

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2006-2007

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, 2007

Student services unit: Admissions & Records

Student services unit staff: Dr. Henry B. Villareal, Dean; Arlene Fajardo, Assistant Registrar; Grace Gamiao, A&R III; Six A&R Assistants (A&R IIs): Mario Mihelcic; Jeremy Mileo; Gert Sartor; Mary Nway Sein, Geri Trevaskis, Chequita Williams.

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):

Initial inquiries to College of San Mateo very often begin with the Admissions and Records office. Preliminary inquiries are often general in nature or may be specific in respect to admission requirements, degrees, vocational certificate programs, or transfer services, amongst others. 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, veterans' certification, evaluating incoming transcripts, distribution of parking permits, and other general services.

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

Most, if not all students have direct or indirect contact with Admissions and Records. Applying for admission to CSM requires all applicants to submit their application to A&R. Many students registering for classes also contact A&R for some kind of assistance. As well, alumni of CSM will contact A&R to request transcripts. Even with many A&R services now being web-based, there is still often direct or indirect contact with Admissions and Records staff. For example, an applicant submitting their admission application using CCCApply is notified by email or written correspondence regarding their admission and the steps to follow for registration.

Another service provided to current and former students is fulfilling official transcript requests. During 2006-2007, official transcript requests totaled over 11,000. With the continuing emphasis on utilizing of web based services, over 3800 or 34 percent of official transcript requests were submitted online. In addition, Veteran's Services has been enhanced by transitioning to a web-based process for submitting required documents to the Department of Veteran Administration.

Further, the partnership with the National Student Clearing house has continued to provide students a means by which to verify their enrollment utilizing this web based service. This enhanced 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 promoting 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. 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 2006-2007:

- Continued promotion and utilization of web-based services by students, faculty and staff;
- Promotion of the web-based CCCApply admission led to 57.3 percent (8308 of 14,504) of admission applications being submitted online;
- Encouraging use of WebSMART resulted in 91 percent of students registering online;
- 34 percent of official transcripts requests were submitted online;
- 95 percent of faculty submitted grades using WebSMART by the established deadline;
- Transitioned to using the web-based service for veteran students know as VA ONCE.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to current Student Services Planning Document:

The significant accomplishments as outlined coincide primarily with Goals one and three 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

1.2 Develop a global sensitivity by creating a welcoming and supportive environment and by providing cross-cultural learning opportunities for staff and students

- Admissions and Records staff have attended various diversity related events including several of the President's Diversity Lecture Series, and a workshop on cultural competence;
- Several A&R staff are active members of the College's Diversity In Action Group (DIAG);
- As members of DIAG, A&R staff have coordinated programs focusing on cultural sensitivity, immigration issues, and awareness of LGBT issues.

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 student services.

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

- Admissions and Records Staff continue to provide suggestions for enhancing user-friendliness of WebSMART;
- The assistant registrar and program coordinator are actively involved with development of the computerized degree audit program;
- A&R continues to modify and update commonly used forms and make them available to students online;
- Veterans' Services transitioned to using the web-based VA Once;
- Veterans' Website was developed.

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 and instructional deans to discuss proposed changes to operational procedures that can improve existing services;
- The dean served as a member of several shared governance committees including Budget Subcommittee, Strategic Planning Subcommittee, and Enrollment Management;
- Assistant registrar is an ad hoc member of the Curriculum Committee.

Goal 3. Diversity

3.3 Expand opportunities for instruction and student services to further collaborate using diversity events to do so

- As chair of the Diversity In Action Group, the dean of enrollment services encouraged faculty to attend and participate in diversity events;
- Admissions & Records staff coordinated programs involving counseling and instructional faculty.

A&R staff appreciates the benefits of technology in contributing to streamlining and enhancing department 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. In addition, all A&R staff are aware of the college's diverse student body and attempt to recognize and be sensitive to the unique needs of students.

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 results of the Annual Student Survey for Admissions and Records affirm the high quality services provided by the staff. However, we in A&R continue to strive to improve services by attending various workshops that contribute to enhancing customer service. Selected summary survey data are presented below.

- 65% of respondents noted that the overall quality of services received were Excellent (31%) or Very Good (34%);
- 66% responded that overall satisfaction with A&R staff was either Excellent (30%) or Very Good (36%). This is a three percent increase from two years ago;
- 61% responded that the ability of A&R staff to answer questions was Excellent (27%) or Very Good (34%);
- 51% responded that A&R office hours were Excellent (17%) or Very Good (34%). This response reflects a decrease in satisfaction of five percent from two years ago;
- 67% responded that the user-friendliness of WebSMART was Excellent (37%) or Very Good (30%) reflecting a significant 12 percent decrease in overall satisfaction from the previous year;
- 61% found the usefulness of the A&R website to be Excellent (27%) or Very Good (34%) in comparison to 72 percent two years ago.

As presented, A&R services are well regarded as demonstrated by responses averaging in the sixty percent range. It is interesting to note that the area with least satisfaction is A&R office hours. Currently, when classes are in session, 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; perhaps the most hours of any department at CSM. Nonetheless, this is one service area that may need to be further assessed.

Overall, A&R continues to provide high quality services to its various constituents and will endeavor to continue to improve. 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 and a student centered philosophy;
3. Continuously assess and recommend WebSMART enhancements;
4. Maintain an up-to-date A&R website;
5. Ongoing collaboration with other student services and instructional units to provide seamless services to students;
6. Consider extending A&R office hours from 7:30 am to 7:30 pm from its current closing of 6:45 pm Monday thru Thursday.

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

As survey data highlight, there is a significant appreciation of the online services provided by the college. However, 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 fact, further promotion of web-based services will be emphasized given the decrease in utilization of online services during this past year.

During 2006-2007, veteran students have been encouraged to utilize the web-based veteran's service to submit required materials to the Veterans' Administration. This process has reduced staff workload by eliminating the necessity of having to fax these documents to the VA office. As well, it has presented a learning opportunity for the student by having them understand the steps necessary to apply to become eligible for receiving veteran's educational benefits.

A technological development introduced in early 2006 was the web based online transcript request service. This option allows students to request transcripts online. During 2006-2007, over 34 percent (3,892) of all transcripts (11,340) were requested using the online option. Admissions and Records will continue to embrace the utilization of technology in fulfilling its functions and in providing its services. As well, A&R staff will continue to promote the utilization of web based services to students, faculty and staff.

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

During the past year, all A&R staff have participated in one or more diversity events held at CSM. All A&R staff participated in a diversity workshop coordinated by the Vice President of Student Services which focused on cultural competence. In addition, the staff have attended the President's Lecture Series on Diversity, as well as various Diversity In Action Group (DIAG) programs. In fact, several of the staff have been actively involved in coordinating diversity related programs including a workshop on immigration issues and a speaker's panel addressing Asian/Pacific Islander Cultural Awareness. A&R staff who are active members of DIAG are Arlene Fajardo, Grace Gamiao, Jeremy Mileo, Mary Nway Sein, and Mario Mihelcic.

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. Most recently, A&R has hired three staff members who include an African American female, a Chinese/Burmese female, and a male of Croatian ancestry. Lastly, one staff member who is Filipina was promoted to a program coordinator position.

Further, during 2006-07, A&R staff was represented by various ethnicities, cultural backgrounds, and gender. The full-time permanent staff was comprised of three males and six females, including a Latino, one Filipina, a Chinese individual from Burma, an African American, and five Anglos. Specific accomplishments which fostered and validated diversity by A&R are listed in Addendum B.

H. Anticipated goals for 2007-2008 based on the findings of your 2005-2006 Program Review:

- Continue to enhance customer service;
- Maintain and enhance staff's technological skills by providing necessary training;
- 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. Maintain utilization of VA Once for processing veteran students' eligibility;
 3. Ensure all staff are competent with utilizing technological services related to their areas of responsibility;
 4. Maintain catalog and reciprocity data entry for the computerized degree audit program;
 5. Fully utilize degree audit program for determining IGETC and CSUGE certifications;
 6. Maintain collaboration with Skyline and Cañada to further standardize Admissions & Records forms, policies and procedures;
 7. Collaborate with ITS to further enhance the user-friendliness of WebSMART;
 8. 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.

I. Identify your unit's needs and recommendations for 2007-2008:

- Continued funding for an hourly staff member to assist during high peak periods;
- Encourage staff to participate in workshops that enhance their technological skills;
- Provide professional development and networking opportunities for staff through involvement in local, regional and national conferences.

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.

- Jeremy Mileo and Mario Mihelcic implemented VA ONCE;
- Henry Villareal and Grace Gamiao attended the CACCRAO Annual Meeting in Palm Springs;
- Jeremy Mileo co-presented with a Foothill College staff member at the CACCRAO Regional Workshop on the topic of Veterans' Certification;
- Mary Nway Sein coordinated a DIAG program focusing on Asian/Pacific Islander Culture in which she and Grace Gamiao participated as panelists;
- Mario Mihelcic collaborated with Jinee Kim to sponsor a workshop on immigration.

K. Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2006-2007 Student Services Key Accomplishments" publication.

A&R continued to utilize and promote the use of web based technology. A&R staff now fully utilize VA Once for registering students with the Department of Veterans' Administration. Also, veteran students are using an online process to submit required forms to the VA. Web based transcripts requests has proven successful as over 34% of students requesting official transcripts did so using WebSMART.

L. Additional comments: None

Addendum A

Types of Services Provided by Admissions and Records:

- Process Admission Applications
- Coordinate 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
- Assist students and faculty with WebSMART
- Coordinate Concurrent Enrollment Futures Initiative for CSM
- Enrollment and degree verification
- Veteran Student Affairs
- Distribute parking permits
- Extended service hours (7:30 am – 6:45 pm, Monday - Thursday)
- Open two Saturday's during fall and spring semesters

Number of Students and Alumni Served

- Over 14,500 official and unofficial transcript requests processed
- 14,504 online and paper admission applications processed
- Over 1,650 Concurrent High School students
- Approximately 60 veteran students
- 380 AA/AS degrees granted
- 345 Certificates granted.

Addendum B

Admissions and Records Accomplishments in Fostering and Validating Diversity

- A&R Staff attended the President's Diversity Lecture Series;
- A&R Staff attended various DIAG events;
- All A&R Staff participated in a Cultural Competency Workshop;
- The A&R Dean serves as Chair of the College's Diversity In Action Group;
- Arlene Fajardo, Grace Gamiao, Jeremy Mileo, Mary Nway Sein, and Mario Mihelcic are DIAG members;
- Several A&R Staff attended the EOPS Celebration Luncheon;
- Mandarin, Burmese, Croatian, and Spanish languages spoken by A&R staff;
- Acceptance of AB540 applications without prejudging;
- Hired a permanent staff member who is a Burmese/Chinese Female and an Anglo male of

- Croatian ancestry;
- Hired student workers who are ethnically and culturally diverse including two Iranian females and a Filipina.

Addendum C

Individual Accomplishments and Professional Development Activities

- **Arlene Fajardo**
 - CACCRAO Regional Workshop – Hayward
 - CACCRAO District Four Planning Committee Workshop - Cupertino
 - California Intersegmental Articulation Council Conference – Burlingame
 - 3CBG Conference – San Diego
 - Leads Retreat – Menlo Park
 - EOPS Program Coordinator Search Committee
 - Articulation Program Coordinator Search Committee
 - A&R II Search Committee Chair (Two different positions)
 - Chair Program Coordinator for Degree Audit Search Committee
 - Distance Education Advisory Committee
 - District Futures/Concurrent Enrollment Committee
 - 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

- **Grace Gamiao**
 - CACCRAO Regional Workshop – Hayward
 - CACCRAO District Four Planning Meeting - Cupertino
 - CACCRAO Annual Conference – Palm Springs
 - 3CBG Conference – San Diego
 - California Intersegmental Articulation Council Conference – Burlingame
 - A&R II Search and Screen Committee Member (Twice)
 - District Degree Audit Technical Subcommittee
 - Diversity in Action Group
 - Panelist for Conversation on Diversity: Asian/Pacific Islander Cultural Awareness

- **Jeremy Mileo**
 - WAVES Conference – Tulsa
 - Co-Presenter: VA Certification at the CACCRAO Regional Workshop – Hayward
 - Veterans Certification meeting with DeAnza College Official – Cupertino
 - Veterans Training Workshop – Santa Clara University
 - Team Building Workshop – CSM
 - Diversity In Action Group
 - Coordinated DIAG event: Horizon Line Theatrical Performance

- **Mario Mihelcic**
 - Veterans Certification meeting with DeAnza College Official - Cupertino
 - Veterans Training Workshop – Santa Clara University
 - CSM Welcome Week Participant
 - Diversity In Action Group
 - Co-coordinator of DIAG sponsored Immigration Workshop
 - Team Building Workshop – CSM
 - District Futures/Concurrent Program Committee
 - Classified Staff Employee Association Planning Committee

- **Mary Nway Sein**
 - Diversity In Action Group
 - Coordinator and panelist for the Conversation on Diversity: Asian/Pacific Islander Cultural Awareness Panel
 - Team Building Workshop - CSM

- **Dr. Henry B. Villareal**
 - Chair, Diversity In Action Group
 - *Chair, Faculty and Staff Diversity Subcommittee
 - *Member, Student Recruitment and Retention Subcommittee
 - Enrollment Management Committee
 - CSM Connects Advisory Committee
 - Strategic Planning Subcommittee
 - Budget Subcommittee
 - District Decision Support Services Work Advisory Group
 - District Matriculation Committee
 - District Futures/Concurrent Enrollment Committee
 - District Degree Audit Steering Committee
 - *Degree Audit Technical Committee
 - District Enrollment Services Committee
 - 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 Tacoma, WA
 - Advisor, CSM Gay Straight Alliance
 - Leads Retreat Co-facilitator – Menlo Park
 - Second Annual Association of Hispanics in Higher Education – Costa Mesa
 - Presenter, Latino High School Day: “Latinos and Higher Education” - CSM
 - CSM Liaison with John Vehikite for Polynesian High School Day - CSM

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2006-2007

Due: June 30, 2007

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

Date: June 30, 2007

Student services unit: Articulation

**Student services unit staff: John Sewart
Sheldon Carroll
Jonah Wong**

Program review prepared by: John Sewart

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

- Created 250+ major preparation and course-to-course agreements
- Maintained ASSIST and OSCAR Curriculum Update database
- Continued posting CSM course outlines online
- Developed SLO's for Articulation
- Assisting various Instructional Divisions with updating old course outlines
- Addition of 23CSM courses to CSU General Education and IGETC transfer list
- Added 35 courses to the LDTP list
- Assisted with revising course substitution form
- Implemented online survey for students and staff using Articulation Website
- 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

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 2006-2007:

- Updated and maintained repository of all CSM student forms online—a total of 56 different forms are now available on-line
- Posted CSM course outlines on-line
- Assisted Instructional Divisions with updating old course outlines
- Revised Nursing Program Prerequisite Course Equivalency grid
- Enhanced Transfer, Articulation, and Research websites

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 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.

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

90% of respondents indicated satisfaction with the unit’s services. Nearly 40% of visitors to the Articulation Website were directed there via www.assist.org or the CSM Homepage. Perhaps most important of all: 98% of respondents to the online survey indicated that the information on the Articulation Website “helped me complete my educational objectives.”

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.

Will consider enhancing the survey to obtain more feedback regarding how to improved information provided on the Articulation Website.

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 2007-2008 based on the findings of this year's 2006-2007 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 2007-2008 (including staffing, equipment, etc.):

- Increase awareness of Student Services staff of on-line services available to students
- Increase user—friendliness of articulation information posted on Articulation Website
- Create on-line community of transfer-oriented CSM students
- Continue data collection on SLO's for Articulation

J. Identify notable individual accomplishments in 2006-2007 (optional):

Hired new Program Services Coordinator, Sheldon Carroll, who immediately enrolled in 2 CSM courses to acquire computer and Web skills to assist in the office's operations.

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the “2006-2007 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

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2006 - 2007

Due: June 30, 2007

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 24, 2007

Student services unit: CalWORKs

Student services unit staff: Aisha Upshaw, Counselor; Danita Scott –Taylor, Director

Program review prepared by: Danita Scott-Taylor

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

The CalWORKs program provides academic and personal support to CSM students receiving Temporary Assistance for Needy Families (TANF) for themselves. Support services are designed to assist students working towards completion of a degree or certificate program to improve employment opportunities that lead to self-sufficiency. The program also seeks to prepare students for the job market by providing linkages to the Career Center, Student Employment Office, and work-study job experience.

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

Twenty-five students qualified to receive: personalized counseling, priority registration, case management, campus and community advocacy, assistance with child care costs, required textbooks and supplies, transportation, work-study, personal development and parenting workshops. Students also participated in an annual CARE/CalWORKs retreat and Holiday Gift Drive.

C. List significant unit accomplishments in 2006-2007:

- Lead Region III CARE/CalWORKs staff in coordination and implement of the 1st Annual Region III CARE/CalWORKs Retreat ‘*Today I Chose, Today I Order A Harmonic Life*’
- Organized San Mateo Legal Aide CalWORKs student training on new guidelines
- Expanded personal development and parenting workshop offerings
- Revised intake form to better capture new State MIS data requirements
- Convened Advisory Committee
- Collaborated with CARE and Child Development Center staff to implement annual CARE/CalWORKs Holiday Gift Drive
- Implemented CalWORKs Supervisor Assessment Survey, workshop and CalWORKs program questionnaires in addition to the CSM Student Support Services Improvement Survey
- CalWORKs students earned two degrees, one certificate, ten scholarships and two are transferring

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document:

Goal/Action Step	Accomplishment
1.1; 1.3 4.5 6.1; 6.3	Implemented CalWORKs Supervisor Assessment Survey, workshop and program questionnaires in addition to CSM Student Support Services Improvement Survey
1.8; 1.2	Expanded personal development and parenting workshop offerings
1. Programs and Services 2. Enrollment Management 3. Diversity 4. Assessment 5. Staff Recruitment, Retention, Development, & Recognition 6. Institutional Planning 7. Facilities	

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:

Ten students responded to the CSM Student Services Program Improvement Survey. While the majority of respondents are pleased with the overall quality of the CalWORKs office (40% ‘Excellent;’ 20% ‘Very Good’; 10% ‘Good’; 10% ‘Fair’), there has been a shift from previous years’ ratings. Two years ago 100% of respondents gave an overall rating of ‘Excellent.’ Similarly, there has been a slight swing in overall satisfaction with CalWORKs staff, though seventy percent rate staff ‘Excellent’ to ‘Good.’ These changes are mirrored in ratings on the availability of office hours and staff’s ability to answer questions. Of the eight students who responded to the question, 50% rated office hours as ‘Excellent;’ 25% ‘Good’ and 25% ‘Poor.’ Only four students answered when asked about staff’s ability to answer questions: one student rated staff as ‘Good’ and three ‘Poor.’ These shifts confirm the need for additional staff, thereby increasing program availability to students. Assistance with transportation, textbooks, supplies and information on cash aide services were most helpful. Students also noted counseling and case management services as being instrumental in helping them to achieve their educational goal. Supervised study time and assistance with transitioning into the work force are two suggestions that program staff will seek to enhance.

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.

In addition to the CSM Student Support Services Improvement Survey, CalWORKs students completed a CalWORKs Student Support Services and a CARE/CalWORKs Workshop Questionnaire.

CalWORKs Student Support Services Questionnaire	Ratings				
	Greatly	Often	Sometimes	Rarely	Never
Rate the help received with the following:					
▪ Knowledge of campus/community support services/agencies	83%	17%			
▪ Developing strategies for improving study skills	83%	17%			
▪ Developing strategies for improving time management	67%	17%	17%		
▪ Support and/or advocacy with Human Services Agency	67%	17%	17%		
▪ Ways to manage stress	50%	17%	17%	17%	
▪ Understanding the financial aid process	50%	50%			
▪ Improving money management skills	67%	17%	17%		
▪ Opportunities for personal growth and development	50%	33%	17%		
▪ Job Search and work preparedness strategies	33%	33%	17%	17%	

Generally students perceive that the CalWORKs program has assisted them in achieving the student learning outcomes indicated above. One hundred percent (100%) also believe that the program has helped them to set personal and academic goals attributing ‘the mandatory counseling sessions,’ ‘organizing my semesters,’ and ‘[when] lost and frustrated...I come and talk to my counselor Aisha or Danita and they help me think clearly.’ All students (100%) report updating and following their Student Educational Plan and following through when referred to other support services. The program will continue to seek ways to strengthen students’ job readiness and stress management skills. Providing off-campus work-study opportunities in the student’s chosen major will provide ‘real world’ experience and should help transition students from cash aide to employment. Eighty percent (80%) of students report changing their parenting style as a result of attending workshops. Students explained by saying they ‘have learned to be more patient,’ ‘communicate with kids and listen to their thoughts,’ and ‘spend more time reading, playing...’

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

As poverty is no respecter of persons, the CalWORKs program serves a very diverse population. The mix of students provides for a robust opportunity to discuss and learn from one another, particularly at the monthly workshops. Students share their perspectives, challenges and successes—ultimately discovering

that they have much in common—and thereby nurturing camaraderie amongst those who participate. This year, our workshop offerings included a presentation on cultural competency. Also, imbedded in the annual CARE/CalWORKs retreat is the believe (and practice) that facilitators come from diverse backgrounds to ensure that participants ‘see themselves,’ and are validated. In this way, the program continues to empower students of diverse origins to honor their unique human experiences.

H. List your anticipated goals for 2007-2008 based on the findings of this year’s 2006-2007 Program Review:

- Increase the number of students served
- Develop and implement CalWORKs study lab
- Investigate implementation of community work-study sites for CalWORKs students
- Hire hourly staff to assist with outreach, recruitment and case management services
- Enhance website

I. Identify your unit’s needs and recommendations for 2006-2007 (including staffing, equipment, etc.):

- Increase staff to assist with case management, outreach and recruitment
- Reconfigure office to accommodate hourly position (desk, computer etc. . .)
- Strengthen campus and community outreach to heighten program visibility and increase referrals from other programs and agencies

J. Identify notable individual accomplishments in 2006-2007 (optional):

K. Provide a brief two or three sentence description of your unit’s key accomplishments for possible use in the “2006-2007 Student Services Key Accomplishments” publication.

CSM CalWORKs lead in the coordination and implementation of the 1st Annual Region III CARE/CalWORKs Retreat: ‘*Today I Choose, Today I Order a Harmonic Life,*’ attended by one hundred students and staff from nine community colleges throughout the region.

Student Services
Annual Program Review – Academic Year 2006 - 2007

June 28, 2007

Student Services Unit: Career Development Center (comprised of Career, Cooperative Work Experience, CSM Connects and Student Employment Programs)

Student Services unit staff: Eileen O'Brien, Krystal Romero, Beverly Madden, Jeanne Stalker

Program review prepared by: Eileen O'Brien, Krystal Romero, Beverly Madden, Jeanne Stalker, Dee Hamadeh

A. Summary description of program and services:

The **Career Development Center (CDC)** provides career services to students, CSM staff/faculty, and community members and organizations. All career service units provide assistance to students individually and in groups, through classroom presentations about career services, in collaboration with faculty about career services, and through assistance with career resources and tools.

- **Career Services** consist of career assessment classes (CRER 126) and workshops, counseling, assistance with the use of career tools and resources (Eureka, EDD LMI info), group CDC tours, and career coaching.
- **Cooperative Work Experience (COOP)** 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.
- **CSM Connects** promotes 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.
- **Student Employment** provides job search strategy classes (CRER 127) and workshops, counseling, career fairs, career search presentations, internship and job development, and collaboration with community businesses and agencies on employment programs.

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

CDC Student Contact Info 06-07

- Drop-in students: 1,081
- Total Counseling Appts from CDC Counselors and Staff: 807
- Classroom Presentations: 33

Career Program

- CRER 126: FA: 25 SP: 45 SU: 35 Total = 105
- Eureka Counselor Training: 28+ counselors
- Eureka student training: 56 (students in Martha's and Eileen's classes)

Student Employment Program

- CRER 127: Fall: 25, Spring: 37, Total = 62
- CSM JobLinks numbers based on 2006-2007 school year (Aug – May)
 - New registrations: 514
 - Total Job postings: 1,921
 - Number of views of job postings: 58,807 (average views per job = 31)
 - Average number of times company recruiters logged in: 130
 - On-campus recruitment: 52 companies
 - Genentech Information Session: 40 students attended
- Autumn Part-time Job Fair: Employers: 46 Students: 212

- Student Assistant Job Fair: One employer and 6 students participated
- Accounting Career Fair: Employers: 7 Students: 43
- Get Linked Career and Service Learning Fair: Employers and Agencies: 72 Attendees: 350

Cooperative Work Experience Program (HS = human services, FS = fire science)

- All Coop classes – Grand Total = 562
- FA: 272, SP: 214, SU: 76
- Total General (640, 641, 645) = 329, Total HS = 101, Total FS = 132

CSM Connects Program

- **Total staff meetings: 240** students met with staff for program services (growth of 10% over 05/06)
- **Service Learning classes: 859** students participated in over **40** SL classes facilitated by 20 faculty; representing **14, 013** hours of service to the community
- **Volunteers in the community – 144** students volunteered in public agencies not associated with a class or requirement – 65% growth over 05/06
- **Get Linked 2007:**
 - 22 students volunteered to assist
 - 350 students/participants attended 2007 Get Linked/CSM for Service
- **Service & Leadership Conference (SLC) --**
 - 18 students participated in the planning and implementation and day of event support
 - 35+ students volunteered for the day of the event
 - 174 students/participants attended
- **2007 Student Leader in the Community Grant -- 11** student recipients (2 students split one grant).
- Class room presentations conducted – 100+ (18 SL faculty in Fall 06; 20 SL faculty in Sp 07).

C. Significant unit accomplishments in 2006-2007:

CDC Overall

- Four programs unified under one unit with result of increasing collaboration and reducing duplication of services.
- Unified 4 programs on one CDC website.
- Hired adjunct career counselor to teach CRER classes, counsel students, and do community outreach.

Career Program

- Hired full-time Program Services Coordinator to develop career programs and assist career counselors and instructors.
- Upgraded career assessment training materials –
 - researched and purchased more effective values and skills assessment tools
 - purchased several video training tapes for use in classes
 - purchased two PowerPoint programs on MBTI and Strong Interest Inventory
 - purchased numerous staff and student training booklets
 - upgraded MBTI report from 2 page profile to 10 page career report (for additional \$2).
- Wrote and published CRER 126 and 120 booklets for use in classes where none existed before.
- Held several small group training sessions in CDC about career resources and services.
- Made specialized career presentations to CRER classes about use of Eureka and other tools.
- Developed academic counselor training program for three interns by pairing them with three counselor mentors. Interns successfully performed academic counseling in spring 2007. Assessed program and will make adjustments to training program for 2006-07.

Student Employment

- Increased employer usage and posting of jobs on CSM JobLinks.
- Increased student registration on CSM JobLinks with an average of 30 students viewing each job.
- Wrote grant and awarded Board of Trustees grant for \$3500 to hire part-time job developer for late fall 2007 and spring 2008.

- Accounting Job Fair: Offered an evening job fair with more leadership and involvement from Accounting Dept.
- Taught CRER 127 class to ROP students in Daly City.
- Presented several job search workshops to ROP students in Redwood City.
- Translated Student Employment brochures into Spanish and Chinese which have been successfully used.
- Supported the new Insurance program offered by the Business division by working with CA Insurance Careers Program in the placement of 2 students into internships/jobs.
- Worked with L3 Electron Devices and CSM Electronics Dept. in the recruitment and placement of two summer interns.
- Worked with Genentech to set up Information Session in Oct leading to the recruitment and placement of several students in spring and summer.
- CSM student awarded Student Employment \$500 scholarship through the CSM Scholarship program.
- High school outreach – to Mills High School PTA about career counseling.

COOP

- **Increased COOP enrollment in 2006 – 2007 by 23% from 2005-06.**
- Cost-benefit analysis of SP COOP program showed a 50%+ profit when comparing hourly pay to FTES generated.
- Developed COOP PowerPoint orientation for viewing by students who were unable attend group orientation. **Result:** provides consistent course info and saves staff time.
- Combined COOP evaluation and satisfaction survey into one online assessment. Placed on-line in SP. **Result:** improved student completion rate to nearly 100% and automated results summary (saving staff time and increasing accuracy of results).
- Increased use of underutilized FT faculty from other divisions rather than hiring hourly instructors. **Result:** increased profits by reducing use of hourly instructors.
- Marketed \$1000 Hyack Scholarship offered by CCEIA Association to 200+ COOP students from 2006-07. Received 15 essays which were submitted. (No other community college submitted essays.) **Result:** scholarship awarded to Veronica Devlin, fire science student, at special awards luncheon in March.
- Attended two Northern CA Regional COOP meetings (hosted one of the two) attended by State Chancellor's Office representative. **Result:** shared best practices and remained current on state changes to Title 5 regulations.

CSM Connects

- **14,013** hours of community service performed (**note the student count is down and hrs are up; this is a result of 2 faculty not turning in hours/count.*)
- **Service-learning notated on the college transcript** (Fall 2006)
- **CSM Connects Club** was formed in Spring 2007 with **eight active members.**
- **New Student Leader in the Community Video** created and launched SP 2007; reflects 2006 SLIC experiences.
- Increased **service-learning faculty** to **20** (new Political Science and English faculty; note 1 new faculty has left CSM)
- **First for CSM:** Service-learning English professor and community partner (ProgressiveU) **presented at the National Service-Learning conference** held in March 2007 (over 3000 attendees)
- **CRER 152 available – new Fall 2006 (approx. 40 students** enrolled for 06-07 **compared to 8** students enrolled in Leadership for Service **CRER 150 in 05/06).**
- **22 faculty attended** the 2006 SL Faculty workshop “College and Community meet in the Classroom” (compared to 12 in 2005); **6 community members & 6 students** attended for a **total of 34.**
- **2007 Service & Leadership Conference** – “Listen Learn Lead” in collaboration with ASCSM, Student Activities Office, Youth Community Service, City College of San Francisco, and Menlo College; 174 attendees.
- **On-line registration** for the 2007 Service & Leadership conference was implemented via the CSM Connects web site.
- **Sponsored two CSM Connects scholarship fundraisers.** Raised \$1000 between fundraisers and individual donations; awarded two \$500 scholarships to *CSM Connects* students for 2006-07.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006- 2007 to current Student Services Planning Document:

Goal #1.1: Students' participation in the 2007 Service & Leadership Conference resulted in their continued interest and commitment to service with the formation of the CSM Connects Club in Spring 2007. (2007 SLC evaluation provides evidence of students' interest and commitment to service as does the CSM Connects SL Feedback form.)

Goal #1.3: Use of Student Satisfaction survey results

CDC – Based upon survey results, we will provide evening hours in SP 08 to assist evening students, requested specialized workshops on resume writing, job search for the disabled, career help for re-entry, displaced and older workers, provide more career training for all CDC staff, clarify COOP course description in Schedule of Classes, and provide more responsive customer service.

CSM Connects – 2007 SLC evaluation specific to the question what tools did this conference provide? Responses provided positive feedback that the conference goals are on track with the students' goals.

Goal #1.4: Assess CRER curricula to meet needs of students

CSM Connects – CRER 152 – Service-learning and Leadership Practicum CSM Connects was offered for the first time in Fall 2006. For 06-07 school year approx. 40 enrolled and 20-30 completed; (Compared to 8 in Leadership for Service in 2005).

Career and Student Employment – offered more sections of CRER 126 and 127 classes to accommodate student schedules, especially during summer 2007 when CRER 126 filled to capacity.

Goal #1.8: Goal #1.9: Increase outreach efforts and expand online services

CSM Connects – 2007 Student Leaders in the Community – 11 students completed 10 projects in the community. Creation of the 2006 SLIC video as a marketing and community outreach tool will further educate students and community on the benefits of service internships.

<http://www.collegeofsanmateo.edu/csmconnects/leaders.html>

Student Employment – Presentations to ROP students about job search techniques; presentation to Mills High School PTA about CSM voc ed programs and career services; prepared students for internships with Insurance Careers Program, L3 Electron, Genentech, and County Aging and Adult Services; presentation to County youth organizations about COOP and career services.

Goal #1.10: Collaboration between Student Services and Instruction programs

Student Employment – Collaborated with faculty from:

- graphics and multi-media on development of internship program SP 07
- accounting regarding accounting job fairs
- electronics on placement of interns at L3
- sciences on Genentech Info Session
- insurance program on placement of students in internships
- DEAC (distance education) by representing Student Services on committee and by attending OnLine conference at Ohlone College
-

Goal #2.1: Increase enrollment through general community outreach

Career – promoted SU 07 CRER 126 class to incoming freshmen and Mills High School PTA parents who attended meeting. Results: reached enrollment capacity of 35 students.

Goal #2.6: Identify successful students/alumni to profile in media

CSM Connects service-learning faculty Mitra Ganley presented at the 2007 National Service-Learning Conference. (Examiner did a story on the collaboration with ProgressiveU).

Student Employment – compiling list of CSM alumni who have successfully obtained employment after graduation.

Goal #4.3 and #4.4: Participate in SLO development and training

In SP 07, Eileen met with individual unit leads to review their 2006-07 SLOs. Offered suggestions for clarifying SLOs and improving measurement techniques and tools. Worked with Sandra Comerford to ensure that Student Services and Instruction are on par in the development of SLOs.

Goal #5.1: Support selection of diverse staff to reflect diversity of student population

CDC – Three interns, four student assistants, and several staff reflect diversity of ethnic backgrounds.

Goal #6.4: Increase and expand student participation in satisfaction surveys and SLOs

COOP – placed satisfaction survey on-line and required all students to complete it. 99% of COOP students (230) completed surveys in SP 07.

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:

CDC Services – 20 responses

- 65% of students rated CDC services as good to excellent.
- 70% of respondents rated staff assistance as good to excellent.
- 60% felt that staff could effectively answer their questions.
- 70% of students felt that the hours of operation were good to excellent.
- Students learned about the CDC primarily through Schedule of Classes.
- Primary reasons for visiting the CDC in order of importance are to: talk with a career counselor, develop career/job search plan, develop an education plan, search careers and jobs to choose a major, and use Eureka and other resource materials.
- The majority of students have used the CDC services either one time or 3-6 times.
- Students would like more evening career events.
- Regarding future topics to offer students, they would like workshops on: choosing a college major, what to do with a major in: liberal studies, social science, or science, and success strategies for math anxiety and skill development.
- Notable results from individual unit surveys:
 1. Student Employment – students most interested in CSM JobLinks, job and internship help, and info interviews. Would like to learn about events by email. Specialized services: workshops on jobs for those with disabilities, offer professional-level job listings, more connections with employers, workshops on resume, application and cover letter writing.
 2. CSM Connects – students overall very satisfied with their service learning experiences and recommended non-profit organizations
 3. COOP – received 230 responses – top methods for hearing about COOP are in order of responses: counselor/instructor, Schedule of Classes, a friend told them. Primary reason for taking COOP is to learn new job skills and improve GPA. Overwhelmingly prefer learning about events from email.
 4. Career -- workshops for re-entry and older workers in transition,

Summary: Based upon these limited findings as well as the comments received to open-ended questions, these are the areas that we plan to develop next year:

- improve customer service with more rapid response when greeting students entering CDC (mentioned several times)
- provide career training to staff on weekly basis so that they can better serve student career needs, answer student questions, or provide referrals
- provide more internship and job development assistance
- be open one night a week (requested frequently) (due to fall staff shortages, may have to wait until the spring semester)
- offer more short workshops on: what to do with a major in – social sciences, liberal studies, sciences, etc., jobs for those with disabilities, for re-entry and older workers in transition, and resume, cover letter and application workshops. Offer more employer events on campus.
- send out monthly student emails about career services/events via CSM JobLinks
- consolidate separate unit satisfaction surveys into one on-line CDC survey with a few questions about each unit with link on CDC website. Provide hard-copies for students to complete and student assistants to enter later. Consider other methods for increasing number of participants.
- provide clearer description about COOP in Schedule so students better informed before registering. Provide a handout to students inquiring about COOP program prior to registration. Send email/mailers about COOP to students working toward AA degree and/or certificates. Better inform faculty about COOP. Provide on-line COOP section (maybe after changes to Title 5 regs).

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.

Career Program:

- SLO #1: Students will define their work values, transferable and technical skills, personality type, and interest areas. Measured by use of pre and post-tests. **Results:** post-tests showed evidence that students learned about these. We will continue to use this tool, but will review questions that were misunderstood or vague and replace them with clearer questions.

CSM Connects

- The findings of CSM Connects' assessment of SLOs confirmed and validated the work being done to support volunteer and community service work for students. The students continue to lead the way – which is evidenced by the formation of the **CSM Connects Club** in Spring 2007 and the participation in **growth in the 2007 Service & Leadership Conference**.
- **Implications:** continue to expand on the services provided as the students engage in the community.
- Continue to strengthen and expand the role of CSM Connects with on-campus clubs such as: PTK & AGS. Offer Student Leaders in the Community grants Summer and Fall semester. **Expand volunteer internship opportunities** - 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.

COOP:

- **SLO #1:** students will learn about workplace expectations and behaviors as measured by pre and post test scores. **Results:** FA test scores showed only 1% improvement in post-test scores while SP scores showed a -19% decrease in learning. Therefore, we will only offer the pre-test with no post-test and will use student self-report on evaluations to determine learning measures.
- **SLO #2:** students will clarify career goals through completion of learning objectives. **Results:** Self-report on evaluations confirm that 75% of students felt that their COOP learning objectives helped them clarify their career goals.

Student Employment:

- **SLO #1:** students in job search classes/workshops will learn about and understand techniques/strategies for finding work as measured by administration and scoring of pre and post-tests. **Results:** Comparison of scores show that there was an improvement of 15% on post-test scores. We will continue to use this measurement tool, but will increase the frequency of its administration. We will also review questions that may be vague or confusing and replace them with clearer questions.

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

CDC:

- A diversity of staff works at the CDC including individuals from various ethnic, disability, and socioeconomic backgrounds. Some staff speak Chinese and have assisted Chinese speaking students with career issues. Our three interns also were representative of our student population.
- Translated the Student Employment brochure into Spanish and Chinese which has been helpful to our non-English speaking students.
- "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: DSPS, EOPS, and CalWORKS. We also refer students to community resources which can be of assistance.
- 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. In 2006-07 CSM Connects worked closely with the Inter-Nations Club as well as AGS & PTK.
- A diversity of individuals are displayed in our written materials and job search video tapes.

- Work closely with older workers and re-entry students who have unique career situations.
- We plan to incorporate more images displaying diversity on our CDC website including Spanish and Chinese languages.

H. Anticipated goals for 2007 – 2008 based on findings of 2006-2007 Program Review:

CDC:

- Continue working on **integrating the four programs** (SEO, COOP, Career, and CSM Connects) into a cohesive unit through more regular staff meetings, promoting each other's services, cross training, and working together.
- Work with Valerie Tyler and Wendy Wen on **updating the CDC website** to create a uniform look.
- Do **more classroom presentations** to better inform faculty and students about CDC services.
- Participate on more committees so that the CDC becomes better known: Enrollment Management, DEAC (distance education), etc.
- **Market CDC** through post cards and emails to undecided students and special target groups.
- **Arrange CRER 126 and 127 schedules** for SP 08 to start at beginning of month.
- Improve customer service by being more responsive in greeting students entering CDC.
- Staff will receive more career training on weekly basis so that they can better answer student questions or provide referrals.
- Be open one night a week (due to fall staff shortages, may have to wait until the spring semester).
- Send out monthly student emails about career services/events via CSM JobLinks.
- Consolidate separate unit satisfaction surveys into one on-line CDC survey with a few questions about each unit with link on CDC website. Provide hard-copies for students to complete and student assistants to enter later. Consider other methods for increasing number of participants.

CSM Connects:

- Incorporate more CSM departments, programs and faculty into the Service & Leadership Conference.
- Build more interactive components into the Service & Leadership Conference; continue to collaborate with diverse partners and students to enrich and improve the conference
- Student Leaders in the Community – offer the grants in the Fall and Summer semester; consider specific grants to areas on campus already working with the community (ex. College for Kids, Vita/Tax Aid etc.)
- Setup the Student Leaders in the Community – presentations in advance with ASCSM, if possible incorporate as part of the Student/Agency meeting
- Increase faculty education and implementation of service-learning; survey faculty to determine interest, topics, needs etc.
- 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
- Look 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

Career

- **Streamline CRER 126 booklet**
- Offer more short workshops on: what to do with a major in – social sciences, liberal studies, sciences, etc., jobs for those with disabilities, for re-entry and older workers in transition, and resume, cover letter and application workshops. More employer involvement on campus.
- Continue serving on PeninsulaWorks Partners committee and WIB Business Services committee.
- **Collaborate with Transfer program** on 1-2 major days (e.g., careers for liberal studies majors)

Student Employment:

- Develop plan and strategies (with Ron Visconti and job developer) for more outreach to business and employment community to increase internship and job opportunities for CSM students.
- Collaborate with faculty/divisions and employers to offer **internship job fair in SP 2008**.
- Create **Career Advisory Committee** to include student, employer and academic representatives who can

advise CDC re. employment trends and needs of industry and to build stronger relations with community.

- Contact students & employers listed on CSM JobLinks twice a semester to better inform them of career events.
- Write and publish CRER 127 booklet for use in classes.
- **Place a link to CSM JobLinks** on each CSM Dept. website.

Coop:

- **Increase enrollment by outreach to apprenticeship** programs and evening students.
- **Increase COOP referrals** and enrollment by more outreach to local universities (Notre Dame, UCB, SFSU, etc.).
- Provide clearer description about COOP in Schedule so students better informed. Provide **a handout to students inquiring about COOP** program prior to registration. Send email/mailers about COOP to evening students and those working toward AA degree and/or certificates. Better inform faculty about COOP. Provide on-line COOP section (maybe after changes to Title 5 regs).

I. Identify your unit's needs and recommendations for 2007-2008:

CDC:

- **Hire regular job developer** (after grant expires) to assist in contacting employers to develop work opportunities for specific disciplines and job fairs.
- **Hire administrative assistant for CSM Connects**, as well as backup student support to the Program Services Coordinator, to assist with classroom presentations, student community placement services, program and event marketing.
- **Activate systems printer** for printing of transcripts.
- Purchase and/or lease **faster volume printer**.

COOP

J. Notable individual accomplishments:

CSM Connects

- Graduate of the 2007 Leadership class for San Mateo-Foster City-Burlingame-Hillsborough
- Member of the Marketing & Membership sub-committee for Thrive (The Alliance of Non-profits SMC)
- Attended 2007 National Service-learning Conference and assisted service-learning English faculty and community member with CSM's first workshop at the national conference.
- Facilitated a district-wide team to develop and create Civic Participation grants for all students' at all three campuses. 10 grants were submitted and 7 projects funded. (An anonymous donor provided funding to the district specific for civic engagement education).
- Participated as a member of the CSM Library Accreditation team
- Successful implementation of the third service-learning faculty workshop; specifically targeted to CSM Integrated Learning; bridging work with learning community faculty to incorporate service-learning in Spring 2007 courses (Tragedy of the Commons & What the Fork?)

K. Brief two to three sentence description of your unit's key accomplishments for possible use in the "2006-2007 Student Services Key Accomplishments" publication.

COOP:

Cooperative Work Experience (COOP) provides an opportunity for students to earn 2 – 8 academic units (transferable to CSU) while learning on the job and often improving their GPA. In 2006-07, we served 562 COOP students (an increase of 10%) while reducing payroll costs. Relocated to the new Career Center (T1), COOP is easier for students to access. Our recently upgraded website allows for easier access of COOP forms and materials to better serve evening students. Besides group orientations, we also offer a PowerPoint individual orientation for late-start students. These changes should provide greater utilization of our COOP services.

CSM Connects

In March 2007 CSM Connects completed its first year with full time staff. Having the program staffed full time resulted in continued growth of all aspects of the program with more student participation in the 2007 Service & Leadership Conference, increased service-learning faculty, service-learning offered in the summer semester for the first time, formation of the CSM Connects club, offering of a permanent course (CRER 152) and expansion of service-learning to learning community faculty.

Career and Student Employment

Career services saw the addition in 2006-07 of a full-time program services coordinator who conducted orientations and classroom presentations about career services, helped students navigate the Eureka database to research career and educational goals and assisted students in using career resources. Three career interns and two counselors provided 807 individual and group career counseling sessions and conducted career assessment and job search classes. Students were helped to find internships in insurance, electronics, biotech, and human services. Four job fairs were offered, new assessment tools were purchased, 2000 new jobs were posted on CSM JobLinks, and program brochures were translated into Spanish and Chinese.

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2006 - 2007

Due: June 30, 2007

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

Date: June 25, 2007

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 & Tiana Ram, Student Assistants

Program review prepared by: Coordinator, Master Teachers and Teachers

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

The Mary Meta Lazarus Child Development Center offers a high quality, early care & education program serving 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 staff development program for staff at all levels.

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

During 2006-07, the Child Development Center served approximately 55 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.

C. List significant unit accomplishments in 2006-2007:

- Conducted a comprehensive program self-evaluation using the Early Childhood Environmental Rating Scale, a reliable, valid assessment tool with 7 subscales and 43 items. A validation review was conducted by the San Mateo County Mentor Teacher Selection Committee. Average rating was 6.5 (ratings range from 1 – 7).
- Presented series of parent education seminars on topics identified by families as relevant: Preparing Children for Transition to Kindergarten; Parenting the Aggressive Child; and Everything You Wanted To Know About Receiving Scholarships at CSM.
- Collaborated with EOPS, CalWORKS and CARE to offer workshops for student-parents on money management, parenting issues and understanding cultural competence.

- Collaborated with CalWORKS and CARE programs to solicit campus-wide donations from faculty and staff to provide holiday gift bags to low-income student-families in December 2006.
- The Mary Meta Lazarus Child Development Center Parent Advisory Committee worked with staff to develop a family involvement plan. The PAC planned social events for children, families and staff to encourage parent interaction: October Pumpkin Festival; Winter Soup/Bread Party; Family/Staff Spring Barbeque; and a graduation celebration for children and families transitioning to elementary school. The PAC worked with staff to enhance advocacy efforts by celebrating Week of the Young Child with a balloon parade throughout campus, advocacy packets were developed and presented to college administrators and board members and a display case in Bldg. 5 featured the CDC. The PAC developed the MML CDC Family Directory complete with color photos of each parent/child and home contact information to encourage families to establish relationships outside of school. In addition, the PAC surveyed families and used information to develop a new nutrition policy regarding birthday celebrations. Finally, using information from the "Survey of Family Traditions" to ensure authenticity, parents and staff planned 4 cultural celebrations for children, families and staff: Mid-Autumn Moon Festival; El Dia de los Muertos; Chinese New Year; and Norooz.
- Collaborated with CSM Psychological Services to provide in-service training for staff on team building using the Personal Profile System to identify individual work behavioral styles, develop appreciation of different work styles and prevent potential conflicts.
- Developed in-service training series for staff on state and federal requirements for the Child Care Food Program.
- Organized 2 overnight staff retreats: Fall 06 - to build positive relationships, encourage open communication and promote team effectiveness; Spring 07 - to celebrate Week of the Young Child and show appreciation for teacher's contributions to children/families and encourage staff to engage in county/state-wide advocacy efforts.
- Collaborated with Canada College's and Skyline College's ECE Practicum instructors to provide internships for ECE students and for students enrolled in ECE observation and assessment courses. Worked with staff from CSM Connects to provide volunteer opportunities for students enrolled in Health Science courses.
- Participated in the San Mateo County Mentor Teacher Program. Coordinator served on Mentor Teacher Selection Committee and Master Teacher was selected as a mentor teacher and provided 90 hours of practicum experience for each of 4 student-mentees.
- Developed a comprehensive website for the Child Development Center to enhance community outreach efforts.
- Secured donations from currently enrolled families and alumni families in the amount of \$5,500 used to purchase classroom equipment and materials for the children's program.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document:

1. Developed comprehensive website for Child Development Center. Goal 1: Programs and Services, expanding on-line services to students.
2. Worked with Office of Articulation & Research to set-up computer station in CDC lobby to encourage parents to complete survey on-line. As a result, number of student satisfaction survey responses increased to 98%. Goal 5: Institutional Planning and Resources.
3. Developed strategy to hire additional full-time staff in order to increase hours of operation and better meet the needs of working student-families. Goal 1: Programs and Services, collected and analyzed information from student satisfaction surveys to improve service.

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:

98% of the surveys were returned: 46 surveys returned (47 families w/ 53 children enrolled in May 07 at time survey was made available on-line).

Summary of responses:

98% of parents reported being "very satisfied" with the program, 1 parent reported being "satisfied"

100% "yes, my child is happy and safe"

Parenting Information Received

95-100% reported learning: parenting skills; discipline procedures; how child is growing/developing; how child is doing in the program; what parents can do to help child learn; and how parents can find other community resources.

Staff

80-90% reported being "very satisfied" with number of staff working w/ children; languages spoken by staff; experience of staff; how staff communicates w/ parents; interaction between staff & children. 10-20% reported being "satisfied"

1 parent reported being "not satisfied" with "meeting individual needs of child".

Parent Involvement

66% reported being "very satisfied" with interaction w/ other parents & parent involvement

33% "satisfied" and 1 parent "not satisfied"

Program Hours

65% reported being "very satisfied" with hours of operation, 34% "satisfied" and

1 parent "not satisfied" Comments: "extended hours would be helpful" "longer hours"

"stay open until 5:30" "stay open later time"

Children's Program

85-95% "very satisfied" with equipment and curriculum materials

88-95% "very satisfied with daily activities and environment

80-96% "very satisfied" with health/safety policies

Implications for future delivery:

- Extend hours of operation
- Promote more interaction between parents and increase parent involvement by offering informal, small group activities such as, weekly support group, drop-in coffee hour, afternoon story hour
- Train staff on math teaching/learning and purchase math materials for children's program

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.

Pre and post tests were developed to determine if parents learned to advocate for themselves and their families by accessing campus and community resources as a result of being enrolled in the Child Development Center. Pre-test scores showed parents already had a high level of awareness of campus resources and community resources in the areas of: nutrition, food, clothing, and domestic violence. Results showed a lower level of awareness of community resources in the areas of low-income housing assistance, low-cost health/dental services for uninsured residents regardless of immigration status, and assessment & treatment of children with developmental challenges. In comparing pre and post test results, findings showed post-test scores remained high in awareness of the availability of campus resources but scores were not higher in the area of some community resources. It was difficult to determine if parents had learned about campus and community resources as a result of participating in workshops and parent conferences while

enrolled in the Child Development Center because the pre-test was not developed and distributed until February 07. The pre-test needs to be distributed early in Fall semester to determine parent's awareness of resources before participating in the program. Then, the comparison of the pre and post test results would yield more useful information. Test results did show that some parents had not learned how to access community resources in specific areas. As a result, in 2007-08, information on community resources in the areas of housing, health services and assessment of developmental delays will be added to the CDC Family Guide. In addition, a survey will be developed to include in the registration packet to identify individual family needs and staff will conduct follow-up conferences with individual parents to provide information on resources. Finally, a family resource area will be included in the Parents' Corner centrally located in the lobby of the Center and accessible to parents on a daily basis.

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

Staff distributed surveys to all parents enrolled to identify family traditions and cultural events celebrated at home. Information collected from the surveys was used to plan authentic cultural experiences that were incorporated into the children's daily curriculum. Family members were invited to volunteer in the classrooms to share stories, music and dance and to read books in a variety of diverse languages. Center-wide cultural celebrations for children, families and staff were also planned including: Mid-Autumn Moon Festival; El Dia de los Muertos; Chinese New Year and Norooz. In addition, families planned a holiday soup luncheon and encouraged other parents to bring an array of different breads representative of the diverse cultural backgrounds of the families enrolled.

H. List your anticipated goals for 2007-2008 based on the findings of this year's 2006-2007 Program Review:

- Meet evolving needs of students: increase program hours of operation to better serve working families
- Increase parent involvement: develop activities to encourage regular, small group interaction among parents
- Empower student-parents to become advocates: promote advocacy for self and family by offering guidance on accessing campus/community resources
- Promote staff development: offer in-service training on math teaching/learning, creative development through art, and infectious disease prevention
- Create safe/healthy learning environment: repair asphalt on children's playground

I. Identify your unit's needs and recommendations for 2007-2008 (including staffing, equipment, etc.):

- Hire 2 full-time permanent staff in order to extend program hours of operation
- Purchase developmentally appropriate math materials for children's program
- Seek funding to resurface cracking asphalt in children's outdoor play area

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2006-2007 Student Services Key Accomplishments" publication.

Created comprehensive, informational website for the Mary Meta Lazarus Child Development Center at College of San Mateo to enhance community outreach efforts.

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2006 - 2007

Due: June 30, 2007

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

Date: June 30, 2007

Student services unit: Office of Counseling, Advising, Matriculation

Student services unit staff: Gary Booker, Division Assistant
 Roger Perez-Vaughan, Office Assistant II
 Joyce Griswold, Office Assistant II
 Michael Mitchell, Program Services Coordinator, Transfer
 Jeanne Stalker, Program Service Coordinator, Career
 Krystal Romero, Program Service Coordinator, Career & COOP
 Chris Rico, Program Service Coordinator, Assessment
 Kay Rabb, Admissions and Records II, Assessment support
 14 counseling faculty
 12 academic advisors
 5 adjunct counseling faculty
 1 full-time Cooperative Work Experience faculty member
 5 adjunct COOP faculty

Program review prepared by: Marsha Ramezane

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

The Office of Counseling, Advising, Matriculation provides supervision and support to staff and faculty for counseling, faculty advising, assessment, matriculation activities, career services, transfer service, 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, DSPS, EOPS, and Student Activities. A high level of interaction and cooperation with instruction is also part of the counseling function and matriculation coordination and implementation.

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.

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

Extracted from SARS: 14,359 counseling sessions took place from May 29, 2006 to May 28, 2007.

- Summer 2006 – 2984 students met with counselors
- Fall 2006 – 5159 students met with counselors
- Spring 2007 – 5778 students met with counselors

C. List significant unit accomplishments in 2006-2007:

1. Revised the presentation of associate degree major information for the 2007-2008 college catalog.

The College of San Mateo Catalog has provided associate degree and certificate descriptions in a narrative style without a congruent form of information presentation. CSM's catalog was in great contrast to the associate degree and certificate clarity available in Canada and Skyline College Catalogs. The counseling division identified the need for revision of this area and reviewed all majors and created formatting for catalog pages that provided associate degree and certificate information. As a result of this work, the 2007-2008 catalog has a standard format for listing all majors and course requirements. This leads the way to provide a better web site for this information as well. Ideally, the catalog page becomes the web page for each associate degree major and certificates.

2. Three new full time faculty were hired in Fall 2006, a counselor in DSPS, a counselor/coordinator in International Student Program, and a learning specialist in DSPS.

As a result of new hires we have three new tenure committees that began the four year tenure process in September 2006.

3. In June 2006 we opened a new integrated service location, the Career Development Center, located in Temporary Building 1, adjacent to the Library and the pond.

Five career related services were moved in June 2006 to a new location in Temporary Building 1, adjacent to the library and the pond. Cooperative Work Experience Education, Student Employment, Career Counseling, career resource center and services, and CSM Connects are now housed in this location. The Career Development Center is an effort to integrate career related services into one location and provide students with experiences in self assessment, career exploration, career counseling, employment skill development, work experience, and service learning to support academic and career/life planning. We see the Career Development Center as a place that should be visited by all CSM students, those who have decided on a college major and need to explore major information, career path opportunities, internships and service learning, and employment, AND those who have not declared a major area of interest and need to assimilate information and engage in decision making strategies. These services will assist students to identify and focus on areas of interests and strengths, and through this process, find meaning and purpose in their current educational environment and actively participate in their academic, career, and life planning.

4. Counseling faculty implemented an on-line SEP.

Laura Demsetz, Professor and Academic Advisor created the on-line SEP form for us. As a result, counseling and advising faculty can use the on-line SEP version with a student. The e-SEP is then emailed to the student for his/her records and emailed to an alias site (csmsep@smccd.edu). Counseling Center staff then upload the e-SEPs into WebXtender.

5. Continued work to build comprehensive electronic student counseling files for students.

Counselors use SARS NOTEPAD consistently to document the scheduled and drop in meetings with students and identify a minimum of three pieces of information: 1- accurate reason codes that reflect the content of the meeting, 2 – student educational goal/major, 3 – status of an SEP (updated/modified, OK as is, developed). Many counselors use SARS to keep more complex recordings of students' questions, issues, and progress. In addition to SARS NOTEPAD, we are consistently using WebXtender as a location to scan in SEPs, degree evaluations, transfer evaluations, academic standing notices, and other papers that provide a comprehensive picture of the information and services provided to the student.

6. In Spring 2007, the Assessment Center became the college location to facilitate the review of prerequisite equivalency petitions in the areas of mathematics and English.

This brought a new level of customer service to the computerized prerequisite checking process. Students, instead of being directed to division offices, are directed to one location, the Assessment Center, to review

7. We have developed and implemented a process for working with students on probation 1, probation 2, and Dismissal status.

All students receive letters and emails in September, February, and June alerting them of their academic status. Copies are scanned into student WebXtender file. All students on dismissal must meet with a counselor. Course selections are monitored to focus on basic skill development and educational goals. Students on dismissal status that are reinstated are required to complete a comprehensive SEP with a counselor prior to the next enrollment period. In many cases CRER classes are required. Probation 1 and 2 status students are told meet with a counselor and to select from a list of CRER classes for enrollment.

8. Beginning in May 2006 we developed a CSM Welcome Team to assist new students complete the matriculation process.

Our three program service coordinators, Krystal Romero, Jeanne Stalker, and Mike Mitchell, and Counseling Office Assistant Roger Perez-Vaughan became our “welcome team” and provided personal assistance to incoming students, as needed, to complete the matriculation and registration process. They assisted students to complete college admissions applications and provided individual and small group orientations. They took students to use assessment services and helped them to prepare for a meeting with a counselor. After the meeting with a counselor they assisted students to review information provided by the counselor and register for classes.

9. In Fall 2006 faculty completed the accreditation self-study document.

10. Faculty and staff “in-reach” efforts put student services representatives in classes to share information with students and faculty and connect services to student and faculty needs.

Counseling remains a component of the Learning Communities and e-Portfolios teams. As a result, counseling faculty visit all LCOM classes several times during the semester to discuss educational goals, campus resources and services, and confirm the access to and need for counseling services. During the first 4 weeks of school program service coordinators schedule a number of classroom presentations (48 in 2006-2007). Staff acquaint students with how to use career, transfer, and counseling services. A focus is placed on creating faculty partnerships in basic skills classes (ENG 828, 838, READ 825, 830, MATH 811, 111, 112)

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document.

Our accomplishments and program planning are congruent with 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 evolving needs and expectations of our students and the community.

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 survey results are of limited use since they ask specifically about a system that is no longer in use – assigned counselors and drop-in counseling. Since 2004 we have eliminated the “assigned load” in counseling. Counseling services are available 8 am – 7 pm Mondays through Thursdays, and 8 am – 2 pm on Fridays. Students can select which counselor or counselors with which they want to work. Additionally, our use and development of electronic counseling files for students allows counselors to document student interactions and information requested and given to allow for service continuity.

There are areas of concern that show up on the surveys. One question asks students to rate the overall quality of counseling services. Although only 61 students responded, 69% listed good to excellent and 31% listed fair to poor. A similar question ranking the ability of the counselor to answer questions was split 70% - 30% with the 30% listing fair to poor. I need to work with John Sewart to create a more meaningful survey that is reflective our current service delivery model.

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 1 - As a result of using counseling services, students will be able to identify an informed educational goal

Assessment: Collect information in counseling sessions and record in SARS

SARS REASON CODE notations:

1AA SLO #1 06-07 is recorded by counselors and advisors when they determine through a counseling session that a student is able to identify an educational goal.

USE SARS REASON CODE 1AASLO#1 06-07 from August 2006 – May 2007
1493 students

SLO 2 - As a result of using counseling services, students can identify a primary educational goal and can demonstrate that he/she understands what is required to achieve the stated goal.

Assessment: Collect information in counseling sessions and record on Student Educational Plans and SARS REASON CODE

SARS REASON CODE notations:

1AA SLO#2 06-07 is recorded by counselors and advisors when they determine through a counseling session that a student is able to identify a primary educational goal and understand specifically what he/she must do to accomplish the goal.

USE SARS REASON CODE 1AASLO#2 06-07 from August 2006 – May 2007
938 students

SLO 3 – As a result of using counseling services, students have a knowledge of campus resources.

Assessment: Collect information in counseling sessions and record in SARS

SARS REASON CODE notations:

1AA SLO#3 06-07 is recorded by counselors and advisors when they determine through a counseling session that a student is knowledgeable of campus resources.

USE SARS REASON CODE 1AASLO#3 06-07 from August 2006 – May 2007
585 students

As a counseling unit we need to continue to discuss how we can effectively assess student learning outcomes. In discussion that took place to determine 2006-2007 SLOs counselors wanted to consider the student's college experience and, in SARS put in 4 student identifiers: **1A 1st SEM** for the FIRST semester student, **1A CONTINUING** for the continuing student, **1A RETURNING** for a student returning to CSM after one or more semester length break, and **1AA 4th+** for a student who has been in attendance four or more semesters. The learning outcomes results of a new first time student may have different expectations from a student who has been at CSM longer. Discussion continues and our SLO's for 2007-2008 remain the same.

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

Department faculty, staff, and student hires represent the diverse ethnic backgrounds and language groups of our student clients.

The Priority Enrollment Program offers sections for non-native speakers and students with disabilities.

Also, it has been a priority to attempt to make services equitable to students. In this regard, ESL students do not have the same access to timely placement test results as do those who complete the native speaker English test due to the ESL faculty process. We have worked closely with staff and faculty to address this issue and hope to have resolution by Fall 2008.

H. List your anticipated goals for 2007-2008 based on the findings of this year's 2006-2007 Program Review:

1. Focus on retrieving meaningful feedback from students about how they experience our counseling and matriculation services at College of San Mateo and how service delivery can be of the greatest assistance to students.
2. Continue to work on developing the college catalog and class schedules that are more informative with information presented in a readable and intuitive manner. Work to have the same catalog pages the describe major course requirements appear on the web pages.
3. Create more opportunity to hire adjunct counseling faculty with loads of 50% - 60%.
4. Create more opportunities for counseling faculty to partner with instructional faculty.
5. Develop two more CRER classes to round out our department offerings: Introduction to Scholarships (1 unit course) and Introduction to Financial Aid Services and Student Responsibilities (.5 unit course).
6. Continue to emphasize development and use of electronic student counseling files via SARS NOTEPAD and BANNER WEBXTENDER. Explore the use of our "home grown" electronic SEP.
7. Develop a systematic counseling response to the EARLY ALERT system.
8. Provide counseling support to students as a response to the computerized prerequisite checking.
9. Better utilize counseling faculty assignments and location so that students have the greatest access to counselors for academic, transfer, career, and personal counseling needs and CRER instruction.

I. Identify your unit's needs and recommendations for 2007-2008 (including staffing, equipment, etc.):

Since 2004 when I came to CSM, we have had 2 full time counseling faculty retire, Martha Gutierrez and Elaine Burns. In 2001 Aisha Upshaw, Transfer Center Coordinator/Director, moved to EOPS/MCC and was not replaced in transfer services. In the last 10 years there have been other counselor retirements that have not been replaced. Due to unknown matriculation funding I have been reluctant to staff our adjunct faculty pool without a load to promise. We are looking at a new need for counseling faculty to partner with instructional faculty to support student success in learning communities and in basic skills classes and future basic skills initiatives. In 2007-2008 I want to build a strong adjunct pool so that in 2008-2009 or 2010 we can look at building our full time counseling faculty up again to respond to a new and increased level of college need for support for student success initiatives.

J. Identify notable individual accomplishments in 2006-2007 (optional):

Dr. Laura Demsetz, Professor and Academic Advisor worked with counseling faculty to create an electronic SEP.

Mike Bower, Kitty Brown, Elaine Burns, Dean Chowenhill, Jacqueline Gamelin, Modesta Garcia, Eileen O'Brien, Roger Perez-Vaughn, Carolyn Ramsey, Mary Valenti worked on the Catalog Project and created a new and better way to present associate degree and certificate information in the college catalog.

Counseling, Advising and Matriculation department staff, Mike Mitchell, Krystal Romero, Roger Perez-Vaughan, Jeanne Stalker, took a leadership role in developing a service program (the Welcome Team) to provide more personalized assistance to new students to assist them to complete matriculation activities and register for classes.

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2006-2007 Student Services Key Accomplishments" publication.

Mike Bower, Kitty Brown, Elaine Burns, Dean Chowenhill, Jacqueline Gamelin, Modesta Garcia, Eileen O'Brien, Roger Perez-Vaughn, Carolyn Ramsey, Mary Valenti worked on the Catalog Project and created a new and better way to present associate degree and certificate information in the college catalog.

Counseling, Advising and Matriculation department staff, Mike Mitchell, Krystal Romero, Roger Perez-Vaughan, Jeanne Stalker, took a leadership role in developing a service program (the Welcome Team) to provide more personalized assistance to new students to assist them to complete matriculation activities and register for classes.

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2006-2007

Due: June 30, 2007

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

Date: June 22, 2007

Student services unit: CSM Connects

Student services unit staff and prepared by: Beverley 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:

- > 240 students met with CSM Connects staff for program services (growth of 10% over 05/06)
- > 794 students participated in service-learning classes facilitated by 20 faculty; representing 13,688 hours of community service (*note the student count is down and hrs are up; I believe this is a result of 3 faculty not turning in hours/count.)
- > 144 students volunteered in the community (public; not associated with a class or requirement) – 65% growth over 05/06
- > 22 students volunteered with 2007 Get Linked
- > 350 students/participants attended 2007 Get Linked/CSM for Service
- > 18 students participated in the planning and implementation and day of event support for the 2007 Service & Leadership Conference (SLC); 35+ students volunteered for the day of the event; 174 students/participants attended
- > 11 student recipients of the 2007 Student Leader in the Community Grant (2 students split one grant)
- > Note: over 100 class room presentations conducted (18 SL faculty in Fall06; 20 SL faculty in Sp07)

In March 2006 the CSM Connects Program Coordinator position began full time. This is the **first year** since CSM Connects inception (99/2000) that it has had a **full time staff**. I believe the growth of students served is a direct result of increased awareness of the program and increased staff availability.

In Spring 2007 the CSM Connects club was formed with **eight active members**. These students were motivated to form the club as a direct result of their participation in the 2007 Service & Leadership Conference. Many students become aware of CSM Connects program from participating in the Service & Leadership conference each year. The overall student participation in the planning and implementation of the conference since it's inception in 2003 continues to grow. This year for the first time I had 15+ students at the first planning meeting in October with 18 students participating through to the day of the event February 10, 2007.

C. List significant unit accomplishments in 2006-2007:

- Service-learning denoted on the college transcript (Fall 2006)
- CSM Connects Club was formed in Spring 2007 with **eight active members**.
- New Student Leader in the Community Video created and launched Spring 2007; reflects 2006 SLIC experiences.
- Increased service-learning faculty to 20 (new Political Science and English faculty; note 1 new faculty has left CSM)

- **First for CSM:** Service-learning English professor and community partner (ProgressiveU) presented at the National Service-learning conference held in March 2007 (over 3000 attendees)
- **CRER 152 available – new Fall 2006 (approx. 40 students enrolled for 06-07 compared to 8 students enrolled in Leadership for Service CRER 150 in 05/06).**
- **Conducted a faculty survey Fall 2006** to determine service-learning interest and best time and venue to provide service-learning workshop; workshop was conducted December 6, 2006.
- **22 faculty attended the 2006 SL Faculty workshop “College and Community meet in the Classroom”** (compared to 12 in 2005); **6 community members attended and 6 students for a total participation of 34.**
- **2007 Service & Leadership Conference – “Listen Learn Lead”** in collaboration with ASCSM, Student Activities Office, Youth Community Service, City College of San Francisco, and Menlo College; 174 attendees.
- **On-line Registration** for the 2007 Service & Leadership conference was implemented via the CSM Connects web site.
- **Sponsored two CSM Connects scholarship fundraisers.** Raised \$1000 between fundraisers and individual donations; awarded two \$500 scholarships to *CSM Connects* students for 2006-07.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document:

Goal #1.1: *Student’s participation in the 2007 Service & Leadership Conference resulted in their continued interest and commitment to service with the formation of the CSM Connects Club in Spring 2007. (2007 SLC evaluation provides evidence of students’ interest and commitment to service as does the CSM Connects SL Feedback form. 183 Students completed the CSM Connects SL Feedback form with 97% responding positively on their volunteer experience; 96% stating they would recommend volunteer experience to a friend; 56% finding their experience benefited their career explorations; and 74% stating it provided them real life experiences.)*

Goal #1.3: *2007 SLC evaluation specific to the question what tools did this conference provide? Responses provided positive feedback that the conference goals are on track with the students’ goals.*

- 32% rated “**Education**” as the tool that the conference provided them
- 19% rated “**Networking**” as the tool that the conference provided them
- 24% rated “**Leadership Models**” as the tool that the conference provided them
- 25% rated “**Community Resource**” as the tool that the conference provided them
-

Goal #1.4: *CRER 152 – Service-learning and Leadership Practicum CSM Connects was offered for the first time in Fall 2006 and for the 06-07 school year we had approx. 40 enroll and 20-30 complete; (Compared to 8 in Leadership for Service in 2005).*

Goal #1.8: Goal #1.9: *2007 Student Leaders in the Community – 11 students completed 10 projects in the community. Creation of the 2006 SLIC video as a marketing and community outreach tool will further educate students on the benefit of these service internships.*

<http://www.collegeofsanmateo.edu/csmconnects/leaders.html>

Goal #2.6: *CSM Connects service-learning faculty Mitra Ganley presented at the 2007 National Service-learning Conference (Examiner did a story on the collaboration with ProgressiveU).*

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:

90% of the respondents (12) 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**. 70% identified the hours of availability as **Very Good or Excellent**; 33% of the students volunteer 11-15 hours; 67% volunteer 21 or more hours. 100% 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. *The following is a summary of the Fall 2006/Spring 2007 Service-learning Feedback Form:*

- 97% (183 students) found their volunteer experience enjoyable
- 3% (3 students) did not find the experience enjoyable

Benefit from volunteering:

- 31% (56 students) felt that volunteering benefited their **career choices**
- 20% (36 students) **self accomplishment; academic enhancement**
- 40% (74 students) felt that volunteering provided **real life experiences**
- 1% (2 students) felt the volunteer experience was not beneficial
- 1% (2 students) felt that the experience provided them new skills
- 7% (13 students) providing overall motivation for education & career goals

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 continue to lead the way – which is evidenced by the formation of the CSM Connects Club Spring 2007 and the participation growth in the 2007 Service & Leadership Conference.

Implications for future delivery is to continue to expand on the services provided as the students are stepping forward and engaging in the community. Additional student testimonials on the CSM Connects web site and in class presentations; continue to strengthen and expand the role of CSM Connects with on campus clubs such as, PTK & AGS. Offer Student Leaders in the Community grants Summer and Fall semester. **Expand volunteer internship opportunities** - 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.

G. 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. In 2006-07 CSM Connects worked closely with the Inter-Nations Club as well as AGS & PTK.

H. List your anticipated goals for 2007-2008 based on the findings of this year's 2006-2007 Program Review:

- Incorporate more CSM departments, programs and faculty into the Service & Leadership Conference

- Build more interactive components into the Service & Leadership Conference; continue to collaborate with diverse partners and students to enrich and improve the conference
- Student Leaders in the Community – offer the grants in the Fall and Summer semester; consider specific grants to areas on campus already working with the community (ex. College for Kids, Vita/Tax Aid etc.)
- Setup the Student Leaders in the Community – presentations in advance with ASCSM, if possible incorporate as part of the Student/Agency meeting
- Increase faculty education and implementation of service-learning; survey faculty to determine interest, topics, needs etc.
- Add the CSM Connects Satisfaction and service-learning survey to CRER 152 course requirements, Service events and Student Leaders in the Community packet requirements.
- 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

I. Identify your unit’s needs and recommendations for 2007-2008:

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.

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

- Successful implementation of the third service-learning faculty workshop; specifically targeted to CSM Integrated Learning; bridging work with learning community faculty to incorporate service-learning in Spring 2007 courses (Tragedy of the Commons & What the Fork?)
- Graduate of the 2007 Leadership class for San Mateo-Foster City-Burlingame-Hillsborough
- Member of the Marketing & Membership sub-committee for Thrive (The Alliance of Non-profits SMC)
- Attended 2007 National Service-learning Conference and assisted service-learning English faculty and community member with CSM’s first workshop at the national conference.
- Facilitated a district-wide team to develop and create Civic Participation grants for all students’ at all three campuses. 10 grants were submitted and 7 projects funded. (An anonymous donor provided funding to the district specific for civic engagement education).
- Participated as a member of the CSM Library Accreditation team

J. Provide a brief two or three sentence description of your unit’s key accomplishments for possible use in the “2006-2007 Student Services Key Accomplishments” publication.

In March 2007 the CSM Connects completed it’s first year with full time staff. Having the program staffed full time resulting in continued growth of all aspects of the program with more student participation in the 2007 Service & Leadership Conference, increased service-learning faculty, service-learning offered in the summer semester for the first time, formation of the CSM Connects club, offering of a permanent course offering (CRER 152) and expansion of service-learning to learning community faculty.

K. Additional comments:

I feel it was another very successful year. It was very rewarding to have 8 students come forward and

setup the CSM Connects Club. Students continue to value the opportunity to volunteer and more and more understand the benefits received are as great if not greater than the service provided. The program made a connection with the Learning Community faculty this year that will continue to grow as long as CSM Connects staff is there to provide high quality support services. College of San Mateo was on the map for the first time with having an offering at the National Service Learning Conference (over 3000 attendees). This is a huge accomplishment for the college and provided significant recognition from staff and faculty at other higher education institutions across the USA.

We were not able to implement a campus-wide service event this Spring semester such as CSM for Service this year and part of that was a result of the Program Coordinator reassignment. We did implement an opportunity for service with "Make a Difference Day" and beautification of the campus in October. 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.

I have great appreciation for the students and faculty that participated in service on-campus and in the community this past school year.

DSPS STUDENT SERVICES PROGRAM REVIEW
Academic Year 2006-2007

Date: July 26, 2007

Student services unit: Disabled Students Programs and Services (DSPS)

Student services unit staff: Audra Fernandez; Carolyn Fiori; Marie Paparelli; Sue Roseberry; Peggy Ryan; Mikel Schmidt; Laura Skaff; Kevin Sinarle; Shana Young; and CAMINAR staff: Chris Robinson; Jonay Grant; Sarah B and Walter McVeigh, Danita Scott-Taylor, Director, Student Support Services.

Program review prepared by: Danita Scott-Taylor

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

Disabled Students Programs and Services (DSPS) assists students with verified disabilities in achieving academic, vocational and personal success through specialized educational 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.

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

<i>Unit</i>	<i>Services Provided</i>								
APE	Registration assistance, orientation, parking, fitness assessment, adapted physical education classes.								
ATC	Voice recognition training for internet/computer access; screen reader; magnification; MS Word accessibility options; scan/read software; hardware/software installed in Business Computer Lab, Career Services, Reading Center and Library (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.								
DRC	Intake and referral to DSPS; disability verification; academic counseling; disability management; furniture, parking and test accommodations; assistance with note-taking; CCTV and computer access, student advocacy, instructor support, workshop offerings.								
LDAC	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.								
TTC	Educational accommodations, specialized instruction, tutoring, educational coaching, academic counseling, disability management, support groups, advocacy and CAMINAR case management								
Students Served									
<i>ABI</i>	<i>DDL</i>	<i>Hearing</i>	<i>LD</i>	<i>Mobility</i>	<i>Other</i>	<i>Psych</i>	<i>Speech</i>	<i>Vision</i>	<i>Total</i>
76	12	13	106	150	158	68	6	28	617

C. List significant unit accomplishments in 2006-2007:

- LDAC and DRC provided DSPS presentations at various division and/or department meetings
- Staff hosted a CCCCCO Technical Assistance Training for district DSPS programs
- DSPS hosted its second annual DSPS Honor Day celebration
- APE serviced as venue coordinators for the Special Olympics Northern California Weight Lifting Tournament
- ATC published third edition of ACCESS newsletter; updated the DSPS web pages, Student and Faculty Resource Guides; and posted DSPS Orientation captioned pod cast
- TTC/CAMINAR enhanced personal counseling services, held its annual student celebration, and provided a number of college tours for prospective students.
- DRC coordinated disability law workshop for students and staff
- DSPS hosted nearly 80 high school students at its annual New Student Orientation in collaboration with PEP
- APE updated its website
- ATC produced 1754 pages of Braille
- DSPS held annual 'Making Connections' outreach event for high school and community agency staff

- Improved response rates to the DSPP Student Services Program Improvement Survey
- DRC reinstated educational coaching services to provide students assistance in developing time management and student success strategies
- Staff serve on a variety of campus/community committees and completed a number of trainings
- Hired full-time APE instructor

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document:

Goal 1 – Programs and Services

- Improve response rates to the DSPP Student Services Program Improvement Survey
- DRC reinstated educational coaching services to provide students assistance in developing time management and student success strategies
- DRC coordinated disability law workshop for students and staff
- ATC published third edition of ACCESS newsletter; updated the DSPP web pages, Student and Faculty Resource Guides; and posted DSPP Orientation captioned pod cast
- APE updated its website
- DSPP hosted its second annual DSPP Honor Day celebration

Goal 2 – Enrollment Management

- DSPP held annual ‘Making Connections’ outreach event for high school and community agency staff
- DSPP hosted nearly 80 high school students at its annual New Student Orientation in collaboration with PEP
- TTC/CAMINAR enhanced personal counseling services, held its annual student celebration, and provided a number of college tours for prospective students.

Goal 3 – Diversity

- Hired full-time APE instructor (Asian American descent)
- APE serviced as venue coordinators for the Special Olympics Northern California Weight Lifting Tournament
- DRC coordinated disability law workshop for students and staff
- LDAC and DRC provided DSPP presentations at various division and/or department meetings

Goal 4 Assessment

- Improved response rates to the DSPP Student Services Program Improvement Survey

Goal 5 – Institutional Planning and Resource

- Staff serve on a variety of campus/community committees and completed a number of trainings

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

One hundred and thirty-nine (139) students responded to the CSM Student Services Program Improvement Survey for DSPP—more than twice the number for the previous year. To stimulate student response, the survey was downloaded to a laptop and students were encouraged to complete it at the beginning or conclusion of their appointment. Results are as follows: 95% rate the over quality of services as ‘Excellent,’ (62%), ‘Very Good,’ (26%) and ‘Good’ (7%). Ninety-seven percent (97%) are satisfied overall with DSPP staff rating them ‘Excellent,’ (70%), ‘Very Good,’ (21%) and ‘Good’ (6%). Similarly, 95% believe staff is able to answer their questions: ‘Excellent,’ (61%); ‘Very Good,’ (24%) and ‘Good’ (11%). Hours of availability is rated ‘Excellent’ (39%) to ‘Very Good’ (32%) and ‘Good’ (19%). Ten percent of respondents rated office hours as ‘Fair’ (7%) and ‘Poor’ (3%). Students learn about services in a number of ways but primarily from a previous experience (31%) or other (30%). A number of students were referred by a faculty member or counselor (11%), a friend (13%) or read about services in the Schedule of Classes (15%). When asked which services were utilized, responses were across the board. Most use test taking (14%), counseling (12%) and pre-registration (11%) services. Testing space (9%) was closely followed by classes (APE/DSKL/CRER), assistive technology, computers (8% each) and parking (7%). Several students mentioned the need for additional office space and specifically testing rooms. Some mention difficulty speaking with instructors about accommodations and one or two suggest training instructors. Students are also requesting services such as assistance with purchasing textbooks and transportation costs. Others suggest more cut-outs and accessible parking. DSPP staff will continue to serve on the Campus Environment, Parking Master Plan and other committees that impact how DSPP students physically experience the campus. Staff also recognizes the need to work with faculty regarding ADA and

student rights and responsibilities. A series of brown bag workshops will help in this endeavor. It is our hope that the slated 2010 move to the new Student Services Building will alleviate much of the space constraints. Additionally, as new buildings are constructed and existing structures renovated adjacent parking lots will be upgraded to meet ADA requirements.

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

In the upcoming academic year, the program will continue to refine its evaluation processes so that students are not overwhelmed or intimidated by assessment instruments. To the extent possible, we seek to build assessment tools into the student's process so that evaluation is seamless. For example, this year staff amended the test accommodations schedule to note the date students are requesting this accommodation as a means of determining how successful we are in teaching students to make requests in a timely manner. The assessment log reveals that 74% of students utilizing test accommodations make those requests in advance—that is at least five days prior to the exam. As new students enter the program, staff will continue to make available the Student Resource Guide (on-line and paper version) as well as verbal instruction regarding requesting accommodations. Staff will also seek to develop and administer an evaluation tool appropriate for this population.

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

A year ago, staff identified ways to increase disability awareness on campus and began to implement a series of workshops and activities which promote disability awareness. The LD specialist and Disability Resource Center counselor gave presentations at several division and/or department meetings throughout the year. Staff organized, promoted and hosted a legal workshop on student rights and responsibilities, and opened it to the entire campus community to attend. A personal invitation was made to the Diversity in Action Group (DIAG) to support this event—many of its members attended. DSPP staff will continue these activities throughout the year, and will add a brown bag luncheon workshop series, and observe Disability Awareness Month with speakers and other activities.

H. List your anticipated goals for 2007-2008 based on the findings of this year's 2006-2007 Program Review:

- Offer CRER 121 course for students with disabilities
- Increase the offerings of student workshops and faculty in-service trainings
- Increase counseling support for students with psychological disabilities
- Update DSPP database software to one system (SARS)
- Extend evening hours
- Continue to enhance website; expand and improve podcasts
- Institute intradepartmental referral process
- Review/enhance DSPP procedures and forms

I. Identify your unit's needs and recommendations for 2007-2008 (including staffing, equipment, etc.):

- As the program increases the number of students served, issues regarding space will become more prevalent. The program will need to explore ways to gain additional space for expansion.
- Examine current learning outcomes, develop a matrix and design assessment instruments appropriate to the population served.
- Reestablish DSPP counseling presence in TTC/Supported Education to increase communication and strengthen collaboration with CAMINAR staff
- Designated staff will need to attend workshops and trainings regarding students with traumatic brain injury and develop strategies to support this expectant emerging population

J. Identify notable individual accomplishments in 2006-2007 (optional):

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the '2006-2007 Student Services Key Accomplishments' publication.

Nearly one quarter of DSPP students (139) completed the 2006-2007 CSM Student Services Program Improvement Survey—more than twice the respondents from the previous year. To stimulate student response, the survey was downloaded to a laptop and students were encouraged to complete it at the beginning or conclusion of their appointments.

CSM STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2006 - 2007

Due: June 30, 2007

Date: June 30, 2007

Student services unit: EOPS/CARE

Student services unit staff: Counselors: Sylvia Aguirre-Alberto; Arnett Caviel; Elena Ledesma; Aisha Upshaw and Counselor/Coordinator Ruth Turner; Program Services Coordinators: Lorena G. del Mundo and Jinee Kim; EOPS Specialist Warren Shelby and Danita Scott-Taylor, Director.

Program review prepared by: Danita Scott-Taylor

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

Extended Opportunity Programs and Services (EOPS) offers 'above and beyond' support services designed to increase the access, retention and success rates of low-income, often first generation college students who are enrolled full-time and meet income and educational criteria. Cooperative Agencies Resources for Education (CARE) serves EOPS students who are at least eighteen years of age, single-head of household with children under the age of fourteen, and receive TANF (Temporary Assistance for Needy Families). CARE students receive all EOPS services plus the additional supportive services listed below.

B. Number of students served/types of services provided: EOPS: 550 CARE: 8

Students received assistance with counseling, priority registration, book service, a bus pass discount or semester parking permit, grants, computer access, transfer services including application and transcript fee waivers, university tours, tutoring, assistance completing college, financial aid and scholarship applications and the opportunity to attend study skills and personal development workshops. CARE students received all of the EOPS services listed above as well as supplies, parenting workshops, meal cards, grants, assistance paying child care costs, and special events such as the Holiday Gift Drive and CARE/CalWORKs retreat.

C. List significant unit accomplishments in 2006-2007:

- Increased students served and received more than 5,646 visitors
- Provided presentations and workshops to 772 students at six high schools
- Re-established the EOPS/CARE Student Success Workshop Series
- Offered Southern California University Tour for approximately thirty-five (35) students
- Developed and implemented an on-line Monthly Progress Report
- Held 7th Annual EOPS Preview Day & 8th Annual Summer College Readiness Program
- Hosted the 19th Annual Student Recognition Celebration
- Staff served on the 1st Annual Region III CARE/CalWORKs Retreat planning committee
- Collaborated with ESL faculty to provide outreach services to ELD high school students
- Increased EOPS Student Services Program Improvement Survey respondents by embedding questions in Monthly Progress Report
- Collaborated with Transfer Center to identify students for the UC Berkeley Transfer Alliance Program

- Students earned 9 certificates; 32 degrees; 18 transferred; 61 were named to the Dean’s List; and 38 received scholarships.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document:

Goal	Action Step	Accomplishment
1. Programs and Services	1.1	Increased CSM Student Services Program Improvement Survey respondents by embedding questions in Monthly Progress Report
	4.5	
2. Enrollment Management	6.1	Re-established the EOPS/CARE Student Success Workshop Series.
	6.4	
3. Diversity	1.7	Collaborated with Transfer Center to identify students for the UC Berkeley Transfer Alliance Program
4. Assessment	1.8	
	5. Staff Recruitment, Retention, Development, & Recognition	2.5
2.1		
6. Institutional Planning & Resources	1.2	Offered the Fifth Annual EOPS Preview Day and Sixth Annual Summer College Readiness Program (SCRIP)
	1.7	
7. Facilities	1.3	Conducted a Southern California University Tour for approximately thirty-five (35) students
	1.9	
	2.1	Developed and implemented an on-line Monthly Progress Report
		Collaborated with ESL faculty to provide outreach services to ELD high school students

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:

Five hundred and seven (507) students responded to the 2006-2007 CSM Student Services Program Improvement Survey for EOPS/CARE. Nearly all students expressed great satisfaction with EOPS services and staff: 73% rated EOPS services ‘Excellent;’ 20% ‘Very Good,’ 6% ‘Good,’ and 1% ‘Fair.’ Similarly, satisfaction with staff and the staff’s ability to answer questions (bracketed percentages) is also high: 68% [69%] ‘Excellent,’ 22% [24%] ‘Very Good,’ 8% [7%] ‘Good,’ and 2% [1%] ‘Fair.’ Most students are pleased with the availability of office hours rating EOPS ‘Excellent’ (58%), ‘Very Good’ 28%, ‘Good’ 10%, and Fair (3%). Sixty percent (60% - Excellent) believe that the EOPS application process was clearly explained, thirty-one (31%) felt the explanation was ‘Very Good,’ while the remainder found it ‘Good’ (7%) or ‘Fair’ (1%). Overwhelmingly, students believe EOPS services is instrumental in assisting them to remain in college—76% responded ‘Significantly,’ 23% ‘Moderately,’ and 1% ‘Very Little.’ Students find the counseling, book service, transportation assistance, and computer lab most helpful. Expanded tutoring hours and subjects, more on-line services and opportunities for students to gather are requested improvements. Program staff will continue to develop its web page, and will seek to provide on-line services that support the EOPS/CARE mission.

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.

EOPS/CARE evaluates student learning outcomes each semester through a pre/post assessment in the Career 121: Planning for Student Success course. Students must complete CRER 121 with a 'C' grade or better by their second semester in the program. This course continues to be a critical component in increasing students' knowledge of transfer, degree, and certificate requirements, campus support services, student success strategies and goal setting. As in previous semesters, students demonstrate significant improvement in relation to identified student learning outcomes. Staff reinstated the Student Success Workshop series as a result of 2005-2006 SLO findings, and will continue to expand these offerings as it relates to transfer and degree preparation.

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

We are fortunate to serve in a program developed to provide access to higher education to the States most vulnerable students. Inherent in the mission of EOPS/CARE is the outreach and recruitment of a diverse ethnic and socio-economic population which encompasses students with disabilities, diverse language and cultural groups and sexual orientation. Central to the spirit of EOPS/CARE is tolerance, acceptance and respect. Events such as the Multicultural Food Festival encourage students to share their perspectives with their EOPS family members furthering our commitment to provide an environment rich in diversity.

H. List your anticipated goals for 2007-2008 based on the findings of this year's 2006-2007 Program Review:

- Continue to review and update EOPS/CARE web site and web based program offerings
- Seek collaborative opportunities with Student Employment and Career Center
- Implement third and sixth semester SLO assessment of continuing students
- Continue to enhance tutorial services and workshop offerings
- Increase number of CARE participants

I. Identify your unit's needs and recommendations for 2006-2007 (including staffing, equipment, etc.):

- Fill vacant program services coordinator position
- Replace and/or update program equipment including copier
- Assess program staff needs, particularly in the area of counseling

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2006-2007 Student Services Key Accomplishments" publication.

EOPS/CARE served five hundred and fifty students, received 5,654 visitors and provided outreach services to nearly 1,000 potential students. Staff hosted the seventh EOPS Preview Day, the eighth Summer College Readiness Program and their 2nd CARE/CalWORKs Retreat. Students earned nine certificates, thirty-two degrees, eighteen transferred, sixty-one appeared on the Dean's List and thirty-eight received scholarships.

STUDENT SERVICES PROGRAM REVIEW**Annual Program Review Form: Academic Year 2006 - 2007****Due: June 30, 2007**

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: 6/30/07**Student services unit:** Financial Aid Department**Student services unit staff:** Claudia Menjivar, Doreen Garcia, Thanh Pitetta, Aileen Conmigo, 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 students with financial needs to reach their educational goals by providing financial programs for students in Higher Education. The Financial Aid Office provides Federal and State funds to disadvantaged students in the form of grants, loans and work study. In addition, the FAO provides outreach /in-reach activities to help promote 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:

Program	Number of Students	Amount Awarded
Pell Grant	755	\$1,769,717
BOGG (A,B,C &S)	4254	\$1,322,820
Calgrants B&C	154	\$183,684
Chafee Grants	7	\$24,456
SEOG	610	\$229,344
Emergency Loans	104	\$12,238
Stafford Loans/Unsub	48	\$117,736
Plus Loans	2	\$14,311
FWS & CalWorks	64	\$135,842
EOPS/CARE grants	151	\$64,225
TOTAL	6149	\$3,874,373

During the 2006-2007 academic year, the FAO provided financial aid assistance to 6149 students. Last year we assisted 6203 students. These figures represent a slight decrease of a total of 54 students compared to 2005-2006 academic year. It is important to recognize that these figures represent only those students who were deemed eligible for financial aid and does not include those students who did not complete the application process or whom were determined to be ineligible. Thus, the Financial Aid Office has been slightly impacted by the low enrollment at CSM.

Services provided by the Financial Aid Office:

- Bilingual and Trilingual services:
 - Claudia Menjivar (Spanish/English)
 - Thanh Pitetta (English/Vietnamese)
 - Aileen Connmigo (English/Tagalog)
 - Yanely Pulido (English/Spanish)
 - John Vehikite (English/ Spanish/Tongan)
- Workshops in both English and Spanish to students on how to apply online for financial aid including filling out the FAFSA and BOGG.
- Provide general financial aid information to students and parents.
- Counsel and advice students on financial aid policies and procedures.
- Financial aid applicants are evaluated for eligibility of all forms of Federal and State aid.
- On and off campus in-reach and outreach activities.
- Workshops for students on several topics: “Money Management”, “Student SAP”

C. List significant unit accomplishments in 2006-2007:

- Redesigned and updated the Financial Aid website.
- Coordinated and implemented “Cash for College Day,” a community outreach event held at CSM and attended by 187 prospective students.
- Provided a “Building Team Workshop” for staff members.
- Implemented the Loan Entrance/Exit meeting online.
- Kept our student loan default rate below 3% (one of the lowest in the state).
- Participated in a radio interview promoting financial aid to the POLYNESIAN and LATINO population.
- 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.
- 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.
- Increased in-reach/outreach services by implementing and coordinating the Financial Aid extension office located in Building 5. A total of 2,623 students received some type of assistance with: filling out FAFSA and BOGG online, attended workshops, checked grades, and/or matriculation and registration process
- Updated the Financial Aid Handbook.
- Created the Federal Work Study Handbook.
- Employed one part-time Academic Counselor who was bilingual (Spanish/English) to advise students who were disqualified or on academic probation, to develop an educational plan and monitor their academic progress.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document:

- The FAO’s efforts to encourage students to navigate websites for financial aid purposes and other services available for them. Goal 1
- Financial aid has been actively involved in supporting diversity issues on campus by employing staff as well as student workers who are ethnically diverse and encourage them to participate in college diversity activities and events on campus. Goal 3
- Expanded in- and outreach events to inform students about financial aid. 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:

The results of the annual survey indicate that students are very satisfied with our services. In the Financial Aid Office, 81% of the respondents reported that they considered the "overall quality of our services to be excellent" Here are the results; Excellent (44%), Very Good (17%) and Good (20%). There is no data from previous years which I can refer to. In addition, 76% indicated overall satisfaction with FAO staff. Here are the results; Excellent (41%), Very Good (22%) and Good (13%). The survey also shows that 74% of the respondents indicated that the FA staff has the ability to answer all of their questions and concerns. Here are the results: Excellent (38%), Very Good (28%), and Good (8%). In addition, 80% of the respondents noted that the FAO office hours are Excellent (29%), Very Good (27%), and Good (24%). In addition, 82% of the respondents indicated that our explanations of the application processes are exceptional. Here are the results: Excellent (30 %), Very Good (31 %), and Good (21 %). Also, the explanation of the disbursement amounts and procedures are; Excellent (28 %), Very Good (34 %), and Good (16 %). Furthermore, 72% of the respondents found that with out financial aid assistance, they would not have been able to attend CSM.

This survey clearly proves that our students are very satisfied with the Financial Aid Department here at CSM and the services we provide to better identify and respond to students needs. However, last years survey was insufficient therefore we are not able to compare any data.

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 Learning Outcomes findings demonstrate areas of accomplishments as well as areas of weakness. For example, during our Cash for College workshops, 64% of participants completed the Free Financial Aid Application. This means that these students gained the knowledge and information necessary to complete a financial aid application. Thus, 98% of participants indicated that it was worth to attend the workshop. However, 36% of these students did not finish the FAFSA. The survey indicated that the main reasons why a student did not finish the FAFSA application were: Student didn't bring enough information to the workshop; Needed to discuss personal circumstances; or Wanted to submit it on the internet.

Furthermore, 192 students were placed on financial aid probation for the fall 06 and spring 07 semesters. 38 of these students where placed on disqualification status due to low GPA or completion rate. 81 of these students completed the on-line financial aid orientation which provides students an understanding of the regulations to remain eligible for financial aid. Thus, 172 counselor appointments were utilized by these students.

Here at the Financial Aid Office we can improve services to make sure that students will gain the knowledge and understanding to remain eligible for aid. For example, we must expand outreach and in-reach efforts, follow up with students who did not complete the FAFSA process during the events, pre-prost test must be administrated to students who attend a FAFSA workshop, we must encourage all students to see an academic counselor at least once per semester, we must promote more incentives to motivate students to attend an orientation meeting online and perhaps modify the online website to make it more appealing to our students.

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

The Financial Aid Office is the most diverse department on campus. We have hired staff as well as students from a wide variety of ethnic groups to support and provide services to our low-income and ethnically diverse population. Our students come from all ethnic and economical backgrounds. Therefore, they need the support and understanding of our staff so they can stay in school and feel welcome and find a sense of belonging. We have staff members who are able to provide bilingual and trilingual services to our financial aid students.

H. List your anticipated goals for 2007-2008 based on the findings of this year's 2006-2007 Program Review:

- Implement a website containing student loan lender list.
- Implement a website for Foster Youth population.
- Implement and coordinate the Foster Youth Initiative program.
- Implement an imaging process of financial aid documents to streamline the electronic financial aid awarding process.
- Expand outreach efforts to adult population.
- Provide more counseling services to our student population.
- Implement Direct Deposit of grants

I. Identify your unit's needs and recommendations for 2006-2007 (including staffing, equipment, etc.):

- Hire a bilingual Financial Aid Outreach Coordinator
- Hire a bilingual staff member for the Outreach Center located in Building 5.
- Hire a bilingual staff member for the Financial Aid 'Coastside' office located in Half Moon Bay.
- Online Financial Aid counseling services for students who are ineligible for financial aid.
- Expand outreach efforts to adult population.
- Increase high school outreach visits.
- Continue to promote utilization of on-line services.

J. Identify notable individual accomplishments in 2006-2007 (optional):

Yanely Pulido

Member, Diversity in Action Group
Coordinator of "Cash for College Day"
Member, Accreditation Committee – Student Services

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"

Doreen Garcia

Member, Diversity in Action Group
Coordinator of "Financial Aid Awareness Day"
Participated in "Cash for College Day"

Thanh Pitetta

Participated in a Diversity in Action Group panel

Participated in "Cash for College Day"

Coordinator of "Financial Aid Awareness Day"

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2006-2007 Student Services Key Accomplishments" publication.

Without the \$289,936 BFAP budget which supported hiring temporary staff to promote outreach/in-reach for Financial Aid in Admissions & Records, Counseling, Coastside Center located in Half Moon Bay and the CSM Outreach/Online Center located in Building 5 we would not have been able to accomplish our goals.

L. Additional comments:

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2006 - 2007

Due: June 30, 2007

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 11, 2007

Student Services Unit: Health Services

Student Services Unit Staff: Sharon Bartels, RN, FNP; Dr. Nichols, Medical Director; Beth Monticue, RN (Part-time); Jackie Yanofsky, Health Educator; Gloria D'Ambra, OA II

Program review prepared by: Sharon, Gloria & Jackie

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

Provide comprehensive clinic services to CSM students.

We prevent when possible, through education, immunizations, physicals & birth control.

We treat when necessary through the use of prescriptions or over-the-counter medications & blood work.

We empower always.

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

Comprehensive Clinic Visits	1252
Health Fair	900
OTC Meds	154
Eye Exams	36

C. List significant unit accomplishments in 2006-2007:

-Reapplied for Medi Cal number. If this is approved we will then apply to be providers of FPACT. This will enable students to receive many free services including birth control.

-Had a part-time health educator. We were able to provide more outreach and health education. (Health educator's report is attached)

-Added a part-time nurse to expand clinical services.

-Obtained an emergency vehicle. This will enable the nurse to respond to emergencies faster as well as have more mobile emergency supplies available.

-Attended a Pandemic Influenza Preparedness for Schools training program at Public Health.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document:

-Instrumental in obtaining emergency first aid bags to place throughout the campus.

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 Fall 2006 & Spring 2007 CSM Student Services Program Improvement Survey was conducted. Fifty-three participants took the survey, top two responses as follows:

- | | | |
|---|---------------|-------------------|
| 1. Overall quality of Health Center services received | 57% Excellent | 25% Very Good |
| 2. Overall satisfaction with Health Center Staff | 57% Excellent | 21% Very Good |
| 3. Ability of the H.C. staff to answer my questions | 44% Excellent | 33% Very Good |
| 4. H.C. Services that you will use in the future | 16% Physicals | 14% Birth Control |
| 5. Did information help you to make healthier choices | 50% Yes | 50% No |
| 6. How often have you used H.C. this semester | 55% 1-time | 36% 3-6 times |

When asked what services they wish the H.C. could provide.

1. They indicated that the health Center should be in a larger area.
2. The students weren't clear on the services being offered as they were asking for services already in progress.

Implications:

1. Larger facility
2. Continue to 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. Develop pre/post tests for birth control and STD testing.
2. Add a health fair to the Fall 2007 Semester.

G. 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 their medical insurance issues, as well as health and cultural issues that may arise.
4. Diverse cultural agencies participated at our health fair in the spring.

H. List your anticipated goals for 2007-2008 based on the findings of this year's 2006-2007 Program Review:

1. Conduct a 1-day health fair in the fall.
Promote: "Be Prepared" theme. Educate campus community about emergency preparedness with emphasis on preventing the spread of the Pandemic Influenza.
2. Develop better alliance with Public Health.
3. Hold our 10th Anniversary Health Fair in the Spring 2007.

I. Identify your unit's needs and recommendations for 2006-2007 (including staffing, equipment, etc.):

Visibility-

We would like to offer clinical services 1-day a week at the top of the hill (perhaps the old Planetarium building).

We are still trying to locate affordable dental services for our indigent students.

J. Identify notable individual accomplishments in 2006-2007 (optional):

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2006-2007 Student Services Key Accomplishments" publication.

Due to the passage of the AB 982 Bill last year, we were better able to offer more medical services and expand our hours, offer free health screenings for our students during the health fair, and enable us to expand our library of educational materials.

L. Additional comments:

A number of students (10-15 approx.) have come to the health center to personally thank us for helping them achieve their goals. They have said things, such as: "If not for your support, I could not have stayed in school."

Examples include:

P.C.	-	Graduated
S.R.	-	Graduated
K.G.	-	Transferred to UCSC

STUDENT SERVICES PROGRAM REVIEW
Annual Program Review Form: Academic Year 2006 - 2007

Date: June 11, 2007

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, Office of Special Programs & Services, and Financial Aide Office, 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 2006-2007:

- Collaborated with the Transfer Center and Office of Articulation & Research, and Office of Public Information and Marketing, 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 two special recruitment mailing campaigns to all currently enrolled high school students promoting CSM enrollment through our Concurrent Enrollment and Priority Enrollment Programs.
- Concurrent enrolled students continued to account for a fairly large proportion (6.2%) of the Colleges overall enrollment (i.e., 12% Summer 2006, 5% Fall 2006, and 5% Spring 2007).
- The number of students recruited to participate in the Office of Counseling Services Priority Enrollment Program (PEP) exceeded 500 (i.e., 522) students, resulting in the second highest total in the past 8 years.
- Worked with the Office of Articulation and Research to update the home page for the Concurrent Enrollment Program: www.collegeofsanmateo.edu/ce. This, in addition to a new “Q & A” link, and a new “Futures” link, and e-advising for high school students seeking information for Concurrent Enrollment or Priority Enrollment programs, has helped to capitalize on available technologies with timely support services to meet student needs.
- Published a Pre-Application Quick Reference Guide for Associate Degree/Certificate Programs Requiring Supplementary Applications within the SMCCCD.
- Coordinated efforts with the Distance Learning Office to produce a special schedule of classes highlighting Fall 06 and Spring 06 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 a Career and Educational Planning Inventory and Student Learning Outcome Surveys during FY 06-07 to over 2,240 students, and achieved over 96% effectiveness in students meeting learning objectives.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 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 over 30 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 over 2,240 HS students at several local High Schools) *SSPD Goal 1.8*, and **3)** through proactive marketing efforts into the community “Futures Initiative” (*SSPD 2.1*) ***Enrollment Management.***

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:

Respondents to the Annual Student Services survey indicated the following:

- 81% were extremely or very satisfied with CSM’s Concurrent Enrollment Program, and 93% would recommend CSM’s Concurrent enrolment Program to other students.

- 47% of students hear about the Concurrent enrollment program through HS staff (counselor, teachers, etc.)
 - The vast majority of students (i.e., 66%) over the past three years are still obtaining their concurrent enrollment forms from at their high school.
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 information 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 96% of the students surveyed indicate that they were able to 1) understand the vital role that community colleges play in higher education, 2) identify their career field(s) of greatest interest, and 3) 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, while continuing to seek ways of enhancing the learning experience for students.

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 2007-2008 based on the findings of this year's 2006-2007 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.

2. Work with the Office of Admissions & Records to develop a method where by new HS applicants (e.g., PEP students) can apply “online” in March, for Summer/fall 08, by January 1, 2008.
3. To participate in a district effort to closely evaluate the impact that the new “Futures Initiative” is having on enrollment management and enrollment procedures as we build or the future.

I. Identify your unit’s needs and recommendations for 2006-2007 (including staffing, equipment, etc.):

1. To encourage and support the Office of Admissions and Records to ensure that:
 - a) The 2008-98 version of the concurrent enrollment form is available on-line (hard copies at local high schools) by early February.
 - b) That there is careful evaluation regarding the impact that the new “Futures Initiative” is having on enrollment management and enrollment procedures. That there is a coordinated effort to insure that Future Initiatives are is educationally sound from both student and staff perspective.
2. 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. Additionally, that a new PEP Program (Phase II) be developed to recruit full time students well into the May.
3. To encourage and support of the Office of Counseling Services & Outreach Office to communicate sooner with “Post PEP” applicants to ensure that they have enrolled in Fall/Summer classes.
4. 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 2006-2007 (optional):

Applied for and received 1) an enrollment “fee waver” so CSM could participate in the 2007 NACAC College Fair and save the College hundreds of dollars, 2) developed and implemented new Power Point Presentations for College Night Programs and 3) coordinate efforts with the Office of Articulation and Research to help CSM vote to accept International Baccalaureate Credit.

K. Provide a brief two or three sentence description of your unit’s key accomplishments for possible use in the “2006-2007 *Student Services Key Accomplishments*” publication.

Over 1,650 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 2006, concurrent enrolled students accounted for 12% of the College’s enrollment. Additionally, the Priority Enrollment Program (PEP), designed to encourage San Mateo County graduating high school seniors to enroll at CSM, attracted over 520 participants during Spring 2007.

L. Additional comments: None

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2006 - 2007

Due: June 30, 2007

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.

June 27, 2007

International Student Program/International Student Center

Maggie Skaff, Program Services Coordinator

Martin Bednarek, International Student Counselor/Coordinator

Program review prepared by: Martin Bednarek & Maggie Skaff

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

The International Student Program (ISP) provides targeted services for international (F-1 Visa) students at College of San Mateo. Students served include prospective, current and former students, as well as concurrently enrolled students and recent immigrants. In 2006/2007 international students from 51 countries enrolled at CSM in pursuit of Associate's degrees and/or seeking to transfer to four-year institutions. The International Student Center staff provided personal, social and academic support services in a welcoming and comfortable environment.

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

The International Student Program enrolled 129 (F-1) students in fall 2006 and 117 students in spring 2007. 36 new students entered in fall 2006 and 22 new students in spring 2007. 25 students transferred and/or earned their associates degree in December, 2006 with an additional 25 in May, 2007. In addition to scheduled appointments, the International Student Center responds to approximately 25 walk-in and telephone inquiries and more than 25 e-mails each day. 143 F-1 students (current and prospective) met with the academic advisor an average of 3 times during the 2006/2007 academic year. Services provided include:

- Pre-admission advising
- Foreign credential evaluation and interpretation
- Orientation to academic, immigration and college policies and procedures
- Academic, career and personal counseling
- Computer for student access for Web SMART, exploring majors and transfer destinations
- Assistance with cultural and social adjustment
- Referral to CSM student services including:
 - Health Center, Scholarship Office, Transfer Center, CSM Connects, Student Activities, Career Development and Psychological Services
- Referral to off-campus financial, legal and immigration services

C. List significant unit accomplishments in 2006-2007:

Significant accomplishments for the 2006-2007 academic year include:

- 1) Reconfiguration of the International Student Center
 - a) More space for visiting prospective students and their families
 - b) A computer designated for student use
- 2) Increased outreach with regional English language schools
 - a) Classroom presentations, Informational tables, College fairs
- 3) Proposed and received funds to contract with an outside firm to create an E-Brochure for all 3 colleges in the district
- 4) Revised the orientation for new international students to include a placement testing ice-breaker, individual advising appointments and additional focus on immigration issues.
- 5) Implemented the SARS systems to schedule and track student advising appointment
- 6) Introduced a workshop series targeting salient issues for international students including immigration
- 7) Responded positively to international students' request to create and serve as Advisor for a new student club
 - a) Inter-Nations Club founded Fall 2006

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document:

Accomplishments 1, 2, and 3 are directly related to increasing international student enrollment.

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:

10 students completed the "CSM Student Services Program Improvement Survey" for the International Student Program. 6 rated the overall quality of services provided, the ability of staff to answer their questions and their general satisfaction as "very good" or "excellent" with 1 "fair" and 3 "poor." Office hours were rated as 3 "poor," 2 "fair," 2 "good," 3 "very good," and 0 "excellent." 9 students felt the academic advice they received was clear, appropriate and accurate with 1 student stating it was not. 8 students felt the immigration information they received was clear, appropriate and accurate with 2 students stating it was not. 7 students believe the Orientation was useful with 1 stating "not useful" and 2 abstaining. 8 students rated the application process as "good," "very good," or "excellent" with 1 "poor" and 1 "fair."

Due to the low number of students who had completed the CSM survey in previous years, a survey was prepared and distributed in May, 2007 to students via e-mail using Vovici.com, a one-time only free internet-based service. 50 e-mails were sent: 25 to international students graduating, transferring or leaving CSM and 25 randomly selected international students with current e-mail addresses on file. 16 students responded by the June 4, 2007 deadline.

- The International Student Center is a welcoming place:
 - 69% strongly agree and 31% agree
- The ISP staff are available when needed
 - 69% very satisfied, 30% satisfied, 1% neutral
- Wait-time for an academic advising appointment (SARS)
 - 25% Same day, 37% Next day, 19% Same week, 19% Within 7 days
- The academic advisor (Martin) is helpful
 - 69% strongly agree, 25% agree and 6% neutral
- The ISP staff is helpful (Maggie and Martin)
 - 69% strongly agree, 19% agree, 12% neutral
- Students seek immigration advice from the ISP staff (Maggie)
 - 69% Definitely, 25% probably, 6% might not
- Scheduling an SEP appointment (Martin) each semester
 - 38% more than once each semester, 25% each semester, 12% annually , 25% only when (they feel) it is necessary
- Updated (within 2 semesters) SEP
 - 100% yes
- Use of the International Student Center computer designated for students (select all that apply)
 - 44% add/drop classes, 25% explore majors/careers, 13% pay tuition, 13% apply for transfer admission, 6% explore transfer
- Utilize CSM Student Services (select all that apply)
 - 88% Health Center, 44% Scholarship Office, 31% Transfer Center, 19% CSM Connects, 13% Student Activities, 6% Career Development, 6% Psychological Services

In general both surveys indicate overall satisfaction with the International Student Program at College of San Mateo. More than 90% of the students who completed both surveys were satisfied or very satisfied with the quality, appropriateness and availability of both general and academic advising services for international students. 100% of the students have a current SEP, with 62% scheduling at least one academic advising appointment each semester. 100% of the students surveyed via e-mail were aware of the computer designated for students and 75% had used the computer to register, pay their tuition, explore majors and careers, etc. 100% feel the International Student Center is a warm and welcoming place.

While the majority of our international students appear to be satisfied with the services provided, there is always room for improvement. 25% of the students who responded to the survey make an appointment with the academic advisor “only when I need help.” 6% requested evening hours and 50% of the CSM survey respondents felt the office hours were “poor” or “fair.” To continue to improve services and address student concerns the following changes have occurred, or are planned for the next academic year:

- Clear and accurate signage posting office hours and staff availability
- Implementation of the SARS system to schedule and track student academic appointments
- International Student Advisor evening hours in the Counseling Center (Thursdays)
- Regular contact via mail, e-mail, posters and telephone reminding students to schedule their academic advising appointments each semester
- Workshops about maintaining F-1 status each semester
- Revised Orientation with emphasis on maintaining F-1 status

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 #1: F-1 students at CSM will know the SEVIS/immigration regulations for maintaining their F-1 Status.

- It is vital that international students understand and follow the regulations for maintaining their F-1 Visa status. While only 3 students temporarily fell below the required 12 units for maintaining full-time status and only 6% of the students surveyed did not seek advice about immigration from the International Center staff, additional measure will be taken to distribute information and implement measures to confirm students understand the regulations.

SLO #2: F-1 students at CSM will utilize academic advising services provided in the International Student Center.

- The majority of the international students surveyed were satisfied with the availability, accuracy and appropriateness of the academic advising they received in the International Student Center. 1 student was dissatisfied. Attendance at academic advising trainings and workshops will continue. Office and academic advising hours will be adjusted to match peak usage periods based on information gleaned from the SARS system. A request for evening hours will be addressed in fall 2007.

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

In 2006/2007 international students from 51 countries enrolled at CSM. 100% of the students who completed the survey stated that the staff in the International Student Center makes every effort to create a warm, welcoming and inclusive environment. Both Maggie Skaff and Martin Bednarek are active members in DIAG and co-advise the new Inter-nations student club. Martin Bednarek co-advises the GSA club.

H. List your anticipated goals for 2007-2008 based on the findings of this year's 2006-2007 Program Review:

- To increase our current outreach efforts with regional English language schools.
- To enhance our online presence with an electronic brochure and an updated CSM International Student Program web site.
- Continue to improve the orientation for new international students including additional focus on maintaining F-1 Visa status.

I. Identify your unit's needs and recommendations for 2006-2007 (including staffing, equipment, etc.):

- The International Student Program is in need of an updated, engaging website and an online application for admission.
- To enhance our outreach efforts, the International Student Program is in need of marketing materials including an updated International Student Program brochure.

J. Identify notable individual accomplishments in 2006-2007 (optional):

- Martin Bednarek attended the NAFSA Region XII Conference in Las Vegas, Nevada in November, 2006.
- In February, 2007 Martin Bednarek presented a workshop titled “Whose Major is it Anyway” at the California Counseling Association convention. The workshop addressed the obstacles and challenges international student face when selecting a college major.
- In May 2007 Maggie Skaff attended the NAFSA national conference in Minneapolis, Minnesota.

K. Provide a brief two or three sentence description of your unit’s key accomplishments for possible use in the “2006-2007 Student Services Key Accomplishments” publication.

To enhance services for international students at CSM, the International Student Center reconfigured the available space to create more room for visiting current and prospective students. The additional space has allowed room for a computer in the Center that students can use to register for classes, explore majors and research transfer destinations. The changes have proved to be popular with students, as well as Maggie and Martin.

L. Additional comments:

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2006 - 2007

Due: June 30, 2007

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 25, 2007

Student services unit: Multicultural Center

Student services unit staff: Sylvia Aguirre-Alberto, Daryan Chan and Aisha Upshaw, Counselors; Danita Scott-Taylor, Director of Student Support Services.

Program review prepared by: Danita Scott-Taylor

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

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.

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

The Multicultural Center provides counseling services to approximately 450 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 agency 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 Career 121, and assist with high school outreach and recruitment activities. Staff serve on a number of campus and district committees, and participate in various diversity events.

C. List significant unit accomplishments in 2006-2007:

- Collaborated with Transfer Center to identify and refer students to the UC Berkeley Transfer Alliance Program
- Collaborate with English and reading instructional staff to provide counseling support to the Rising Scholars Program
- Participated in the Department of Rehabilitation Network Fair
- Served on the Diversity In Action Group Recruitment and Retention Sub-Committee
- Serve on the Transfer Center Advisory Committee
- Offered Scholarship Workshop for MCC students
- Provide counseling support to UC Santa Cruz Renaissance Scholars and AB540 students
- Co-Sponsored two diversity events: a film viewing of Spike Lee's 'When the Levees Broke: A Requiem in four Acts and 'Know Your Immigrant Rights,' a presentation by the International Institute
- Improved CSM Student Support Services Survey responses by mailing form to MCC students with the Multicultural Center Student Support Services Survey
- Thirty-five students earned associate degrees, 17 completed certificates, 30 transferred and 18 earned scholarships

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document:

Goal	Action Step	Accomplishment
1. Programs and Services	1.1; 1.3 4.4; 4.5 6.1	Improved CSM Student Support Services Survey responses by mailing form to MCC students with the Multicultural Center Student Support Services Survey
2. Enrollment Management	6.4 1.7	Offered Scholarship Workshop for MCC students
3. Diversity	1.7 2.5	Collaborated with Transfer Center to identify students for the UC Berkeley Transfer Alliance Program
4. Assessment	1.8 2.1	Participated in the Department of Rehabilitation Network Fair
5. Staff Recruitment, Retention, Development, & Recognition	1.2 3.3	Co-Sponsored two diversity events: a film viewing of Spike Lee's 'When the Levees Broke: A Requiem in four Acts and Know Your Immigrant Rights, a presentation by the International Institute.
6. Institutional Planning & Resources	1.10 2.2	Collaborate with English and reading instructional staff to provide counseling support to the Rising Scholars Program
7. Facilities		

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:

Sixteen students responded to the CSM Student Services Program Improvement Survey. All respondents are satisfied with MCC services and staff rating them 'Excellent' to 'Good.' Almost mirroring their satisfaction with services, students believe that staff is able to respond to their questions rating them 'Excellent' (63%), 'Very Good' (31%), and 'Good' (6%). Hours of availability are also highly rated: 53% 'Excellent,' 40% 'Very Good,' and 7% 'Good.' Most students credit MCC with 'Significantly' (79%) assisting them to remain in college. Fourteen percent (14%) say MCC helped them 'Moderately' and seven percent (7%) said 'Very Little.' Counseling services, assistance with transfer requirements, educational goals and staff friendliness were cited as most useful. Students would like to see counseling hours expanded with additional counseling staff, tutorial services, and computer accessibility. Staff will brainstorm on how best to implement these suggestions in the upcoming academic year.

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.

Each spring, MCC students are asked to complete a Multicultural Center Student Support Services Survey. The majority of students who responded are in their fourth semester (30.77%) at CSM, followed equally by 1st, 5th and 6th semester students (15.38%), and 2nd and 7th semester students (7.69%). Most students completed three or more counseling appointments (84.6%) throughout the year. Students generally agree that MCC counselors are helpful in providing academic information but are divided on areas such as study skills and life management. Staff may need to adjust the survey to elicit more information on this dichotomy. Clearly, students are missing some of the services offered when MCC was fully staffed and operational. Services such as computer access, tutoring, social events etc. were cited as ways to enhance program services. Other services such as increased workshop offerings will be easier to

implement as they do not impact a threadbare budget.

MCC Student Support Services Survey	Ratings					
<i>To what extent does your counselor help with:</i>	Usually	Often	Sometimes	Never	N/A	No Resp.
▪ Understanding degree, certificate and/or transfer requirements	61.54%	38.46%				
▪ Planning courses to achieve educational goals	69.23%	30.77%				
▪ Understanding campus policies and procedures	53.85%	15.38%	15.38%			15.38%
▪ Completing transfer admission and/or financial aid applications	61.54%				23.08%	15.38%
▪ Interacting with instructors more effectively	30.77%	23.08%	23.08%	7.69%	15.38%	
▪ Resolving personal problems and issues as they arise	38.46%	23.08%	7.69%	7.69%	15.38%	7.69%
▪ Identifying campus/community support services	53.85%	38.46%		7.69%		
<i>When needed, has your counselor helped with information on:</i>	YES	NO	Suggested services to enhance MCC:			
▪ Time management strategies	46.15%	53.85%	Books Tutoring & Test Preparation Workshops on time, stress management and study skills strategies Free food			
▪ Study skill strategies	46.15%	53.85%				
▪ Ways to manage stress	23.08%	76.92%				
▪ Identifying academic support services	84.62%	15.38%				
▪ Identifying community services	38.46%	61.54%				

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

Imbedded in its mission, the Multicultural Center exists to increase the success of students facing academic, socio-economic, and language barriers. In spite of program erosion, staff remains committed to this endeavor. As such, MCC enjoys a diverse environment which respects, embraces and celebrates differences. Staff continuously seeks out opportunities to collaborate with instructional and other student services program to support this population and often assume leadership roles in such endeavors. In the past year, MCC staff has co-sponsored two ‘Conversations on Diversity’ events, serves on the Diversity in Action Group, and supports the Rising Scholars Program whose goal is to increase the matriculation rates of African American, Latino, Filipino and Pacific Islander basic skills students.

H. List your anticipated goals for 2007-2008 based on the findings of this year’s 2006-2007 Program Review:

- Continue to seek ways to increase student survey response rates
- Investigate feasibility of providing computer access to MCC students
- Enhance current workshop offerings to include time and life management strategies

I. Identify your unit’s needs and recommendations for 2006-2007 (including staffing, equipment, etc.):

- For many years the Multicultural Center has been operating on one full-time equivalent position. Fully staffed, MCC housed three counselors of diverse backgrounds and a tutor coordinator. Reinstatement of at least one full-time counseling position would greatly assist staff in meeting the ever growing demands on its time and personnel.
- Revisit installing one or two computers for student use.
- Increase in budget so that MCC may offer individual or small group tutorial services

J. Identify notable individual accomplishments in 2006-2007 (optional):

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

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2006-2007 Student Services Key Accomplishments" publication.

The Multicultural Center supports 450 basic skills and non-traditional students by offering a holistic counseling experience in a culturally enriching environment designed to increase student success rates. This year, MCC students earned thirty-five degrees, completed seventeen certificates, thirty transferred and eighteen earned scholarships.

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2006 - 2007

Due: June 30, 2007

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 2007

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 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 Services Center.

Number of students served/types of services provided:

The Office of Assessment Services administered nearly 10,000 paper pencil placement tests and English and mathematics computerized placement tests combined during the 2006-07 academic year. This number indicates that Assessment Services is committed 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 to students matriculating at CSM and assisting in appropriate course selections in English, reading, ESL and mathematics
2. Providing computerized and manual placement testing for English and mathematic on a year-round basis and maintaining the local database for placement testing information
3. Producing student test results, uploading testing information to District database system and creating reports as needed for Student Support staff and departments
4. Providing testing support and location for Distance Learning Program and Disabled Students Programs & Services (DSPS) students
5. Providing outreach service by administering the SMCCCD placement tests at local San Mateo County high schools

6. Administering ability-to-benefit (ATB) test to students applying for Financial Aid
7. Providing policies and other assessment-related information to students, staff, faculty, and other members of the community
8. Maintaining and downloading results for vocational, interest, and study skill assessments in collaboration with the Career Services Center
9. Providing scanning services support for the Counseling, Advising, and Matriculation Department

List significant unit accomplishments in 2006-2007:

- Evaluates and process Prerequisite Equivalency requirements for English and mathematics courses
- Provides support in implementing the CSM Transcript Evaluation Process and Prerequisite Challenge Petition
- Promotes community awareness of available CSM testing services by providing on-site testing at San Mateo County high schools and Distance Learning testing
- Coordinated the 2007 Priority Enrollment Program for incoming high school seniors. More than 500 high school students had participated in this year's PEP program.
- Participated in student orientation programs and administered placement testing for incoming Cosmetology, Nursing, concurrent enrolled and Middle College high school students and international students
- Assisted with the planning and implementation of the updated CSM Retest Policy for English and mathematics. Effective fall 2006, both English and mathematics placement tests may be repeated once within a two-year period.

Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document:

The Assessment Services unit significant accomplishments in 2006-07 are somehow related to some of the items in the current Student Services Planning Document. College Goal 1 No. 9 is to "expand online services to better serve students." In addition to the ten (10) computer stations that we currently offer, the Assessment Center will expand its online testing services by adding more computer stations that can also be used for other online services such as WebSMART access and online career assessments.

Promoting community awareness of available testing services by administering placement testing at local high schools is related to College Goal 2 No. 1 which is to "increase enrollment through general community outreach." Additionally, the 2007 Priority Enrollment Program has helped facilitate the enrollment of more than 500 high school students in the fall.

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 the small number of student participants in the annual student survey for Assessment, these figures 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.

Forty-four percent (44%) of respondents indicated that overall quality of the placement testing process was "Very Good." Most students were pleased to have their questions answered by the placement testing staff; sixty-eight percent (68%) of the students responded either "Excellent" or "Very Good" while twelve percent (12%) indicated "Fair." Eighty-six percent (86%) 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 testing needs. In support of previous research data, sixty-one percent (61%) and seventy-one percent (71%) of respondents considered their English and math placement test scores as accurate measure of their skills respectively. Although a considerable number of students thought otherwise, these numbers are somewhat significant.

Eighty-seven percent (87%) thought the times and hours of availability of placement testing were “Excellent,” “Very Good” and “Good” while eight percent (8%) 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, eighty-two percent (82%) indicated that the area is quiet and comfortable; eighteen percent (18%) were either not satisfied or found the testing area not suitable for their testing needs.

The following are some of the narrative comments from students on testing services that they find most useful: “Flyer with times and dates listed,” “I appreciated the wide range of test levels,” “It places people into the levels they are more suitable, not actually going through the whole steps of prerequisites,” “Math, it allowed me to figure out which math class to take since I hadn't taken one in 16 years,” and “the proctors.”

Some of the narrative comments from students on testing services that they wish we could provide are as follows: “Math for higher classes and physics,” “People and their minds are so complex that a test shouldn't determine if someone has to be placed in foundational English courses. I feel that placement [tests] should be optional for high school graduates,” and “Foreign Language or History.”

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-two percent (62%) of respondents felt that the English or ESL placement test placed them in the appropriate level coursework, and eight percent (8%) indicated “No.” While eight percent (8%) pointed out that the math placement test did not place them in appropriate level work, fifty percent (50%) felt that they were placed appropriately and forty-two percent (42%) indicated “I Cannot Say at This Time.” Interestingly, a number of students who participated in our survey thought that they were placed above their skill level in English or math; only a small number indicated otherwise. Fifty-four percent (54%) of students considered their placement testing as either “Extremely Important” or “Somewhat Important” in understanding their current academic level in English and math; forty-five percent (45%) believed it was “Not Very Important.” Eighty percent (80%) 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.

Ninety-one percent (91%) 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 nine percent (9%) said “No.” In support of previous data, eighty-six percent (86%) 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.

In terms of educational goals, fifty-eight percent (58%) and thirty-three percent (33%) 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 the appropriate test, our unit has worked with the ESL Department to create a questionnaire and information sheet for ESL students. The information sheet also includes names and contact numbers of bilingual ESL instructors that can assist students in the following languages: Spanish, Russian, Chinese and Japanese.
- Take part in student orientation program and administer placement testing for incoming international students
- Provide testing support and location for Distance Learning Program students, DSPS and EOPS students

List your anticipated goals for 2007-2008 based on the findings of this year’s 2006-2007 Program Review:

- Conduct initial planning and preparation for temporary space in support of the campus wide construction with a goal of minimizing the impact on assessment services and the students that we serve
- Continue to develop ways to further enhance the delivery of assessment services and access of online services
- Coordinate a workshop/demonstration on ACCUPLACER and COMPASS Online Mathematics and ESL tests to introduce alternative assessment instruments to our faculty

Identify your unit’s needs and recommendations for 2006-2007 (including staffing, equipment, etc.):

- **\$1.00 Retest Fee.** Only if it complies with State matriculation regulations, our unit recommends charging a retest fee of \$1.00 to students retaking the English and mathematics placement tests. This will be a per repeat test fee and not a one time fee.
- **Dedicated Space for Special Testing.** Our unit recommends having a dedicated in-house testing area that is quiet and suitable for administering DSPS and LD testing, Distance Learning or ATB testing.
- **Additional Temporary Staff during Peak Registration Period.** Depending on the budget, our unit recommends having one (1) additional staff at the Assessment Center during peak registration period to provide support to students and help facilitate their enrollment.

Provide a brief two or three sentence description of your unit’s key accomplishments for possible use in the “2006-2007 Student Services Key Accomplishments” publication.

The Testing Services continue to provide assessment and course placement services to students enrolling at CSM. During the 2006-2007 academic year, our unit administered nearly 10,000 paper/pencil and computerized English and mathematics placement tests combined. The Assessment Center, in collaboration with Counseling and Math and English Divisions, now evaluates and process both English and math prerequisite equivalency requirements for the college.

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review 2006-2007

Date: June 2007

Student Services Unit: Psychological Services

Psychological Services Staff: Makiko Ueda, Arlene Wiltberger and Tim Stringari

Program Review Prepared by: 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 (255 students)
- Crisis intervention and emergency response
- Consultation with faculty, staff and administration
- Coaching regarding disruptive and/or disturbing behavior
- Intern recruitment, training and supervision
- In-service training for faculty and staff
- Service coordination with community agencies
- Support to campus programs

C. Significant accomplishments in 2006-2007:

- Provided counseling and crisis intervention services to students, faculty and staff
- Recruited and maintained a diverse staff of seven interns
- Organized and held a reception for all Student Services interns
- Revised and updated our intern handbook
- Participated in the Northern California Psychological Services Consortium and provided consultation and materials for Psychological Services start-up programs in the area
- Refined Student Learning Outcomes (SLO's) for Psychological Services
- Assessed the student learning through the SLO's developed for Psychological Services
- 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 disturbing and/or disruptive behavior on campus and provided two workshops on Responding to Disruptive Behavior on Campus for faculty and staff
- Revised and redesigned the campus Disruptive Behavior brochure
- Collaborated with the college deans in implementing Disruptive Behavior policies
- Served on the Discipline Advisory Committee
- Served on the Student Support Team
- Participated in the Diversity in Action Group (DIAG)
- Participated on a DIAG panel focusing on the Asian-American experience (Makiko)
- Provided mentorship, consultation and support to the TTC program
- Provided leadership and coordination to the Human Services Program and created a new *Certificate of Completion in Psychosocial Rehabilitation* as part of a community mental health workforce development project

D. Relationship of significant accomplishments in 2006-2007 to the current *Student Services Planning Document*:

Our accomplishments for this year relate to the current *Student Services Planning Document* primarily in the areas of **Enrollment Management, Diversity, Staff Recruitment and Development.**

Enrollment Management (Goal 2):

Campus research reveals that students most frequently cite personal problems as their reason for dropping out of college. By providing timely and accessible personal counseling and immediate crisis intervention, Psychological Services assists students to manage personal, developmental, and situational problems that might otherwise cause them to leave school. Additionally, through our partnerships with other student service units and off campus agencies, our membership in the *Student Support Team*, 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.

Diversity (Goal 3):

Through our workshops on Disruptive Behavior on Campus, 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. Our active participation in DIAG and DIAG sponsored events also contributes to the promotion of a diverse, respectful and tolerant learning environment. Our close association with EOP&S, DSP&S, and the TTC program also contributes to the college's effort to attract, serve and retain a diverse population.

Recruitment and Staff Development (Goal 5):

Psychological Services places a high priority on the recruitment of interns who reflect the diversity of our student body and provide them with culturally relevant in-service training. We also create opportunities for interns from underrepresented groups, such as job shadowing counselors, student teaching, etc., that will add to their employability at CSM. Historically, Psychological Services interns have been highly successful in finding employment in our district and other Bay Area community colleges. Two such recent hires in the district are Linda Huey of Canada Psychological Services and Kevin Sinarle of CSM DSP&S.

This year we are celebrating the hiring of **Makiko Ueda**, a Japanese American, as our new Psychological Services coordinator. Psychological Services staff was active in the recruitment of candidates for the position as well as the recruitment of a diverse hiring committee. Arlene Wiltberger served on the hiring committee for Psychological Services. We are proud to note that all three finalists for the job, including Makiko, were persons of color and representative of the diversity of our student body.

E. Student Survey results and implications for the future:

The student survey indicated consistently high levels of satisfaction. The survey validates the excellence of our program and strengthens our commitment to continue to provide high quality services. We would like to acknowledge the valuable contribution of the Health Services team which contributed greatly 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 goals are to provide the opportunity for students to: **1. increase knowledge, 2. improve skills, 3. refine abilities and 4. develop attitudes that will empower them to participate successfully in a changing world.** All students responding to the survey listed significant learning in all four areas and in the sub-categories of each goal. This data implies that we are accomplishing the job we set out to do and that we should continue providing the same level and quality of services.

G. Summary of unit strategies for fostering the recognition of the value of diversity:

- Highly visible participation in campus activities supporting diversity
- Participation in DIAG and DIAG events
- Attending, supporting and promoting the President's lecture series
- Active recruitment of interns representing diversity
- Focusing on cultural understanding in our campus Disruptive Behavior workshops
- Integrating cultural awareness and understanding into all our intern in-service trainings

H. Anticipated goals for 2007-2008:

- 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
- 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
- Continue to encourage more members of the campus community to participate in DIAG activities
- Continue to provide support to the Transition to College Program
- Continue our ongoing partnership with the local social service community, Social Science and Career Instruction by providing leadership and coordination to the Human Services programs

I. Needs and recommendations for 2007-2008:

The need for psychological services in the area of assistance with disruptive and/or disturbing behavior has been increasing each semester. Presently, even with Tim Stringari and Arlene Wiltberger serving on post-retirement contracts, we do not have sufficient staffing time to provide quality services, supervise interns and still be available for a quick response to disturbing, disruptive or crisis situations. Thanks to the generosity of Arlene who has worked well beyond her contract hours, we have maintained quality services this past year. ***It is becoming increasingly clear to us that it is imperative that a second fulltime Psychological Services staff***

member be hired before or when Arlene and Tim's post-retirement contracts end in the Spring 2009.

J. Notable Individual Accomplishments in 2006-2007:

Makiko Ueda served on a panel of CSM Asian-Americans as part of a DIAG event that focused on raising awareness of the experiences of Asian-American Pacific Islanders. **Tim Stringari** was invited to present on "Handling Challenging Situations on Campus" at the Chancellor's All Directors Training and on "Supported Education" at the California Institute of Mental Health's Integrated Services Training. **Arlene Wiltberger** consulted to five northern California community colleges on the development of Psychological Services programs.

K. Key accomplishments:

Staff provided personal counseling and/or crisis intervention services to more than 255 students, faculty or staff, contributed significantly to the Diversity in Action Group, provided numerous consultations regarding disruptive behavior to faculty and staff and offered workshops 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, crisis intervention and emergency response, while at the same time, assume a leadership role in responding to emerging college and community needs. Our development of the Human Services Programs, 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.

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 coordination.

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2006 - 2007

Due: June 30, 2007

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 15, 2007

Student services unit: Scholarship

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, universities 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 2006-07 academic year, the Scholarship Office served more than 600 students: students inquiring about scholarships, students applying for scholarships and students receiving scholarships.

During **2006-07**, 303 students received scholarships totaling \$250,536.00. These scholarships are from CSM, businesses, hospitals, clubs, government and community organizations. The Scholarship Office is responsible for accepting and disbursing these scholarships.

For the academic year **2007-08**, CSM awarded to our returning and transferring students \$172,800. This amount represents 112 scholarships to 168 students. CSM also awarded \$28,900 to 32 incoming high school seniors.

C. List significant unit accomplishments in 2006-2007:

- Continued to provide *Scholarship Information* handouts for the months of October, November and December. These brochures give information and websites for the CSM Scholarship as well as outside scholarships and material available to community college students.
- Worked with the Transfer Center for transfer days. Provided informational flyers about CSM scholarship: Engineering, Horticulture, Business, etc.
- Workshops and classroom presentations: Alpha Gamma Sigma, CSM Science Club, spoke to students in Ruth Turner and Elaine Burns classrooms, 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.

- Participated in CSM Connects scholarship fund raiser on September 27, 2006.
- Was successful in getting a *Scholarship Corner* in the *San Matean*.
- Renewal of María I. Cárdenas Scholarship to five continuing CSM students (\$8000); awarded scholarship to nine incoming high school seniors (\$14,400).
- Worked with twelve high schools to award the ASCSM Scholarship; ten scholarships were awarded (\$5000).
- Worked with Foundation, Cañada and Skyline Colleges to establish the criteria and guidelines for the new *SMCCC Foundation 40th Anniversary Scholarship*. One student from Aragon, Burlingame, Hillsdale, Mills and San Mateo High School will receive \$500 a semester for up to four semesters. In order to receive the scholarship, students must enroll in 12 units each semester and maintain a 2.0 grade point average.

Four continuing CSM students also received the new scholarship with the same provisions.

- The annual scholarship awards reception honoring 200 students was attended by 350+ students, faculty, staff, friends and families of recipients. Also invited were members of the Board of Trustees, Foundation board, donors and administrators. This evening was enjoyed by all who attended. Comments and remarks continue to be extremely positive.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document:

- Worked with UC Santa Cruz identifying students for the Karl S. Pister Leadership Scholarship; worked with our Nursing Department identifying incoming nursing students for the Margaret S. Gerlinger Nursing Scholarship, the Myrtle L. Atkinson Foundation Scholarship, the Susan Glasson Killilea Scholarship and the North Burlingame Woman's Club Scholarship; worked with the El Camino Chapter of the International Association of Administrative Professionals to publicize a new scholarship offered by their chapter; worked with The Peninsula Silicon Valley Chapter of the California Society of Certified Public Accountants, Foster City Rotary Club and the Palo Alto Police Department identifying students eligible for their scholarships.
- Continue to work with faculty, staff and Transfer Center to schedule workshops for 2008-09. Would like to schedule more classroom visits.

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 2006-07 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 once again positive for the Scholarship Office. The quality of services, the information given, the explanation of our scholarship process and the explanation of award disbursements had positive ratings. Copies of the survey and narrative comments are attached.

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.

- In 2006-07, students were asked where/how they learned about CSM's Scholarship Program. The following tallies were taken from the student information cards: 58 from school faculty; 37 from friends; 20 from CSM website or catalog; 20 from Scholarship Office; 18 from EOPS; 15 from classroom presentations or clubs presentations; 6 bulletin board; 2 financial aid. This tally represents only 175 of the more than 500 applications given out; not all students answered the question.

Would like to see more faculty speaking about the program; students apparently listen and take note when the instructor promotes scholarship.

Continue to work with faculty, clubs, and Transfer Center to let students know what is available to them either through our program or from outside sources.

I think a professional and well defined program handout would help. I did submit this as a project for the Graphics, Multimedia, and/or Broadcast Project in spring 2007; this project was not selected.

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. Information about scholarships is in the college catalog, the schedule of classes and on the college website.

H. List your anticipated goals for 2007-2008 based on the findings of this year's 2006-2007 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 identify students eligible for the Karl. S. Pister Leadership Opportunity Scholarship. This scholarship continues to be the most prestigious at \$20,000.
- ▼ Schedule more classroom visits and workshops.
- ▼ Continue to work with Foundation to update scholarships keeping close watch on available funds.
- ▼ Research the web for available scholarships for CSM students.
- ▼ Currently working with the District, Cañada and Skyline Colleges to find a district-wide scholarship service. Have looked at Stars Online, a scholarship tracking and review system. More to come on this proposal in July.

I. Identify your unit's needs and recommendations for 2006-2007 (including staffing, equipment, etc.):

- I would like a nice glossy professional handout promoting and explaining the Scholarship Program at CSM. I believe, after awarding \$200,000 this year that scholarships should be used as a marketing tool for both incoming and transferring students.

J. Identify notable individual accomplishments in 2006-2007 (optional):

- This office maintains individual student scholarship accounts; keeps an ongoing relationship with donors; works closely with SMCCC Foundation as well as community organizations and clubs.

CSM awards approximately 100 individual scholarships; every year, each donor received 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 200 student letters.

- Continued to make the CSM scholarship committee's evaluation forms more complete. More information has been data based; this takes a considerable amount of time to input; however, the committee is appreciative of my efforts.

- Attended off campus luncheon honoring our student scholarship recipients.

- K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2006-2007 Student Services Key Accomplishments" publication.**

The College of San Mateo continues to honor students with CSM Scholarships – 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.

I enjoy working with the current donors as well as the new families and friends establishing scholarships.

I definitely feel we offer a quality program to our students; I take great pleasure in talking and encouraging students to apply for scholarship; I am also happy to boast of their awards and accomplishments. We have some pretty remarkable students!

I feel that more students should be applying for scholarship; I believe we need to market the program better.

2006-2007

Annual Program Review

College of San Mateo

Student Activities Office

June 30, 2007

Student Activities Office Staff:

Steve Robison, Coordinator of Student Activities
Fauzi Hamadeh, Administrative Assistant/Account Technician
Christopher Eden, Office Assistant II

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, cultural, recreational 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, Student Center management, 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 Student Lounge and Café International Advisory Committee.

The office staff also works with the student leadership and staff advisors of between 30 to 40 student clubs on campus, assisting new organizations as they develop, and advising established student organizations when they are planning campus events, field trips and conferences.

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.

And finally, the Student Activities Office provides day-to-day student support services to the entire campus including: general campus information services via questions from the public; the distribution of such items as class schedules, maps, and directions; local housing listings; public transportation information including SamTrans bus schedules and the sale of SamTrans bus passes, CalTrain schedules, and BART schedules; the creation of color photo student body cards and staff photo identification cards; the monitoring of campus posting and distribution of flyers, banners, and 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; general 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 such areas as the media center, business services, buildings and grounds facilities department, the marketing communications office, academic division offices, and numerous other administrative offices regarding program planning.

C. Significant Unit Accomplishments in 2006-2007:

The type, variety and quantity of work we do changes from year to year based on the needs and goals of the student body, the current events taking place in the world, and the society in which we live. Student involvement on campus tends to reflect what is happening in the world around them. Keeping up with the number and types of programs brought about by these local, regional, national and world events and activities during the year is a significant accomplishment in itself.

Campus life has been very active in recent years, driven by a variety of major domestic and world events such as 9/11 and its aftermath, the wars in Afghanistan and Iraq, overall tensions in the Middle East, continued violence between Israel and Palestine, market restructuring of the former Soviet Union, the rise of China as a major market driven superpower, and the nuclear programs of Turkey, India, North Korea and Iran to name a few.

In addition, program interests have been driven by our own local, regional and national domestic economic, social and political change. Students have responded to issues surrounding the state budget, the federal budget, gay rights and gay marriage, human rights, immigration rights, boarder security issues, the aftermath of hurricanes Katrina, Rita and the destruction of New Orleans and surrounding areas, stem cell research, universal health care, global warming, etc.

In addition, continuing California state budget issues have increased student and staff anxiety concerning the future of higher education in an era of peak demand coupled with scarce resources. Some students feel underlying tension surrounding their potential inability to transfer to 4 year institutions in an era of shrinking enrollment and rising costs at 4 year colleges and universities.

All of these issues and concerns have contributed to heightened awareness on campus, and these concerns have been translated into forums, discussions, programs and actions.

This year, numerous events and activities were developed by campus organizations 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 concerning measures to increase financial support for higher education. At the same time, many traditional college social and cultural programs and services took place, reflecting the diverse interests and cultural diversity of the campus community.

Many of the activities and programs that transpired are outlined in four Associated Students quarterly summary reports. (See Attachment A) These reports list many of the individual programs that were sponsored or co-sponsored by the Associated Students Senate or campus clubs, and facilitated by the Student Activities Office.

One of the most significant activities of the year involved the direct advocacy efforts of the Associated Students leadership in meeting with members of the federal legislature and their staff members in Washington DC to directly address legislative concerns regarding increasing federal financial aid for higher education, lowering interest rates on student loans, and supporting legislation that helps ease the burden of obtaining a higher education.

(See Attachments A-1, A-2, A-3, and A-4 – ASCSM Quarterly Reports - for a complete listing of these activities.)

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-07 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 its 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 existing and 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 staff would like the input and feedback of students. Many staff members take 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 three years ago. This was a major milestone in developing an ongoing participatory governance structure which continually encourages student input. The policy assists students in giving their direct input into decision making activities on a regular basis at all levels of college and district governance.

In addition to having 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.

In addition, the office of Articulation and Research conducts an annual “CSM Student Services Program Improvement Survey” on all aspects of student services, including Student Activities. The results of this survey are discussed in the next section of this report. (Also see the complete results of the survey at the end of the report as attachments ‘B-1 and B-2’)

Finally, the Associated Students periodically conducts surveys during student elections Welcome Week, Club Days and Spring Fling to gauge student opinion. Their latest survey conducted in May 2007 during the annual student election asked the following:

Help us improve campus life at CSM by answering the following questions:”

#1 – What do you like about CSM?

#2 - What needs improving at CSM?

#3 - What events or activities would you like to see on campus?

The results were insightful and compelling. (See the summary of the May 2007 survey results in attachment D-2)

#2 – Develop a “global sensitivity by creating a welcoming and supportive environment and by providing cross-cultural learning opportunities 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 sensitive 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 most significant ones involved the hosting of a Fulbright Scholar from Japan, and a variety of events in which he participated. For example, he moderated a “Conversation on Diversity” involving Asian-American participants.

Other welcoming and cultural events sponsored or co-sponsored by the Associated Students and campus clubs in the past couple of years 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; Phi Theta Kappa honor society’s induction ceremonies 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; the Bayz Beatz Hiphop club’s Hip Hop celebration; Spring Welcome Week activities; Mohsen Janatpour’ Art and Science presentation; the Latinos Unidos’ Raza Day; the annual Spring Fling

celebrations with participation from such groups as 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 providing 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 low but getting better. With such a low 'n' value, such data provides a marginal level of meaningful data to use to analyze programs and services. We need to find better methods of collecting more data.

Nevertheless, all data is welcome, and the small amount of data collected is consistent with what we already know from our anecdotal experience...that the quality of activities programs provided are good and that 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" – an 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 with an overwhelming majority (79%) of respondents favoring the idea.

The survey results also indicate that more than two-thirds (68%) of those responding to the survey are aware of what student clubs and organizations are at CSM, and that half of the students know how they can participate in on-campus activities. This is an improvement over earlier indicators, but due to the rapid turnover of our community college population, this still needs to be addressed on an on-going basis.

A large number of those surveyed (84%) felt that students should have a stronger voice in the policy decisions of the college. This serves as an indicator that we need to continue to include and support students in the decision-making process of the campus,

The survey also indicates that most students know how to obtain a Student ID Card, but that more than half (59%) of them do not know what the Student Body fee pays for, and only about half of them (53%) are familiar with what the Student Government does.

Finally, only slightly more than half (55%) consider the food service on campus to be reasonably priced, which is an improvement over last year when more than two-thirds of those responding to the survey thought the food service was not reasonably priced. Of course, there should be a correlation between price and quality that was not part of the survey. But our guess is that although prices seemed more reasonable this year, quality did not necessarily follow. With the recent selection of a new food service vendor for 2007-2008, it will be interesting to see if the new vendor can address both price and quality simultaneously!

All of these indicators are fairly well known to us and are being addressed by the Associated Students and the Student Activities Office in our planning process for 07-08.

(See Attachments B-1 and B-2 for the complete results of the 2006-2007 Student Services Program Improvement Survey 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 is intended to provide a warm welcome to potential students and to new incoming students by providing “current student to new student” information and interaction, individual and group tours of the campus, Priority Enrollment Program (PEP) orientation assistance, and outreach with local high schools – all at no cost to the college. All of these activities serve to recruit and retain students.

The Associated Students also 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. Students involved in these programs volunteer in a variety of ways directly in the community, creating an outreach which generates outreach exposure for the college, as well as important learning opportunities for students.

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 effort that also yields positive results.

For example, many of the clubs and organizations on campus, in conjunction with the Student Activities Office, continue 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' "Noche Caliente" and "Raza Day," the Polynesian club's "Polynesian High School Forum," the "UAB's Community 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 its resources and encouraging them to enroll. These events serve to invite the community and potential college students to the campus, and heighten awareness of our programs, services and supportive environment. In doing so, these programs also serve to strengthen our enrollment and retention of students.

Finally, the "Leadership for Service" class, and the "Leadership for Service" Certificate, involves students in campus leadership roles, and captures enrollment while providing a basis for developing future leaders through involvement and interaction with the community. Our student leaders interact with policy makers at the local, state and national level, increasing college exposure in the community, and providing meaningful life experience for our students. When possible, members of the Associated Students Senate also make efforts to contact feeder high-schools and offer 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 create "Welcome Week/Campus Information Fairs" each semester where student and academic support service offices are invited to participate in an outdoor showcasing of their programs and services. These events are 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.

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

At risk students may include, but are not limited to historically underrepresented students (African-American, Latino, Pacific Islander, Native American, etc), low income students, those students with learning disabilities, those students with physical/mental disabilities, single parent students, those students without strong family support, those students lacking social skills, etc.

The Student Activities Office is always involved in supporting and retaining such students in a variety of ways. For example, the Student Activities Office helps build student club and organization support groups for any and all “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. Student Services staff have also 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 strengthen 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. The more students are comfortable and successful in this environment, the more they want to spend time here, take additional courses here, and participate in helping their fellow students be successful as well. This in turn leads to greater retention and academic success.

#4- Continue to improve PEP

As always, our Student Activities Office staff and student leaders offered free lunches and tours at every PEP orientation program this year, and we intend to continue doing so in the future. Other innovations are developed collaboratively with the counseling/testing staff as the program cycle begins anew each year

#5- 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 forward 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.

(Note: previous language used regarding this goal that I particularly liked, also suggested 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 with ASCSM and the Academic Senate.

Having a time during the week when the entire campus community can interact with each other, and periodically come together as a group, is a powerful opportunity for the exploration, development and appreciation of programs concerning diverse cultures and ideas. Such a dedicated hour would provide a series of bonding experiences that we believe would have positive ripple effects throughout the campus community, both in retention, and in building a true “all-college learning community” that we so desperately need to continue to attract students to the campus.

Word of mouth is a very powerful form of recruitment. If CSM is known as an extraordinarily exciting and culturally interesting place to be, that word will travel far and deep within the community -- and our increased campus enrollment and retention figures, particularly for underrepresented populations, should positively reflect that enthusiasm. A dedicated “college hour” would go a long way toward building such a community.

Through some preliminary discussion in College Council, we have begun to explore the possibility of reestablishing a weekly college hour,

such that no classes are scheduled and when special campus-wide meetings and cultural events may take place. We think that a true college hour, one where the entire campus community can come together, can be an important factor in bringing our diverse campus community more closely together, and we will continue to pursue the matter in the coming year.

The scheduling impact this might have on college course offerings will certainly be a challenge. But even though the obstacles to such a change might be formidable, every opportunity should be taken to explore this opportunity further. Nothing great ever happened overnight, but hopefully we can steadily move in the right direction.

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

The Student Activities Office directly assists in developing programs in this richly diverse campus community which value and actively celebrate different cultural perspectives and traditions. The Associated Students and student organizations sponsored a huge variety of cultural programs this year, all of which included student and staff involvement. (See listings of all of these events included in attachments ‘A-1, A-2, A-3 and A-4’ at the end of this report)

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 (DIAG),” and has used this platform to bring a variety of cultural forums and activities to the campus.

In addition, the Student Activities Office, the Associated Students, and college faculty collaborated in bringing a Fulbright Scholar from Japan to the campus this spring to spend an entire semester teaching and lecturing. The Associated Students contributed a substantial amount of money to this program to make it possible. Such international exchanges of ideas are tremendous opportunities to expand social and cultural understanding and deepen our respect for the diverse populations of the world and our campus.

#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 two years ago by Fauzi Hamadeh of 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, and a rotating photo gallery showing some of the many cultural events held on campus.

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 dialogue, will articulate, measure and use student learning outcomes to shape curricular, programmatic and institutional transformations.

#3 Continue to participate in the development and discussion of SLOs and in training to assess the SLOs.

#4 Continue to revise the program review process to better incorporate SLOs/ assessments

#5 Use SLO outcomes/assessments to enhance existing programs and services

The Student Activities Office continued to address the above points regarding SLOs and to incorporate outcomes and assessments into decisions regarding program development.

(See Attachments C-1 and C-2 - Regarding Student Learning Outcomes (SLOs).

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 and their job-related accomplishments.

The Student Activities Offices worked with the Associated Students in hosting their annual appreciation luncheon in May to give recognition to those students and staff members who contributed during the year as club advisors and friends, toward making the campus a lively and culturally diverse and enriched environment in which to explore and celebrate.

GOAL 6 – 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.

The Student Activities Office continues to conduct annual program reviews

#2- Participate in the accreditation self-study process

The Student Activities Office staff and the Associated Students Senate members have been very involved in the accreditation self-study process, ensuring participation by students and staff on all the different program area standards committees.

#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 (SLOs) for the Student Activities area which are attached to this document (see Attachments C-1 and C-2)

#4- Seek ways to increase and expand student survey responses in order to obtain both a larger pool and to extract student satisfaction data and learning outcome information.

See the student learning outcome measures (SLOs) for the Student Activities area which are attached to this document as attachments C-1 and C-2)

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, construction management staff, and district 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 last year.

Since Building 1, 5, 6 plans were halted, we have continued our participation in the process by being involved with the new campus master plan and plans for a new Student Services Building (10-N), to be located 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 involved in the planning process reported back to the staff and students who were not directly involved in those meetings and asked for their input and direction as plans progressed. However, we feel even greater, more direct student involvement in the facilities planning process would yield better results and recommend that

student leaders be allowed to participate directly in these discussions in the future.

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 responses from the annual student satisfaction surveys continue to be low with only 34 respondents. Such a low number does not yet provide any meaningful data to use to analyze our programs and services. However we at least have a process in place and can work to encourage better response, and can refine it to provide more meaningful results in the future.

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 that our staff is providing good to excellent service, but not enough students know about activities programs in advance to engage in them.

From the survey, 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. 79% said they would be in favor of the concept.

The survey results also indicate that half of those responding to the survey are aware of what student clubs and organizations there are at CSM, and how they can participate in on-campus activities.

The survey also indicates that almost all students know how to obtain a Student ID Card, but only about half of them know what the Student Body fee pays for, or what the Student Government does.

And finally, a little over half of those responding to the survey think the food service is 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 more 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, 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 Attachments B-1 and B-2 for the results of the online 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.

Last year 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. We have identified areas that need attention, identified current and potential data sources, and have begun to collect information and data in these areas. We have been able to make assessments of our achievement in some areas where data has been readily available. However, we will need to continue to develop new ways to collect additional meaningful data to be able to adequately address all of our student learning outcomes.

Current student learning outcome goals and analysis are reflected in a Student Learning Outcomes progress report and chart. (See Attachments C-1 and C-2)

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 student 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 have worked with in the past and on an ongoing basis include the Asian Student Union, 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 Club (LUC), the Polynesian Club, and the Unity Among Brothers organization.

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. In addition, the Associated Students have been strong supporters of the President's Diversity Speakers Series.

H. List your anticipated goals for 2007-2008 based on the findings of your 2006-2007 Program Review:

We are on track and on target. We will definitely continue 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 and 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 also could then be linked to each student's own personal e-mail address for seamless communication. This approach is similar to what other colleges provide, and this capability would allow us to communicate directly with the students while they are enrolled.

In addition, such an e-mail communication system could also be used after students 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.

Such college e-mail addresses and interactive communications capability could also be initiated with high school students and others who have an interest in attending the college. As a recruitment and welcoming

tool, “guest e-mail addresses could be established, allowing communication back and forth between the students and the institution in a cost effective way. Special newsletters and information for new students could be distributed easily prior to their enrollment, making their first experiences with the college more informed and less daunting.

In addition, we will be continuing to work with the Associated Students to explore and 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.

Since many students have a limited amount of time to engage in out-of-class activities on a regular basis, we will also be working with the Associated Students to continue to explore the possibility of establishing ongoing activities that any student can get involved in on a drop in basis. An afternoon recreational intramural sports program is one that shows particular promise.

There has also been past student interest in sponsoring a monthly community flea market as a fundraising endeavor. The students have not established such a goal as a current high priority 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 need to 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 to give us better information on our effectiveness.

I. Identify your unit’s needs and recommendations for 2007-2008:

The State budget situation for Community College is improving somewhat, but we are continuing to go 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 all working together. The Diversity in Action group that was established several 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. For the last several years, the Associated Students has helped by continuing to provide the major source of funding for Diversity in Action Group events.

We would encourage the college to continue to set aside consistent funding for such programs as well, and to move to develop a variety of on-going college-wide event committees to plan and produce large scale events or series of events and activities annually. Focus areas for culture, history and awareness celebration days, weeks and months might include, but certainly are not limited to, Women's issues, Gay-Lesbian-Bi-Transgender issues, Asian issues, Pacific Islander issues, Black/African-American, African issues, Latino/Latin-American issues, South American issues, Middle-Eastern issues, European issues, Native American-Indigenous Peoples issues, Disabilities Awareness issues, etc.

J. Identify notable individual accomplishments in 2006-2007 (optional)

I'm not sure retirement warrants being termed an "accomplishment," but there were two significant retirements in the Student Activities Office this year.

Barbara Flores, Staff Assistant/Account Technician retired after 29 years of service, and Steve Robison, Coordinator of Student Activities, is retiring this summer with more than 27 years of service.

After so many years of service to the College of San Mateo Student Activities Office and to the College, the District, and the State, the challenge for the next year will be to fill these positions with dedicated and passionate staff, and re-adjust to both staff changes and the challenges ahead.

K. Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2006-2007 Student Services Key Accomplishments" publication.

The Student Activities area continues to provide advising and support services for a broad range of student leadership opportunities, and for numerous social, cultural, and recreational programs for the college and community.

Also, the Associated Students leadership made their views known this year on a vast number of college and district committees, and expressed their views directly to their elected representatives in Sacramento and Washington D.C.

One of the most significant activities of the year involved the direct advocacy efforts of the Associated Students leadership in traveling to Washington DC and directly meeting with members of the federal legislature and their staff members. While there, the students joined hundreds of other community college student leaders in addressed legislative concerns regarding increasing federal financial aid for higher education, lowering interest rates on federally subsidized student loans, and supporting legislation that helps ease the burden of obtaining a higher education.

Finally, the students made substantial fundraising and financial contributions to college scholarship programs, the Child Development Center, the Athletics program, the CSM Connects program, the Diversity in Action program, and to a wide variety of social, cultural and recreational programs and services throughout the year.

L. Additional Comments:

The Student Activities area has the potential to bring even greater benefit and support to students and the college in the years to come – particularly with the planned transition to move our student services offices and facilities into a new building located closer to the core of the campus.

As mentioned earlier, there were two significant retirements this year from the Student Activities Office. Steve Robison, the Coordinator of Student Activities, and Barbara Flores, the Student Activities Office Administrative Assistant/Accounting Technician. Both had been involved in the Student Activities Office and the College of San Mateo for several decades. With these staff retirements and new replacements, there will be a significant transition in Student Activities Office staffing for 07-08. However, even though such major changes will require adjustment, the Student Activities area is poised to grow and respond to the challenges that lie ahead.

Fauzi Hamadeh, who is an extraordinary and talented young staff member, has recently been selected as the new Administrative Assistant/Accounting Technician. Fauzi is an experienced and able staff member who has worked in the Student Activities area and the College of San Mateo for a number of years now. He will be a tremendous asset during this current transition period and beyond. Once the new Coordinator of Student Activities is selected, and a new Office Assist II has been selected, the office will once again be at full complement again and be ready for the challenges ahead.

During this transition it is perhaps important to remind ourselves that student involvement in all aspects of campus activities, programs and the administrative decisions of the college are signs of a healthy institution. As these functions are supported and nurtured by the Student Activities staff, student leaders, college leadership, and the institution as a whole, the future of the college can not help but be bright.

We are now at the close of the 2006-2007 year. Upon reflection, it was certainly a very fruitful and productive year. And with new changes in staff and with the move to a new building 10-N, we can look forward to the future with the potential to grow even further in the years to come!

List of Attachments & Reference Materials:

A. ASCSM Quarterly Narrative Reports for 2006-2007

A-1 1st Quarter: July, August, September 2006

A-2 2nd Quarter: October, November, December 2006

A-3 3rd Quarter: January, February, March 2007

A-4 4th Quarter: April, May, June 2007

B. Results of the Student Services Program Improvement Surveys for Student Activities:

B-1 On-line Survey Results for 2006-2007

B-2 On-line Survey Narrative for 2006-2007

C. Student Learning Outcomes (SLOs) for the Student Activities area

C-1 SLO Progress Report 2006-2007

C-2 SLO Grid Chart for Student Activities 2006-2007

D. Associated Students Campus Life Surveys

D-1 Student survey results – 2005-2006

D-2 Student survey results - spring student elections May 2007

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2006 - 2007

Due: June 30, 2007

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 5, 2007

Student services unit: TRANSFER SERVICES

Student services unit staff: Mike Mitchell

Program review prepared by: Mike Mitchell

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

Transfer Services provides information and workshops on such topics as transfer planning, Guaranteed Transfer Contracts, choosing a university, completing application forms and writing the application Personal Statement. Tours are given of Transfer Services as well as presentations to classes, student clubs, high school students and community organizations. Transfer Services schedules university representatives - including UC, CSU and private/independent colleges to meet with students individually. Other events held in conjunction with universities include the annual Transfer Day each Fall, workshops on CSU/UC/Private Universities, Major Program Days (i.e. Business, Engineering and Health), Evening Programs for Working Adults College Fairs, workshops for International Students and campus tours to colleges like *Stanford, UC Davis* and *UC Berkeley*. Also, our weekly Transfer Club meetings sponsor various topics and fosters networking with speakers and other students. All of the above information is available in our monthly Transfer Services Activities Calendar which is available in the Transfer Services office and on-line at: collegeofsanmateo.edu/transfer.

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

A total of nearly 7, 000 students were served in or by Transfer Services this past academic year broken down into the following classifications:

Student Assistant Research/Questions/Drop-ins: 1,408 + *(based on the ones I counted)*

Transfer related incoming phone calls (students, college reps, community): 437 + *(same as above)*

Career/Transfer Services Orientations (Aug.-May) : 160

Classroom Presentations – CRER, EOPS, DSP&S, Accounting, Biology, Business, Engineering, Ethnic Studies, French (Aug. – May): 809

(continued on next page)

Campus Club/Community Presentations: 1,583

ASCSM Senate: 15

Inter-Club Council: 12

EOPS College Readiness Program: 30

International Student Orientation: 31

San Mateo County High Schools Youth Leadership Day: 25

Alpha Gamma Sigma Honors (AGS): 20

Associated Students Welcome Week (Info Table) (Fall/Spring): 100

ASCSM Club Day: 50

Jefferson Union High School District: 100

Hillsdale High School: 500

Serra High School: 300

NACAC National College Fair (San Francisco): 300

WACAC Western Regional Fair (Santa Clara): 100

College/University Representatives scheduled appointments/drop-ins with students: 845

Private Universities:

Art Institute of San Francisco:(Info table)
DeVry University (Information table)
Fashion Institute of Design (Info Table)
Golden Gate University:19
Menlo College (Information Table)
Notre Dame de Namur University: 16
University of Phoenix: (Information Table)
University of San Francisco: 10

UC Campus:

UC Berkeley: 67
UC Davis: 207
UC Riverside: 26
UC San Diego: 60
UC Santa Cruz: 45

CSU Campus:

CSU East Bay: 13
San Francisco State: 141
*SFSU Info Table: 100
San Jose State: 141

Workshops/Evening Programs/Special Events: 189

UC Davis TAA Workshop: 48
UC San Diego (*TAG Program*): 18
UC Santa Cruz (*GATE Program*): 2
Degree Program for Working Adults College Fair: 50
How to Transfer as an International Student: 10
Transfer Scholarship Workshop: 16
Alumni Transfer Panel: 15
CSM High School Parents Night: 30

Major (Educational Program) Days: 230

Evening Business Fair: 100

Engineering: 30

Health Services: 100

(continued on next page)

Application/Personal Statement Workshop Attendance: 207

University of California, Berkeley Tour: 12 (CANCELLED – NEEDED 25)

University of California, Davis College Tour: 10

Stanford University Tour: 22

Guaranteed Transfer Contracts (Transfer Admission Agreements): 145

Cal State East Bay: 4

San Jose State University: 11

Santa Clara University: 1

University of California, Davis: 74

University of California, San Diego: 21

University of California, Santa Cruz: 12

University of San Francisco: 3

Notre Dame de Namur University: 1

University of California Santa Barbara: 18

Transfer Day Attendance (Estimate): 700 (45 college/university representatives)

C. List significant unit accomplishments in 2006-2007:

- Translated Transfer Services Brochure into Mandarin/Cantonese (working on Spanish version).
- Revised/Updated Guaranteed Transfer Contracts Brochure to clearly state university transfer requirements in a more concise format.
- Created a Health Services Major Day/College Fair.
- Created an Evening Business College Fair for working adults on two separate nights.
- Conducted a CSM Alumni Transfer Student Panel.
- Gave more classroom presentations to department programs like Biology, Business, Engineering, Foreign Language and Ethnic Studies.
- Attended various high school conferences and events with Steve Morehouse: San Francisco High School Fair (NACAC Conference), Santa Clara High School Fair (WACAC Conference), Jefferson Union High School District, Serra High and Hillsdale High Parents' nights to promote the benefits of a community college in assisting students with transfer.
- Collaborated with International Student Center to coordinate a workshop on "How to Transfer to a Four-Year University as an International Student" inviting, college representatives from Bay Area four-year universities.
- Actively recruiting/registering potential transfer students, CSM staff, high school counselors and community members to our Transfer eNews electronic newsletter sent to CSM transfer bound students and community members interested in transfer throughout the year highlighting key events, workshops and activities.
- Revamped Transfer web site to make it more user friendly and easier to navigate between pages.

(continued on next page)

- Created a Transfer Scholarship workshop to promote UC & CSU scholarships to

transfer students.

- Creating a Transfer Club Scholarship.
- Developed fundraiser events for campus tours and potential Transfer Club Scholarship
- Established the Transfer Alliance Project (TAP) with UC Berkeley for underrepresented students.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2006-2007 to the current Student Services Planning Document:

Goal 1: Programs and Services: (Action Steps #6 & #7)

Expand Transfer Admission Agreements (TAAs) with four-year universities (i.e. UC Berkeley, Golden Gate University and San Francisco State University).

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 #5)

Profiled current CSM students on Transfer web site who are transferring to four-year universities. Also conducted first ever CSM Transfer Student Alumni Panel to be profiled on College & Transfer web site and CSM publications via Public Relations & Marketing Office.

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 evening (adult) students regarding transfer as well. Developed an Evening College Fair for Working Adults and Evening Business Fair for Working Adults and part-time students.

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 has expanded the format to include other health services majors and in this regard we developed our first annual “Health Services Major Day/College Fair.” Targeted “Business Major Day” to evening students now called “Business Evening College Fair.”

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 as well as collaborating with CSM/Four-year institutional partnerships.
(continued on next page)

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:

In all categories, the student surveys which totaled close to 40 responses revealed that the majority of students received "Excellent" to "Very Good" services or "Very Useful" information from Transfer Services with the highest marks going to overall satisfaction to Transfer Services received, satisfaction with Transfer Services staff and the ability of staff to answer questions; workshops and events, ease of finding transfer information and information received from university representatives. Workshops/Events, college reps, resources, web site and eNews letter are key delivery components of our unit's services. In the future we hope to invite more college reps from Southern California, recruit more students to our e-mail database and continue to expand our college fairs and program days.

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.

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 much clearer understanding of TAAs now called TAGs, due to the targeted workshops focusing on individual universities; the expansion of certain Major Days like Health Services and other majors like Business targeting both the day & evening student population led to a much greater and in-depth understanding of high demand university programs; more UC representation from our Southern California campuses like Riverside and UCLA as well as plans to invite those campuses to conduct application workshops in the Fall for a wider breadth of what various UCs look for in the admissions screening, and finally, the continual need to include the entire matriculation process with Transfer Services as a component in conducting class presentations as well as expanding those presentations to a wider audience of G.E. and vocational classes both day and evening.

G. 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, NACAC College Fair, WACAC College Fair, local high school parents' nights, 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 and San Francisco State University for International students were also conducted. Conducted a first ever Evening Business College Fair on TWO nights targeted toward the evening/adult/working population in regards to BA/BS on-line/evening/weekend accelerated programs. Also beginning a Transfer partnership program with UC Berkeley targeted toward underrepresented students called the "Transfer Alliance Project" (TAP).

(continued on next page)

H. List your anticipated goals for 2007-2008 based on the findings of this year's 2006-2007 Program Review:

- **Continue to work with the Scholarship Office in promoting and marketing several transfer related scholarships including the \$20,000 UC Santa Cruz Karl S. Pister Scholarship Award and other transfer scholarship awards from UCs, CSUs and Private Universities.**
- **Expand on utilizing the English faculty in assistance of reading Personal Statements for UC applications (especially those applying to UC Berkeley & UCLA).**
- **Continue to get more college reps involved in classroom presentations that focus on academic disciplines (i.e. Business, Computer Science, Multimedia, Engineering and Biological Sciences) and continue inviting university representatives who have accelerated /on-line programs and transfer partnerships with CSM for part-time, full-time and working adults to visit day and evening classes to address the diverse 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.**
- **Continue working with Dean of Counseling in making presentations/workshops to various Division/Departments about the Transfer process and continue inviting Dean of Counseling to class presentations to talk about Matriculation as it relates to transferring.**
- **Have fundraisers sponsored by Transfer Club to provide finances for possible Transfer Scholarship and university tours.**
- **Establish the UCLA TAP (Transfer Alliance Program).**

I. Identify your unit's needs and recommendations for 2006-2007 (including staffing, equipment, etc.):

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. 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.

The use of a computer laptop for presentations and more easels for display purposes for transfer events throughout the year would be helpful as well as extra funding to pay for food/door prizes for events like Transfer Days, Major Days and Evening College fairs.

J. Identify notable individual accomplishments in 2006-2007 (optional):
See list of significant unit accomplishments above

K. Provide a brief two or three sentence description of your unit's key accomplishments for possible use in the "2006-2007 Student Services Key Accomplishments" publication.

Nearly 7,000 CSM, High School, other community college and four-year university students, as well as members from the local community 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 45 colleges and universities and 700 CSM students in attendance.

L. 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 Services website which can be accessed by going to collegeofsanmateo.edu/transfer.