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Student Services Program Review

Program Name: **Multicultural Center**

Program Contact: **Romero, Krystal**

Academic Year: **2013-2014**

Status: **Submitted**

1. 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 Program Planning](#) 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. Counselors 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, students who place 2-3 levels below transfer, 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 institutional priorities of improving student success and providing high quality programs and services. Without having assistance to manage their caseloads counselors count on referrals from the CSM community to make sure that the intended student population is served.

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.

2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

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

Key Findings: Only 57% of respondents were able to identify at least two educational goals available at CSM and 85% were able to identify at least one; This SLO is key for the development of our MCC students. 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 seem to signify that most students do not. We are aware that there may have been some confusion in the way the question was asked because the majority of students who did not know at least two educational goals, stated their own personal educational goals. For the future, we have decided to develop marketing folders which provide Multicultural Center information as well as Student Learning Outcomes to ensure that students are receiving this information from their counseling appointments. We will also revise the question to clarify that we are asking about the educational goals that anyone can obtain at CSM, not personal educational goals.

At least 79% of the respondents were able to specifically identify two campus student 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.

Students responded to a monkey survey which queried student's satisfaction with the Multicultural Center, here are the results: overall quality of services (100% responded Very Good to Excellent); overall satisfaction with MCC staff (100% responded Very Good to Excellent), ability of staff to answer questions 100% responded Very Good to Excellent); and hours of availability (100% responded Good to Excellent). All respondents said that MCC services helped them to Significantly (94.7%) and Moderately (5.3%) remain in school. Students continue to find counseling services to be most helpful. This year's survey response from students was very low; we only received 28 survey responses. Since the Multicultural Center is only staffed with 2 half-time counselors and open to all general counseling students, it is difficult to survey the intended student population.

Using SARS data, over 831 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.

31 MCC students have applied for the associate degree, 25 have applied for certificates; 21 have applied for transfer; 21 have received for scholarships.

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

At this time it is difficult to track student program usage across modes of delivery due to the only service provided is in person one on one counseling. However, there has been an increase in email inquiries regarding the ESL program. If students have questions or need to reach a counselor by phone or email for follow up, the counselors will assist students.

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.

The program is assigned two half-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 know that our services are indeed helping the students that our mission supports, but we are lacking appropriate data to track and show how many of our appointments are not serving our target population due to an overflow from general counseling. Looking at SARS data, we can show that we have a 11% no show rate for all counseling programs and counselors are always encouraged to contact students to follow up and/or reschedule if needed. However, the no show rate doesn't give us much information about students since we don't have continuous contact or tracking of students who make appointments for MCC counseling.

3. 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. Data collection is also difficult without case management and tracking. The student population that the Multicultural Center serves is in need of follow-up services. Looking at data from the EMP, out of all of basic skills students who start out in English 828 only 28.5% proceed through English 100. That means that only 28.5% of those students will be eligible for an Associate Degree. Out of all basic skills students who start in Math 811, only 5.7% will be eligible for transfer. This is the student population that the MCC serves. Support is essential. We lack efficient data collection about our LGBTQQ, lower level ESL, AB540, and foster youth campus data, but studies suggest that these populations also need intrusive case management and counseling support.

4. Planning

A. Results of Program Plans and Actions

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

Plan 1: Referral Process

One of our plans was to create a referral process to ensure that appointments to meet with MCC Counselors were prioritized for students meeting the mission of the Multicultural Center. We spoke with the counseling staff and made sure that for one of our half-time counselors, counseling staff would only book appointments with this counselor if a student asked for her by name. The counselor's schedule is only opened up to general counseling students 2 days prior to the desired appointment. We created post cards to help with promotion as well, however, we also do not want recruit too much for these programs as we don't have enough staff to follow up with students and ensure their continued meetings with a counselor.

Plan 2: Develop Outreach Activities for Foster Youth

We have created Foster Forward workshops and the Director of the MCC is active on the San Mateo County Foster Youth Education Subcommittee. Through this collaboration we are able to recruit San Mateo County foster youth that attend CSM. However, Former Foster Youth who are out of county and may be older are difficult to reach. CCCApply, Chafee and FAFSA applications do collect this data, unfortunately, when going through each student's registration the numbers do not yield many students. Our list of 220 students only produced 40 registered students. We do not have the staff to do this kind of processing through lists each semester. Funding for programs for foster youth will help to be able to bring students to us. The state has made many provisions in the law for foster youth concerning community college education i.e. priority registration and exemption from the loss of the BOG Waiver. However, there hasn't been much statewide categorical funding or institutional funding to provide support for foster youth.

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 Program Planning](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.

[Note: Specific plans to be implemented in the *next year* should be entered in Section 4C.]

The College of San Mateo Mission statement states that CSM "serves the diverse educational, economic, social and cultural needs of its students." The college recognizes the diverse needs of our students. The Multicultural Center exists to assist the college in supporting these students holistically. In line with Vincent Tinto's theory "Access without Support is not Opportunity." Our vision is not only to provide support, but also opportunity. We will continue to participate in activities that promote CSM's Institutional Priority #1, Student success and Institutional Priority #3 Promote Relevant High Quality Programs and Services by:

- Providing intrusive counseling services
- Increase in the use of e-advising to address ESL and international student inquiries.
- Continue to participate in institutional planning and college committees: BSI, DIAG, Scholarship Committee
- Continue to provide counseling to probationary and dismissed students referred by the student success program services coordinator.
- Continue to offer scholarship workshops.
- Continue to support outreach and recruitment activities; and annually represent 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.
- Develop Dreamer's resource area (information on the California Dream Act and educational tips for AB540 students will be available in this area)
- In collaboration with EOPS, Financial Aid, and Puente, continue to offer Dream Act Application Workshops
- In the essence of ensuring that counselors understand that they should be culturally competent to work with a diverse student population, MCC Counselors will continue to allow shadowing by graduate students in the counseling profession
- Counseling faculty teach CRER 121 courses, one course focuses on students who are learning English

With the addition of a Program Services Coordinator, the activities below would be performed to provide additional support to students and add Institutional Priority #4 Integrated Planning, Fiscal Stability, and Efficient Use of Resources

- Hire a Program Services Coordinator to help with retention services such as case management, follow-up, and tracking students.
- Collaborate with General Counseling to ensure that basic skills classes are in attendance at the annual Student Connections event and that workshops are designed with a diverse student population in mind
- Follow-up to Fall Student Connections Event, Program Coordinator will organize Spring Leadership Conference incorporating social justice and student advocacy workshops
- Program Coordinators and Counselors will partner with multicultural focused initiatives and programs, such as Umoja, Puente, and MANA to provide a pipeline for basic skills students to enter these programs when they become Pre-transfer students
- Program Coordinator will reinstitute "high school days" or "senior day" which focuses on the recruitment and outreach to students of color
- Program Coordinator in collaboration with the Associated Students will assist cultural groups and/or clubs (this includes culture not defined by ethnicity i.e. Gay, Straight Alliance, Active Minds) in promoting and planning events

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. Also, focusing on the difference between pre-transfer courses and basic skills.

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 to address institutional barriers that limit the success of students.

Funding for Faculty and Staff to be able to attend equity based off campus professional development which will include transportation.

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.

Professional Development funding for CSM teams to attend conferences around equity and institutional barriers for students of color

With the help of a Program Coordinator, one of the goals would be able to have the center be a pipeline for students to progress into new initiatives such as Umoja, MANA, and Puente

Our counselors continue to be a referral for ESL faculty and we will continue this collaboration.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

N/A

Equipment and Technology

Computers may need to be replaced within the next two years.

Instructional Materials

Would like to produce a Multicultural Center Folder.

Classified Staff

In need of a Program Services Coordinator

Facilities

N/A

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. (Plans may extend beyond a single year.)

Plan 1: Develop program materials to provide SLO information to students

Since, we are not able to track students who make counseling appointments. When the counselor meets with the students, we would like to provide them with a Multicultural Center folder which will have key educational information and student support services on the folder. It will also be useful for students to keep all of their educational planning materials together. Students being reminded of our services and support will enhance Institutional Priority #1: Student Success.

Plan 2: Continue the development of the AB540/Dreamer's resource area

AB540 and Dream Act students find it difficult to discuss immigration information. We encourage students to meet with MCC counselors

Instructional Material

Description	Cost
Personalized Marketing Folders	

Classified Staff

Description	Cost
Program Services Coordinator	

Facilities

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

Description	Cost

