STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Multicultural Center (MCC)   Academic Year: 2011-2012
Program Contact: Krystal Romero   Program Review Submission Date: 3/21/2013

I. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011, and other institutional planning documents as appropriate.

The Multicultural Center (MCC) 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 to flourish and thrive.

The mission of the Multicultural Center is to provide a more personalized counseling experience to basic skills, ESL, foster youth, AB540, LGBTQQ, and non-traditional students. As general counseling resources dwindle, and matriculation by group counseling increases, the need for one-on-one contact remains critical for MCC's target population. Program staff support the college mission of serving basic skills students and will continue to work closely with the BSI Committee and Counseling Services to ensure that these students will have early access to counselors who engage in 'intrusive counseling' and other strategies. The program support provided by the MCC reflects CSM's commitment to their intuitional priorities of improving student success and providing high quality programs and services.

The MCC prides itself in being a "Safe Zone" for students which means regardless of sexual orientation, gender, race, ethnicity, national origin, citizenship status, immigration status, religion, age, or ability, students will be treated with respect and at its core reflects the policies expressed in the CSM Diversity Statement.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

In addition to program satisfaction, students were surveyed on the following learning outcomes:

➢ Knowledge of the three educational goals available at CSM
➢ Knowledge of campus programs and services

The results are as follows:

Learning Outcome	Number of Correct Responses				
	3	2	1	0	NR
What three educational Goals can you achieve at CSM?	14	14	6	4	2

	Number of Correct Responses				
	3	2	1	0	NR
Knowledge of campus programs and services	23	9	2	4	2

Key Findings: At least 70% of respondents were able to identify at least two educational goals available at CSM; fourteen could name all three and fourteen could name at least two. Many MCC students start CSM with limited knowledge of goals for education. Many students are the first in their family to attend college and start in basic skills/ESL classes. This SLO is important so that students know that their options are not limited and the results show that students at least are aware of their possibilities for education.

At least 80% of the respondents were able to specifically identify two campus student support services; 23, or 57%, could identify three support services. We understand that our students need a variety of support services on and off campus to be successful. The results of this SLO show that students are learning how to access resources that will help them continue to succeed.

Although these findings are positive, counselors will continue to engage students in individual sessions regarding these two outcomes, and continue to encourage enrollment in CRER 120 or 121 courses which are critical to enhancing student understanding of campus programs and resources as well as develop understanding of available educational goals.

B. Student Support Indicators

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, Planning, Research and Institutional Effectiveness (PRIE) reports and other data sources as appropriate.

Forty students responded to a monkey survey which queried how students felt about the overall quality of services (100% responded Good to Excellent); overall satisfaction with MCC staff (97.5% responded Good to Excellent), ability of staff to answer questions (95% responded Good to Excellent); and hours of availability (100% responded Good to Excellent). Nearly all respondents said that MCC services helped them to Significantly (82.5%) and Moderately (15%) remain in school. Students continue to find counseling services to be most helpful. Last year's recommendation to increase the number of responses through multiple prompts resulted in more than twice as many students completing this year's survey.

Using SARS data, over 1300 student appointments were completed by the two half-time program counselors to assist students with meeting their educational objectives; plan career goals and process personal issues.

27 MCC students have applied for the associate degree, 12 have applied for certificates; 21 have applied for transfer; 15 have applied for scholarships.

2. Discuss any differences in student program usage across modes of service delivery.

- An increase in the use of e-advising to address ESL and international student inquiries.

- Program staff participated in the BSI sponsored Student Connections Event.

- Program staff provides counseling to probationary and dismissed students referred by the student success program services coordinator.

- Program staff offers scholarship workshops.

- Program staff continues to support outreach and recruitment activities; and annually represents the college at the Department of Rehabilitation Network Fair for Spanish-speaking clients and represents the MCC and EOPS at the annual SMUHSD college fair.

C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

At this time the program is assigned two part-time counselors, but without adequate case management with a program services coordinator it is hard to indicate if the appropriate students are accessing services. We have a gap in the services that are provided and reaching the students the program is intended to serve.

D. *Course Outline Updates(if applicable)*

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
n/a		
		Tab to add rows

E. *Website Review*
Review the program's website(s) annually and update as needed.

Program contact(s)	Date of next review/update
Krystal Romero	Summer 2013
	Tab to add rows

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment (if applicable)*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

N/A

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

No changes are anticipated in the current SLO assessment process or schedule.

C. SLO Alignment (if applicable)

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports..

The Multicultural Center is the only support program that is fully funded by the college to address the needs of our diverse student population in regards to basic skills development, cultural adjustment, citizenship status, and sexual orientation. In Priority 1 of the Institutional Priorities, it states that in order for students to be successful we need to connect them with support programs that will help them achieve their educational goals. In addition, MCC students are assessed on their knowledge of educational goals and campus resources; these SLOs are directly related to the institutional/general education SLOs. This understanding provides students with the tools necessary to communicate and critical analyze their educational choices and needs.

IV. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

Staffing constraints will continue to be a barrier for the Multicultural Center to carry out its mission. While we recognize the college's fiscal situation, we plan to annually put forth a request for additional staff.

V. Institutional Planning

A. *Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Past Plans and Actions

- The Multicultural Center met the goal to collaborate with basic skills faculty by participating in the Connections Sections for ENGL 828 classes. Serving as the counseling contact for ESL and Reading faculty, program staff follows up with student referrals. Staff continued a collaborative relationship with the BSI committee (for example: participated in the student connections.)
- Pending full implementation of Learning Center Services, the creation of a referral process is deferred, but remains a priority for our program.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section II. Summary of Student and Program Data.

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

The revitalization of the Multicultural Center through the restoration of two full-time Multicultural Center Counselors and one Program Services Coordinator will help to fulfill key goals outlined in the Strategic Plan. The College of San Mateo 2010-2011 Catalog references the Multicultural Center as having an "emphasis on the recruitment and sustained enrollment of students who seek to continue their educational opportunities while improving language skills and overcoming social and/or economic disadvantages". By definition, the center is designed to support students that are categorized as being at-risk, underrepresented and nontraditional, e.g., first generation students, LGBTQQ students, ethnically diverse students, basic skills students, former foster youth, AB540 students, low-income students, re-entry students.

The catalog description of the Multicultural Center also states that the "staff is made up of full-time bicultural and/or bilingual certificated counselors and support personnel". Unfortunately, economic hardship and staffing cuts in the past has caused the support personnel component of the Multicultural Center to be virtually non-existent and has limited counseling services. Without adequate staff to operate a comprehensive center, the level of high quality programming that once served many students, staff, and instructional faculty on this campus could not be supported.

Below you will find references to key institutional documents that also support the revitalization of the Multicultural Center.

CSM Institutional Priorities, 2008-2011	*SMCCCD Strategic Plan, 2008-2011*
Priority #1: Improve Student Success Objectives met: • Improve the academic success of all students (includes course-completion, retention, and persistence) • Improve degree and certificate completion rates • Improve progression beyond basic skills • Promote student engagement, including the development and implementation of a comprehensive first-year student experience • Increase student participation in academic support services and improve such services	Goal #1: Programs and Services Objectives met: 1.1, 1.2, 1.4 Goal #2: Enrollment Management Objectives met: 2.2, 2.3, 2.4, 2.5 Goal #3: Diversity Objectives met: 3.1, 3.2, 3.3, 3.4 Goal # 5: Staff Recruitment, Retention, Development, and Recognition Objectives met: 5.3, 5.4

CSM Institutional Priorities, 2008-2011	*SMCCCD Strategic Plan, 2008-2011*

Priority #2: Promote Academic Excellence Objectives met: • Improve transfer rates, including among at-risk students • Improve readiness for employment • Foster "academic" identity in marketing, recruiting, and outreach efforts	Goal #1: Programs and Services Objectives met: 1.1, 1.2, 1.4 Goal #2: Enrollment Management Objectives met: 2.2, 2.3, 2.4, 2.5 Goal #3: Diversity Objectives met: 3.1, 3.2, 3.3, 3.4

CSM Institutional Priorities, 2008-2011	*SMCCCD Strategic Plan, 2008-2011*
Priority #4: Promote Integrated Planning, fiscal Stability, and the Efficient Use of Resources Objectives met: • Support decision making in institutional planning that is informed by evidence, research and the use of outcome measures	Goal #4: Institutional Planning and Effectiveness Objectives met: 6.1, 6.2, 6.3, 6.4

CSM Institutional Priorities, 2008-2011	*SMCCCD Strategic Plan, 2008-2011*
Priority #5: Enhance Institutional Dialog Objectives met: • Increase and diversify faculty, administrator, and staff participation in shared governance activities • Improve campus-wide communication • Promote a campus climate in which multi-cultural and diverse perspectives are embraced, civil disagreement respected, and transparency in decision-making is evident	Goal #1: Programs and Services Objectives met: 1.1, 1.2, 1.4 Goal #2: Enrollment Management Objectives met: 2.2, 2.3, 2.4, 2.5 Goal #3: Diversity Objectives met: 3.1, 3.2, 3.3, 3.4

CSM Institutional Priorities, 2008-2011	*SMCCCD Strategic Plan, 2008-2011*
Priority #3: Promote Relevant, High-quality Programs and Services Objectives met: • Adjust program mix (transfer, basic skills, occupational and career, etc.) to align with student needs • Integrate multi-cultural experiences into curricular offerings and student support services to help prepare students as contributing citizens in a global society	Goal #1: Programs and Services Objectives met: 1.1, 1.2, 1.4 Goal #2: Enrollment Management Objectives met: 2.2, 2.3, 2.4, 2.5 Goal #3: Diversity Objectives met: 3.1, 3.2, 3.3, 3.4

	Goal # 5: Staff Recruitment, Retention, Development, and Recognition Objectives met: 5.1, 5.3, 5.4 Goal #9: Communication Objectives met: 9.3

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

    Continue to have professional development activities addressing the needs of students from underrepresented backgrounds i.e. cultural, ethnicity, former foster youth, Re-entry, low socio-economic status, immigration status.

    The college should consider partnering with the National Equity Project to help discuss ways in which we can support the student success of underrepresented students and how we can begin address institutional barriers that limit the success of students.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

    Faculty Inquiry Groups on various topics surrounding student success.   Since people make up departments and divisions, more opportunities to network across discipline, division, and campus, would lead them to interact on multiple academic concerns and also begin to widen their lens about how others view the world.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

    Faculty: 4T

    Equipment and Technology: Along with the equipment the new College Center, it is projected that our computers and other equipment might need to be replaced within the next 4 years.

    Instructional Materials: 4T

    Classified Staff:

Facilities: 4T

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes*.*

Plan 1

Title:

Referral Process

Description

Create a referral process for students to the MCC. The MCC counselors are seeing many more general counseling students, due to the lack of counselors. A referral process is needed so that the MCC begins to reach the targeted students that the program is intended to serve.

Action(s)	Completion Date	Measurable Outcome(s)
Mete with college divisions and departments to inform them about MCC services for targeted students. Develop flyers, brochures, pamphlets, that will increase campus community awareness of MCC services	Fall 2013	Increase in students who meet the mission of the MCC

Plan 2

Title:

Develop outreach activities that target Foster Youth

Description

Develop strategic programming to enhance services for foster youth

Action(s)	Completion Date	Measurable Outcome(s)
Outreach and Inreach to CSM community about Foster Youth Services	Spring 2013	Increase in number of foster youth identified and using MCC services
Promote Foster Youth workshops	Fall 2013	Increase in attendance at Foster Youth workshops

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. *Itemized Resource Requests*
   List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
Fulltime Multicultural Center Counselors (Form will be completed when faculty requests are submitted to the dean.)	2

Complete Full-Time Faculty Position Request Form .

2-Full-time counselors (one to replace retired counselor)	Allows continuity of program services; diversifies counseling staff; more individualized, personal contact for underserved students in an environment that reflects the campus/community population served.	Personalized, consistent counseling contact reinforces SLOs; and is critical to success of MCC students, improving retention.

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

1 Program Services Coordinator	Develop program services including tutoring, student management and follow-up, peer advising, outreach activities; organization and implementation of activities and events with emphasis on diverse populations and the needs of those populations. Increased instructional support and collaboration; retention and successful course completion of ESL, basic skills, AB540, Foster Youth and other vulnerable populations	Develop and implement program services. Provide student follow-up; tracking; and support to increase success rates of ESL, basic skills, AB540, Foster Youth and other underserved, non-traditional populations. Provide staffing and services that are responsive to student needs. Provide assessment of SLOs.

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans
   Use the resources costs from section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	