Services Planning Document. The items are listed by the number of the corresponding goal and action step:

**GOAL 1 – Programs and Services**

*College of San Mateo will match programs and services and the manner in which they are delivered – to the evolving needs and expectations of our students and the community.*

***#1 – Listen to the students by using focus groups and student surveys for the purpose of identifying the evolving needs and expectations of students..***

The Associated Students Senate is an excellent on-going focus group where the Student Activities Office staff listens to the voice of students on a weekly basis and utilizes student ideas and perspectives in administrative and governance matters. The students also extend open invitations for administrators and staff to attend their weekly Student Senate meetings, particularly when they would like the input and feedback of students, and many staff members have taken advantage of this valuable resource.

This year, we also continued working with the student leadership to implement a district policy on increasing student participation in college and district governance (District Rules and Regulations #2.18) that was adopted by the District Board of Trustees two years ago. This was a major milestone in developing an ongoing participatory governance structure which continually has student input, and the policy will continue to assist students in giving their direct input into decision making activities at all levels of college and district governance.

In addition to student representation on all the major committees and boards of the college and district, the Associated Students President also has a standing seat at the monthly

Student Services managers LEADS meetings. This relationship helps facilitate and coordinate communication between the students and the many college student services program areas.

***#2 – Develop a “global sensitivity by creating a welcoming and supportive environment and by providing cross-cultural learning for staff and students.***

Working in a collaborative process, members of the College Diversity in Action group worked together on addressing this goal by sponsoring a number of in-service sessions and keynote speakers sensitivity to the reality that our campus draws from a richly diverse international community. The in-service workshops directly and indirectly explored some of the many things we can do to welcome that diversity and cultural sensitivity into the campus community.

The Diversity in Action group and the Associated Students also co-sponsored or supported a number of cultural events open to staff and students. Some of the larger ones were the very successful “Noche Caliente” community event, and the high school outreach event called “Raza Day.”

Other welcoming and cultural events sponsored or co-sponsored by the Associated Students and campus clubs this year included: an ASCSM Welcome and Information booth during the first weeks of each semester; a Latinos Unidos sponsored Central American Independence Day Celebration; the Gay Student Alliance movie “In and Out” in commemoration of National Coming Out Day; CSM Bayz Beatz Hip Hop Club car wash and barbeque; the Multicultural Club hosted “A Taste of Culture” with samples of cultural foods and music; CSM Language Arts Department’s “World Language Week” with participation by a variety of campus clubs including Latinos Unidos, the Kurdish Club, and the CSM Literary Society; the Visual Arts Club sidewalk chalk art in the fine arts amphitheatre; the Latinos Unidos, “Dia de los Muertos” event; the CSM Literary Society’s “Poetry Slam”; the Persian Club’s Culture Day; the Performance Dance Ensemble’s fall semester Dance presentation; the Hurricane Relief Concert featuring rock, soul, and dance performances from the Polynesian Club; the CSM Jazz festival for High Schools and Colleges; honor society Phi Theta Kappa’s first induction ceremony for new members; a Visual Arts Club gallery art show; a Suicide Education and Prevention presentation sponsored by the Psychology Club; the Latinos Unidos’ “Noche Caliente” event, a Palestinian Culture Day sponsored by the Students for Justice in Palestine organization; the Bayz Beatz Hiphop club’s Hip Hop celebration; Spring Welcome Week activities; Mohsen Janatpour’ Art and Science presentation on abstract realism; the Latinos Unidos’ Raza Day; the annual Spring Fling celebration with participation from the Multicultural Club, the Persian Club, Latinos Unidos, Unity Among Brothers, the Art Club, and the Cosmetology Club; the CSM Performance Ensemble’s Spring Dance Show; the ASCSM Appreciation Luncheon; and the Unity Among Brothers (UAB) Basketball Tournament in support of the Twilight Crime Prevention program that provides positive alternatives for at-risk youth in the local San Mateo community.

***#3 – Collect and analyze information from student satisfaction surveys and program reviews to improve programs and services to students.***

The response from the annual student satisfaction surveys is too low (only 2 respondents this year and 13 respondents last year) and does not provide any meaningful data to use to analyze our programs and services. We need to find better methods of collecting more data.

However the small amount of data that was collected is consistent with what we already know from our experience...that the quality of activities programs provided are good, and our staff is providing good to excellent service, but that not enough students know about activities programs enough to engage in them. We also know that a "College Hour" each week when no classes are scheduled and when special events (e.g., speakers, concerts, cultural events) would be held on campus is strongly supported.

But the survey results also indicate that almost two-thirds of those responding to the survey are not even aware of what student clubs and organizations are at CSM, or how they can participate in on-campus activities. The survey indicates that almost all students know how to obtain a Student ID Card, but almost two-thirds of them do not know what the Student Body fee pays for, or what the Student Government does.

Finally, more than two-thirds of those responding to the survey think the food service is not reasonably priced.

All of these areas are well known and are being addressed by the Associated Students and the Student Activities Office in our planning process for 06-07.

(See Attachment B for the 2004-2005 and 2005-2006 Student Services Program Improvement Survey Results for the Student Activities area)

## **GOAL 2 – Enrollment Management**

***College of San Mateo will develop and implement a comprehensive, researched based enrollment management plan.***

***#1- Increase enrollment through community outreach, e.g. specialized mailings, college fairs at local companies and shopping malls, etc.***

The CSM Ambassadors & Mentors Outreach Program (AMOP) sponsored by the Associated Students provides a warm welcome to potential students and new incoming students by providing student-to-new student information, campus tours, Priority Enrollment Program (PEP) orientation assistance, and outreach with local high schools at no cost to the college. These activities serve to recruit and retain students.

The Associated Students continues to sponsor the annual Volunteer Fair, and ongoing support of the CSM Connects program, which fosters greater student involvement in service learning opportunities in areas that are meaningful for students. Enrollment in service learning and volunteer programs is captured through cooperative education credit and leadership class credit, and student retention in college programs is maintained by meaningful integration of experiential learning with classroom based learning.

Direct student involvement from student clubs and organizations in the sponsorship of events and programs that recruit and retain students, particularly students from under-represented populations, is an ongoing enrollment management retention effort that yields positive results.



Finally, the “Leadership for Service” class, and the “Leadership for Service” Certificate, captures enrollment while providing a basis for developing future student leaders through involvement and interaction with the community.

The Student Activities Office, in conjunction with the Associated Students, also continues to sponsor major outreach events which serve to retain and increase enrollment, particularly from under-represented populations, through programs sponsored by ethnic and cultural clubs on campus. This is primarily accomplished through high school and community outreach events (e.g., Latinos Unidos’ “Raza Day,” the Polynesian club’s “Polynesian High School Forum,” the “UAB Basketball Tournament,” etc.) Each of these events draw large numbers of high school students, parents, and family members to the campus for educational, social, and recreational involvement, exposing them to our campus and it’s resources and encouraging them to enroll.

In addition, members of the Associated Students Senate are making efforts to contact feeder high-schools and offering to spend time with groups of high-school students explaining what it’s like to go to college.

The Associated Students and the Student Activities Office also worked to create two “Welcome Week/Campus Information Fairs” where student and academic support service offices were invited to participate in an outdoor showcasing of their programs and services. Both events proved to be very successful in visibly highlighting the many services available to students. We intend to continue working with the Associated Students in hosting these events in the future.

***#3- Develop a retention program for one or more groups of at-risk students.***

The support of student involvement both in and out of class creates the positive atmosphere of a supportive learning community. Involvement in a supportive atmosphere leads to retention. All Student Services staff have been very supportive of students participating in student activities and this support is crucial in leading to greater student retention and persistence. As students get involved outside of class they have more ways to connect with people on campus in a greater variety of ways. In turn, such involvement helps build friendships, establish social ties, and helps strengthens teambuilding bonds. As students make more positive connections with people within the institution, it makes it easier for students to feel comfortable in a challenging academic environment. This in turn leads to greater retention.

***#5- Continue to improve PEP by adding new features, e.g. tours, on-the-spot enrollment, etc.***

As always, our staff and student leaders offered tours at every PEP orientation program this year, and we intend to continue doing so in the future.

***#6- Encourage faculty/staff to identify current and alumni student success stories for profiling in local newspapers, campus brochures, on the web and in public forums, etc.***

We continuously forwarded information to the public relations/marketing department concerning success stories and human interest stories concerning current and past students, and CSM Internal regularly featured the profiles of student leaders.

### **GOAL 3 – Diversity**

***College of San Mateo will promote a diverse learning and working environment that encourages tolerance, mutual respect, and the free exchange of ideas.***

***(...and some previous language in this area that I particularly liked, stated that we should be, “ ... attracting, serving and retaining a diverse population and developing a climate in which diversity is genuinely valued and progress toward becoming more diverse is regularly achieved.”)***

#### ***#1- Explore the reestablishment of a College Hour***

Although a noble goal, we did not fully explore the possibility of reestablishing a college hour such that no classes are scheduled and when special campus-wide meetings and events may take place. We think that a true college hour would be an important factor in bringing a vastly diverse campus community more closely together, and will continue to pursue the matter in the next year. However, the scheduling impact this might have on college course offerings will be difficult to manage, so the obstacles to such a change are formidable.

#### ***#3- Expand opportunities for instruction and student services to further collaborate using diversity events to do so.***

The Student Activities Office staff has been actively involved, along with other student services staff, in the creation and continuation of the relatively new college “Diversity in Action Group,” and has used this platform to bring a variety of cultural forums and activities to the campus. The Student Activities Office also directly assists in developing programs in this richly diverse campus community which value and actively celebrate different cultural perspectives and traditions. The Associated Students and student organizations sponsored a huge variety of cultural programs this year where students and staff were involved.

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

#### ***#4 – Encourage student government representatives to attend LEADS meetings to strengthen relationships between students and staff.***

The Associated Students President or designee attended a majority of the Student Services LEADS meetings, and participated fully in the annual Student Services LEADS retreat, and in meetings, discussions and decisions throughout the year.

***#4 – Promote visibility of diverse student organizations via the student activities website.***

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

The web site addresses are:

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

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

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

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

**GOAL #4 – Assessment**

***College of San Mateo, through campus-wide dialog, will articulate, measure and use student learning outcomes to shape curricular, programmatic and institutional transformations.***

The Student Activities Office continued to work with SLO's and incorporate outcomes and assessments into decisions regarding program development.

(See Attachment C - Regarding Student Learning Outcomes (SLO's).

**GOAL #5 – Staff Recruitment, Retention, Development and Recognition**

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

***#3 – Highlight individual faculty and staff personal and their job related accomplishments.***

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

***# 5 – Develop partnerships with a wide variety of community agencies/organizations to promote CSM as a personally and professionally fulfilling place to work.***

The Student Activities Office staff worked closely with the Peninsula Conflict Resolution Center (PCRC) consortium to further develop proposals for the implementation of training and support for conflict resolution and mediation on college campuses within San Mateo County.

The grant proposal was funded again this year as a continuation grant and we are continuing to consult through PCRC toward the establishment of conflict resource and resolution programs at the colleges in the consortium.

**GOAL 5 – Institutional Planning and Resources**

*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.*

*#1- Continue to conduct regularly scheduled program reviews.*

*#2- Participate in the accreditation self-study process*

*#3- Continue to assess student learning outcomes for each student services unit and use these, when possible, to identify action plans and allocate resources.*

See the student learning outcome measures (SLO's) for the Student Activities area which are attached to this document (see Attachment C )

**GOAL 7 – Facilities**

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

*#1 – Work with the leads, architects and construction management staff to modify plans as needed for the consolidation of student services in one adjacent location.*

The Student Activities Office staff and the leadership of the Associated Students were involved in every step of the process as the Building 1, 5 and 6 plans were being developed. Now that the Building 1,5,6 plans have been halted, we have continued our participation in the process by being involved with the new campus master plan and future plans for a new Student Services building more toward the center of the campus.

*#2 –Keep student services informed on the process/progress of the consolidation of student services.*

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

**E. Summarize the results of the annual student survey for your unit (including the total number of survey responses) AND identify the implications for the future delivery of your unit's services.**

The response from the annual student satisfaction surveys continues to be low (only 2 respondents this year, 13 respondents this year, and only 9 respondents the year before). This does not yet provide any meaningful data to use to analyze our programs and services, however at least the process is in place and we can work to refine it in the future to provide more meaningful results.

In the meantime, the small amount of data that was collected is consistent with what we already know through anecdotal evidence...that the quality of activities programs provided are good, and our staff is providing good to excellent service, but not enough students know about activities programs enough to engage in them. We also know that a "College Hour" each week when no classes are scheduled and when special events (e.g., speakers, concerts, cultural events) would be held on campus, would be strongly supported by the students. The survey results also indicate that almost two-thirds of those responding to the survey are not even aware of what student clubs and organizations are at CSM, or how they can participate in on-campus activities. The survey indicates that almost all students know how to obtain a Student ID Card, but almost two-thirds of them do not know what the Student Body fee pays for, or what the Student Government does. And finally, more than two-thirds of those responding to the survey think the food service is not reasonably priced.

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

Although the survey sampling is very small, the overall results of the survey suggest a generally healthy satisfaction level with the accessibility and services of the Student Activities Office. But they also suggest a lack of student awareness of what programs and services are offered and available through the Student Activities Office and the Associated Students.

All of this feedback suggests that new and innovative ways need to continue to be explored to help make students aware of Student Activities and Associated Students programs that support student involvement in campus life and governance.

(See Attachment B – 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.**

We identified six main areas of our mission as follows:

1. Provide students with the opportunity to learn skills in leadership, citizenship, and service, in an interactive experiential learning environment through student government and a leadership course.

2. Provide exposure to social, artistic, and recreational events involving different perspectives and ideas.
3. Support student participation and advocacy in district, city, county, state and national governance.
4. Foster the development of campus clubs and organizations
5. Encourage civic engagement, volunteerism, and community service through volunteer fairs, youth leadership conferences, service learning programs, and volunteer projects.
6. Provide helpful and courteous service to all who call or visit the Student Activities Office, providing information and support services such as campus tours, housing information, transportation information, student and staff photo identification cards, recreation and game supervision, and other related services.

In each of these areas we identified a variety of potential student learning outcomes, and began to find ways of collecting data to help us assess progress in these areas. This is reflected in a Student Learning Outcomes chart. (See - Attachment C)

We have yet to collect enough information and data in these areas to begin making assessments of our achievements or areas that need attention. However, we have identified current and potential data sources and will continue to find more and better ways to collect meaningful data in the future.

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

The Student Activities Office staff work directly with student organizational leaders and with the Inter-Club Council (ICC) members to foster a climate in which diversity is recognized, valued and celebrated. For example, the ICC has representation from the most active clubs and organizations on campus. During their meetings, representatives from the various clubs share their dreams, goals and accomplishments, and work together to develop campus-wide activities and events that highlight and celebrate the various diverse points of view and cultural perspectives of a diverse campus.

Our staff involvement includes, but is not limited to, assistance with all of the culturally and ethnically diverse groups on campus, supporting their program development activities and their recruitment and outreach efforts. Some of the ethnically diverse organizations that we work with on an ongoing basis include the Asian Club, the Ethnic Studies Society, the French Club, the Gay-Straight Alliance (GSA), the International Students Union (ISU), the Italian Club, Students for Justice in Palestine (SJP), the Kurdish Club, Latinos Unidos, the Polynesian Club, and the Unity Among Brothers organization. In addition, the Associated Students have been strong supporters of the President's Diversity Speakers Series.

The students serve on the College Diversity Advisory Committee to further strengthen campus-wide efforts to foster a climate where diversity is valued and celebrated, and have been

involved this year in creating and supporting interactive DIAG forums, discussions and events that serve to break down stereotypes and help participants learn about and appreciate differing cultures and perspectives.

**H. List your anticipated goals for 2006-2007 based on the findings of your 2005-2006 Program Review:**

We are on track and on target. We will definitely stick with much of what we are doing that has proven to be successful. But with an ever-changing student population, building awareness of student activities programs and services is a constant ongoing challenge.

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

We will also continue to explore the idea and possibility of giving our students a CSM generated e-mail address (which could also be linked to their own personal e-mail address that they currently use). This approach is similar to what other colleges provide, and this capability would allow us to communicate directly with the students both while they are enrolled, and also when they have graduated or transferred or moved on with their careers. Continued communication with students after they leave CSM would be important in developing alumni relations, and in keeping students connected to the college in the future as life-long learners.

In addition, we will be continuing to work with the Associated Students to improve their web-based book exchange service to help students exchange books with each other or sell them for more than they can now receive by selling them back to the bookstore.

We will also be working with the Associated Students to continue to explore the interest and possibility of establish ongoing activities that any student can get involved in on a drop in basis...such as an afternoon recreational intramural sports program.

There has been past student interest in sponsoring a monthly community flea market as a fundraising endeavor, but the students are currently not interested in developing it at this time. However, interest in a flea market could surface again, at which time we will be open to exploring the possibilities.

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

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

**I. Identify your unit's needs and recommendations for 2006-2007:**

The State budget situation for Community College is improving somewhat, but we have just come through a difficult fiscal environment and state budget crisis, and there is no

expectation that additional resources or staff would be increased beyond current levels. Therefore, there will continue to be an increased need throughout the campus to share resources and work collaboratively. Departments often overlook our office as a resource in the development of special campus events that are sponsored by campus departments, perhaps thinking that our office only works with student planners. However, our experience and skills in the area of program development can be a valuable resource that can be utilized by college departments and divisions as well. Because of ever diminishing resources, we will need to work even more closely with other college program areas in the development of campus-wide programs.

There is also a continuing need for an institutionalized College Events programming budget that can be used in conjunction with other offices of the college to enhance the campus climate and improve awareness in the areas of cultural diversity, disability sensitivity, and similar issues of community and public concern. Such programs would continue to address the college's goals to develop a climate in which diversity is genuinely valued and celebrated, and where progress toward becoming more diverse is regularly achieved.

The Associated Students addresses many of these areas with their cultural clubs and student budget, and they undoubtedly will continue to do so in the future. But the campus is well served by continuing to help create some special campus-wide activities that are jointly sponsored programs with students, faculty and staff working together. The Diversity in Action group that was established three years ago has been following that model, and is proving to be very effective. But without consistent funding to assist in the development of special college programs and events, progress is slow. This past year the Associated Students helped by funding the Diversity in Action group with a small budget of \$1000. We would encourage the college to continue to set aside some consistent funding for such programs as well, and to move to develop one or more college-wide event committees to plan and produce such events and activities annually.

**J. Identify notable individual accomplishments in 2005-2006 (optional)**

There were many individual accomplishments during the year, but none so noteworthy as to warrant special mention...except that we all survived another year!

**K. Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2005-2006 Student Services Key Accomplishments" publication.**

The Student Activities area continues to provide advising and support services for a wide range of student leadership opportunities, and numerous social, cultural, and recreational programs for the college and community. The Associated Students leadership made their views known this year on a wide variety of college and district committees, and in elected representatives' offices in both Sacramento and Washington D.C.

In addition, the students made substantial financial contributions to scholarship programs, the Child Development Center, the Athletics program, the CSM Connects program, and a wide variety of social, cultural and recreational programs and services throughout the year.

Finally, as a special highlight, the Associated Students and the college community helped raise over \$10,000 for hurricane Katrina and Rita victims.



**L. Additional Comments:**

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

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**List of Attachments & Reference Materials:**

A. ASCSM Quarterly Narrative Reports for 2005-2006

- 1) July, August, September 2005
- 2) October, November, December 2005
- 3) January, February, March 2006
- 4) April, May, June 2006

B. Results of the 2005-2006 Student Services Survey for Student Activities

C. Student Learning Outcomes (SLO's) for the Student Activities area

**Student Services**  
**Annual Program Review – Academic Year 2005 - 2006**

**Programs: Student Employment Program & Cooperative Work Experience Education**

June 26, 2006

**Student Services Unit:** Student Employment (SEO) & Cooperative Work Experience (COOP)

**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 and Krystal Romero

**A. Summary description of program and services:**

1. Summary description of Student Employment program and services: The Student Employment Program 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 about 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.
2. Summary description of Cooperative Work Experience program and services: The COOP program enables students to earn academic units (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 sections for general work or vocational work. Last year 434 students completed work-based learning partnerships with local businesses.

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

- Total annual visitors to SEO/Coop office: 2100 (approximate)

Student Employment Program

- Career counseling appointments (30-45 mins. in length): 123
- CSM JobLinks numbers:
  - New students registered on CSM JobLinks between 7/1/05 – 6/30/06: 479
  - Employers posting jobs on CSM JobLinks: (7/1/05 – 6/30/06): 1407
  - Job postings viewed by students: 38,694
- Total number of employers recruiting on-campus: 46
- Students reporting being hired: 71 (we know it's higher, but we have difficulty get responses from students and employers)
- Students attending one-hour job search fall workshops: 8
- Job Fairs:
  - Get Linked Career/Volunteer Fair: Employer/Agency attendance – 42;  
Students – 309, staff – 21; guests – 20
- Presentations: 32 fall classroom presentations promoting the services of SEO, COOP, Transfer and Career Center services.
- Spring and fall classroom and club presentations (1 hr.) on career topics: 11
- CRER 127 class – spring registration (first time offered): 32

### COOP

- 198 students enrolled in COOP sections during fall 2005
- 236 students enrolled in COOP sections during spring 2006 (dental assisting has own program and human services reduced COOP course offerings)

### **C. Significant unit accomplishments in 2005-2006:**

#### Both units:

- Broadened our services to meet the needs of the nontraditional student by targeting working adults, students with language barriers, and students with physical and mental disabilities.

#### Student Employment

- *NEW* Developed hybrid (on-line with 2 class meetings) version of CRER 127 (job search class) to provide more flexibility to students and to better serve working students.
- Accounting Job Fair: Expanded number of employers attending to 15 and presented it over an evening and a day.
- *NEW* Autumn Part-Time Job Fair. Employers – 15; Students attending – 200
- *NEW* Arranged spring internship program with Applied Biosystems and Nektar for science students.
- *NEW* Arranged for guest speaker to talk with 22 CalWORKS students about accounting career opportunities.
- *NEW* Set up college fair at Hyatt Hotel to inform employees about CSM programs and to encourage registration.
- *NEW* Made presentation to Adult Education program about CSM registration process, student services, and certificate programs.

### COOP

- Graphic Production Interns: In spring, placed 6 graphic production students with various depts. around campus designing and preparing printed pieces. Students registered and participated in COOP.
- Increased COOP enrollment in spring and summer 2006 by 44%.
- *NEW* Mailed promotional "Did You Know?" post cards during winter break to 7,000 students to increase COOP spring registration.
- *NEW* Incorporated portion of satisfaction survey into COOP evaluation form, thereby increasing number of responses from 24 (in 2005) to 181.
- Met with Northern CA community college COOP reps to share best practices and learn from others how to set up online COOP classes.

### **D. Where appropriate, delineate the relationship of significant unit accomplishments in 2005- 2006 to current Student Services Planning Document:**

#### Student Employment

- Collaborated with John Searle, science professor, by presenting career-related information to students in "Careers in Bio-Tech" spring class.
- Member of Enrollment Management Committee -- made recommendations for improving enrollment and will be member of newly restructured EMC in 2006-07.

### COOP

- Made 32 classroom presentations to inform and promote COOP and other career services in fall.
- Participate in EOPS and other campus activities and events. Provide program info to campus tour groups.

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

**Student Employment**

- Because of past low numbers of online survey respondents, this year we included several of the survey questions in our own SEO survey. Only 3 students responded to the online satisfaction survey and eight students responded to our own survey. Here are the results of the 11 students who participated in the 2 surveys:
- 100% of students rated SEO services as good to excellent.
- 100% of respondents rated staff assistance as good to excellent.
- 75% felt that the hours of operation were good to excellent.

Summary:

- Based upon these limited findings, overall SEO services appear to be meeting student needs.
- Students prefer correspondence and notification by email.
- They like to be able to access job listings through CSM JobLinks.
- Students seem to be interested in career and internship opportunities.

For 2006-07, we will consider additional methods for increasing the number of students who take the satisfaction survey.

**COOP**

- Only 3 people took the online satisfaction survey, so knowing that our numbers have been low in the past, we took some of the questions from the online survey and included them in our own COOP survey. As a result, 181 fall and spring COOP students completed the hard copy of our survey. Results:
  - 96.75% of students rated the overall quality of the COOP program as very good to excellent
  - 96.25% of students rated the COOP staff as very good to excellent in being helpful and knowledgeable
  - 93% of students rated the hours of operation as very good to excellent
  - 99% of students who attended the orientation session reported having a better understanding of the COOP process
  - 89.5% of students reported having a better understanding of the different COOP classes
  - 100% of students learned what was expected of them as a COOP student
  - 93% reported learning more about workplace behaviors and employment expectations from the Job Success (T/F) Test
  - Top three ways students learned about COOP were: Counselor/Instructor (45.5%), Prior enrollment (15%), and Friend (15%)

Summary:

- Based upon these findings, overall COOP services appear to be meeting student needs.
- Our observations also support the survey results. Due to the effectiveness of the orientation sessions, we have reduced the number of students seeking additional help from our office, thereby allowing more time for us to focus on other projects.
- In the past, some students requested more evening hours. In response, we now offer several early evening orientation sessions. We have also made COOP services available one night a week by appointment and are considering putting more of our materials online.

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 Employment

- One learning objective:
  1. Students in job search workshops and classes learn techniques for finding work: effective strategies, resume writing, finding job leads, job search resources, interviewing techniques
- **Overall results** indicate that students attending job search workshops and classes are learning about job search techniques as measured by pre and post- test scores (10% - 67% improvement on post tests) and the SEO satisfaction survey. We will continue to use the pre and post-test measurement next year. **We will also investigate other ways to increase the number of students who complete the SEO Satisfaction survey for 2006-07.**

[We eliminated two other SLO goals that were listed in our plan for 2005-06 due to limited course offerings thus not providing us with enough data to measure. We will consider whether we want to include them again in the 2006-07 SLO Plan.]

COOP

- The two learning objectives include:
  1. Students learn about workplace expectations and behaviors including punctuality, time management, teamwork, people skills, workplace etiquette, etc.
- **Results** show that when comparing pre and post-test scores, students showed an improvement in post test scores ranging from 3% (spring) to 23.5% (fall). The lower spring score is possibly due to a large number of students who didn't attend the orientation and take the pre-test, but who took the post-test, thus skewing the scores. Student scores from previous semesters have shown consistently higher post test scores.

[We didn't summarize the COOP work supervisors ratings of their student's general work habits because we didn't have enough time or staff (with our move) to tally the results. We will make every effort to include them next year.]

2. Students clarify career goals based upon their evaluation of work experiences
- **Results** indicate that students felt that participating in COOP helped them clarify their career goals (88% in fall; 64% in spring).

[Our secondary measurement instrument – summarizing comments on student reflection papers – was too time consuming. We will consider whether we want to use this instrument in the future.]

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

Student Employment & COOP Efforts:

- A diversity of staff works for our program including individuals from various ethnic, disability, and socioeconomic backgrounds. Some staff speak Chinese and can translate when needed.
- "Client" referrals are made between our dept. and community agencies such as County of San Mateo, Vocational Rehabilitation Services, State Dept. of Rehabilitation, Jobs Plus,

PeninsulaWorks, and other programs serving persons with disabilities or those with barriers to employment. On-campus referrals include: DSP & S, EOPS, and CalWORKS.

- A diversity of individuals are displayed in our written materials and job search video tapes.
- Students receive information about their ADA (Americans with Disabilities Act) rights and the implications to them as disabled persons during hiring process.
- Work closely with Transition to College students and staff, particularly assisting students during COOP registration and the orientation process.
- Work with students of different abilities. Offer career informational sessions and job search instruction to EOPS and CalWORKS students who are representative of various cultural, socioeconomic, and educational backgrounds.

#### H. **Anticipated goals for 2006 – 2007 based on findings of your 2005-2006 Program Review:**

##### Both Programs

- Work on integrating the four programs (SEO, COOP, Career, and CSM Connects) into a cohesive unit through regular staff meetings, promoting each other's services, and working together.
- In the fall, begin the CDC-Instructional partnership by having each counselor or program services coordinator begin working directly with their academic partner to provide career services.
- Create an integrated CDC website which features each dept., but creates a uniform look.
- Focus our diversity efforts on providing more services to students from lower socioeconomic backgrounds, with educational differences, with language barriers, and with different physical abilities.
- Consider additional methods for increasing the number of students who complete the satisfaction survey.

##### Student Employment

- Collaborate with faculty and divisions in preparation and implementation of **job fairs**: accounting/tax, graphics production/multimedia, Student Assistant Fair, Public Safety Fair, and life sciences.
- Continue serving on PeninsulaWorks Partners committee and WIB Business Services committee.
- Expand **SEO advisory committee** to include Career Services. Increase student and employer representation.
- Create **new CDC website**, linking SEO, COOP, Career, and CSM Connects together.
- **Collaborate with Transfer program** on 1-2 major days.
- Create a better organizational system to streamline the gathering, analyzing and reporting of **SLO data**.
- Revise **Steve Cooney's** fall COOP schedule so that 7.5 hours/week will be **dedicated to SEO activities**: classroom presentations and gathering and analyzing SLO data.
- Contact students and employers listed on CSM JobLinks on twice a semester to better collect hiring data.
- Continue **collaborating with EOPS/CalWORKS** to provide job search counseling assistance and collaborate on creation of Successful Work Behaviors class for CalWORKS students.
- Work with **Rising Scholars program** to provide career planning services offering realistic career goals with the result of increasing retention.
- Translate SEO brochure into **Spanish and Chinese** to reach more students.
- **Place a link to CSM JobLinks** on each CSM Dept. website.
- **Publicize services** in more creative ways i.e. bulletin boards in classrooms, classroom presentations, "Did you know" post card.

- **Develop Student Ambassadors** program to increase student outreach about Student Services programs.
- Prepare and display individual major sheets on “**What You Can Do With a Major In ..**” to assist students in career assessment and decision-making.
- Increase student applications for internship programs by better **promoting our internship opportunities**.

COOP

- **Remodel COOP website** and integrate it into new CDC website. Provide information on frequently asked questions and COOP registration process. Put Coop handbook on-line.
- **Input COOP business and employer data** into CSM JobLinks to inform them of other employment services we offer.
- **Help Fire Science** create a COOP-modeled class to recruit more students into their program.
- **Outreach to apprenticeship** programs to Increase COOP enrollment.

**Secondary goals – to be completed if time permits:**

- Continue outreach to business and employment community to increase CSM's visibility in community and develop more **business relationships**.
- **Increase COOP referrals** and enrollment by more outreach to local universities (Notre Dame, UCB, SFSU, etc.).

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

Student Employment

- Need **job developer** to assist in contacting employers to develop work opportunities for specific disciplines and job fairs.

COOP

- Signage for new location

**J. Notable individual accomplishments:**

Student Employment & COOP

Krystal – Created promotional “Did You Know?” post cards during winter break sent to 7,000 students to increase COOP spring registration. Organized and presented Autumn PT Job Fair. Worked with Instructional office and other depts. to gain approval for CRER 127 hybrid class offering. 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. Arranged for tax/accounting professional to talk with EOPS students about career opportunities. Handled the bulk of administrative and budgetary responsibilities for COOP. Worked closely with COOP instructors assisting them with semester due dates, the reporting of grades and collection of student paperwork.

Eileen – Expanded accounting job fair to include tax accounting and also offered evening recruitment. Developed and coordinated bio-tech internships with Nektar and Applied Biosystems. Initiated hybrid CRER 127 class in response to needs of working adults. Set up college fair at Hyatt Hotel. Initated idea for Autumn Part-Time Job Fair. Arranged with other staff to make classroom presentations – publicized to campus. Incorporated portion of satisfaction survey into COOP evaluation form thereby increasing number of respondents. Put together PowerPoint presentation featuring CSM depts.. and students. Showed at high school college day. With three other faculty from Tech Division, wrote, edited and produced SLO video shown on CSM's Opening Day in fall 2005.

## *Statement for Student Services Achievements Publication*

### **Student Employment**

Our program provided employment-related services to more than 2100 students and faculty and 1400 local employers last year. Our services included CSM Job Links, our web-based job posting program, which provided linkage between more than 480 new job seekers and 1400+ new employer job listings. In response to the needs of working students, we now offer a hybrid (on-line) version of our CRER 127 job search class. Successful events which met the needs of students and local businesses included the Autumn Part-Time Job fair, Accounting/Tax fair, Get Linked Career/Volunteer fair, and bio-tech, graphics design, and human services internship programs. Visit us at [collegeofsanmateo.edu/studentjobs](http://collegeofsanmateo.edu/studentjobs) or T1.

### **Cooperative Work Experience**

Cooperative Work Experience (COOP) provides an opportunity for students to earn academic units while they learn on the job. Work can be paid or unpaid, seasonal or professional. During the spring and summer, COOP grew by 44% with an annual total of 530 participating in work-based learning assignments with local employers. Students can choose between general work experience or vocational work courses offering 2 – 8 units of credit. In addition, students like the fact that units are transferable to the CSU system, apply toward the Associate Degree, and can be taken multiple times. Visit us at [collegeofsanmateo.edu/studentjobs](http://collegeofsanmateo.edu/studentjobs) or T1

7/3/2006

Eileen O'Brien



## STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2005-2006  
Due: June 30, 2006

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

Date: June 1, 2006

Student services unit: **TRANSFER SERVICES**

Student services unit staff: Mike Mitchell

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

### Summary description of your unit's program and services:

Transfer Services provides information and workshops on such topics as transfer planning, Guaranteed Transfer Contracts, college/university, completing application forms and how to write the application Personal Statement. Tours are given of Transfer Services as well as presentations to classes, student clubs and high school students and community/county organizations. Transfer Services also provides information to university and college representatives - including UC, CSU and private/independent colleges to meet with students either on an appointment basis. Other events held in conjunction with colleges and universities include the annual Transfer Day held each year on how to transfer to a CSU, UC and Private university, Major Workshop Days (i.e. Biological Sciences, Business, Engineering, etc.) and Evening Program for Working Adults College Fair, transfer workshops for International Students and university campus tours like *Stanford, UC Davis & Academy of Art*. Also, our weekly Transfer Club meetings allow students to hear speakers talk about various topics and network with one another to develop student support. All of the above information is available in our monthly Transfer Activities Calendar which is available in the Transfer Services office and on-line at: [collegeofsanmateo.edu/transfer](http://collegeofsanmateo.edu/transfer).

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

A total of approximately 5,800 students were served in or by Transfer Services this past academic year broken down as follows following classifications:

Student Assistant Research/Questions/Drop-ins: 1,615 + (based on the ones I counted)

Transfer related incoming phone calls (students, college reps, community): 387 + (same as above)

Career/Transfer Services Orientations (Aug.-May): 119

Classroom Presentations – Business, CRER, EOPS, DSP&S, Multimedia, Computer Science & Ethnic Studies (Aug.-May): 620

(continued on next page)

**Campus Club/Community Presentations: 398**

*ASCSM Senate: 25*  
*Business Club: 20*  
*EOPS College Readiness Program: 20*  
*San Mateo County High Schools Youth Leadership Day: 21*  
*Alpha Gamma Sigma Honors (AGS): 12*  
*Associated Students Welcome Week (Info Table)*  
*"Get Linked" Career/Volunteer Fair (Info Table)*  
*NACAC National College Fair (San Francisco): 300*

**College/University Representatives scheduled appointments/drop-ins with students: 1,088**

**Private Universities:**

Academy of Art University: 12  
Art Institute of San Francisco:(Info table)  
California College of the Arts(Info table)  
California Culinary Academy (Info Table)  
Dickenson State University (Info Table)  
Fashion Institute of Design (Info table)  
Golden Gate University: 12  
Menlo College: (Information table)  
Notre Dame de Namur University: 24

**UC Campus:**

UC Berkeley: 57  
UC Davis: 321  
UC San Diego: 50  
UC Santa Cruz: 42  
UC Santa Cruz (TPP): 18  
UC Merced: 18

**CSU Campus:**

CSU East Bay: 71  
San Francisco State: 94  
\*SFSU Info Table: 203  
& class visits  
San Jose State: 121

University of Phoenix: 7  
University of San Francisco: 18

**Out-of-state universities:**

Cornell University: 20

**University Days/Workshops/Evening Programs/Special Events: 241**

UC Davis (TOP Program): 17  
UC Davis TAA Workshop: 8  
UC San Diego (TAG Program): 7  
UC Santa Cruz: (TPP Program): 20  
UC Santa Cruz (GATE Program): 12  
Degree Program for Working Adults College Fair: 80  
High School Counselor Conference: 50  
How to Transfer to a Private University (International Students): 40  
CSM Scholarship Workshop: 7

**Major (Educational Program) Days: 180**

*Biological Sciences: 40*  
*Business: Administration: 50*  
*Engineering: 20*  
*Nursing: 70*

(continued on next page)

Application/Personal Statement Workshop Attendance: 332

Academy of Art University Tour: 13

University of California, Davis College Tour: 41

Stanford University Tour: 21

Guaranteed Transfer Contracts (Transfer Admission Agreements): 122

*Cal State East Bay: 3*

*San Jose State University: 3*

*Santa Clara University: 1*

*University of California, Davis: 59 (closed Fall deadline 2 weeks early)!*

*University of California, San Diego: 9*

*University of California, Santa Cruz: 12*

*University of San Francisco: 3*

*Notre Dame de Namur University: 2*

*University of California, Riverside: 1*

*University of California Santa Barbara: 29*

Transfer Day Attendance (Estimate): 600 (35 college/university representatives)

### **List significant unit accomplishments in 2005-2006:**

- Revised/Updated new Transfer Services Brochure.
- Revised/Updated Guaranteed Transfer Contracts Brochure.
- Developed Golden Gate University Transfer Admission Agreement.
- Gave more classroom presentations to vocational education and special program classes (i.e. Multimedia, Computer Science and DSP&S).
- Attended various high school conferences and events with Steve Morehouse (i.e. the San Francisco High School Fair NACAC Conference) to promote the benefits of a community college in assisting students with transfer.
- Gave Transfer presentation to Bay Area High School Counselors.
- Collaborated with International Student Center to coordinate two workshops on "How to Transfer to a Four-Year University as an International Student" inviting, college representatives from Bay Area four-year universities.
- Included more pictures of recent events on Transfer website as well as student testimonials about the transfer process.
- Actively registered an additional 100 potential transfer students to our Transfer eNews electronic newsletter sent to CSM transfer bound students throughout the year highlighting key events, workshops and activities.
- Added additional university tours like Stanford University and San Francisco State University for interested students including an admissions information session with each campus tour.
- We now have a part-time counselor dedicated to transfer for nine hours per week.

**Where appropriate, delineate the relationship of significant unit accomplishments in 2005-2006 to current 05-07 Student Services Planning Document:**

*(continued on next page)*

**Goal 1: Programs and Services: (Action Steps #6 & #7)**

Expanded Transfer Admission Agreements (TAAs) with four-year universities (i.e. Golden Gate).

Attended high school/college fairs and gave presentations to Bay Area High School counselors about CSM Transfer Services in an effort to strengthen the relationship between local high schools and CSM.

**Goal 2: Enrollment Management (Action Step #6)**

Profiled current CSM students on Transfer web site who are transferring to four-year universities.

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

Coordinated transfer workshops for international students with assistance from the International Student Center and co-hosting an International Salad Bowl Lunch on topics like "How to Transfer to a Four-Year University" as well as visiting EOPS classes to give information about Transfer Services and participated in the EOPS/Multicultural Center College Readiness Summer Program sharing transfer information with incoming college students. Gave presentations to DSP&S and evening (adult) students regarding transfer as well. Developed an Evening College Fair for Working Adults each Fall.

**Goal 4: Assessment (Action Step #5)**

As a result of SLO outcomes in regards to Transfer Agreements, Transfer Services has incorporated Transfer Agreement workshops targeted toward specific universities to help students understand the unique campus specific requirements before they fill out TAAs.

As a result of SLO outcomes as they relate to the Nursing Major Day which continues to be a very popular event, Transfer Services is looking into expanding the format to include other health services majors.

**Goal 5 – Staff Recruitment, Retention, Development and Recognition (Action Step #4)**

Attended UC/CSU/Private University Transfer conferences focusing on many topics including transfer issues related to diversity.

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

In all categories, the student surveys revealed that the majority of students received "Excellent" service or "Very Useful" information from Transfer Services with the highest marks going to overall satisfaction with Transfer Services staff, workshops and events, ease of finding transfer information and information received from university representatives. Workshops/Events, college reps and current resources are key delivery components of our unit's services.

**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:**

*(continued on next page)*

Surveys and anecdotal evidence found that virtually every student felt that his/her learning process was truly beneficial in some aspect of transferring via transfer agreements, workshops and/or class presentations. Responses revealed a continual need for targeted university TAA workshops, expanding certain Major Days to include a variety of majors and the need to include the matriculation process in giving class presentations.

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

Through the continuing partnerships with the UC system (i.e. Transfer Partnership Programs, Transfer Opportunity Programs and Transfer Admission Guarantee Programs) students who are ethnic minority, first generation college, low income and re-entry are provided the necessary encouragement and guidance to ensure proper transfer preparation. Also, presentations to the EOPS/Multicultural College Readiness Program, EOPS Career classes, Bay Area High School Counselor Conference, NACAC College Fair, San Mateo County High Schools Youth Leadership Program and workshops on how to transfer to universities from institutions like Golden Gate University, Menlo College, Notre Dame de Namur University, San Francisco State University and the University of California, Santa Cruz for International students were also conducted. Special transfer workshops for the Disabled Students Programs & Services were conducted as well. More outreach is also being targeted toward evening/adult/working population in regards to BA/BS on-line/evening/weekend accelerated programs.

### **List your anticipated goals for 2006-2007 based on the findings of this year's 2005-2006 Program Review:**

- Continue to work with the Scholarship Office in promoting and marketing the Karl S. Pister Scholarship Award and other transfer scholarship awards.
- Continue to work with the International Student Center to promote more workshops (like application/personal statement workshops) as well as other transfer support services centered around transferring international students.
- Continue to get more college reps involved in classroom presentations that focus on academic disciplines (i.e. Business, Engineering and Biological Sciences) and invite some university representatives who have accelerated programs for working adults to visit evening classes to address the adult/working population at CSM.
- Continue to update the Transfer website with more pictures and reports of past events and personal student testimonials to help promote upcoming events and transfer as a whole.
- Continue to recruit more students to register for the Transfer eNews on-line newsletter.
- Work with Dean of Counseling in making presentations/workshops to various Division/Departments about the Transfer process.
- Explore the possibility of offering the Transfer Essentials class on-site to high schools where we can also share about CSM's Transfer resources, events and activities.

### **Identify your unit's needs and recommendations for 2006-2007:**

Continual update on ASSIST of the most current/updated course to course articulation agreements with universities in a variety of majors. Also, continuation of more articulation agreements with private/independent universities including some out of state schools. Because of the increasing cost of UCs and CSUs as well as certain programs and majors that have become impacted/competitive within the UC/CSU system, these private and out-of-state institutions are becoming much more of an attractive option for students seeking to transfer. *(continued on next page)*

Private universities in California, although costly, provide a more intimate class size and manageable student to teacher ratio so the need for more streamline transfer courses to private universities is very essential.

Also, with Transfer Services expanding, developing and encompassing a diverse range of activities and events, a need for a full-time Transfer Counselor would be essential in meeting students to talk about transfer educational plans, establishing more Guaranteed Transfer Contracts with a variety of universities, doing collaborative outreach to departments, classes, clubs and local high schools as well as attend conferences, workshops and advisory boards and to assist the Program Services Coordinator in providing transfer related workshops to students and staff.

**Identify notable individual accomplishments in 2005-2006 (optional):**

*See list of significant unit accomplishments above*

**Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2005-2006 Student Services Key Accomplishments" publication.**

Nearly 6,000 students visited Transfer Services and participated in a wide range of activities and services sponsored or hosted through Transfer Services including: Transfer Services Orientations, Classroom Presentations, workshops on Guaranteed Transfer Contracts and UC Partnership Programs, High School Fairs, Evening/Adult College Fairs, Major Program Information Days, College/University tours, presentations to San Mateo Youth Leadership, one-on-one counseling appointments with university representatives; activities & events specifically targeted toward international students and the annual Fall Transfer Day with over 35 colleges and universities and 600 CSM students in attendance.

**Additional comments:**

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