College of San Mateo

Program Review Submission

2014-2015 Student Services Program Review

Program Name: **Multicultural Center**
Program Contact: **Romero, Krystal**
Academic Year: **2014-2015**
Status: **Submitted for review**
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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, 2013/14-2015/16**, **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/or 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 underserved student populations. SSSP and Student Equity mandates based on research have proven that 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 DIAG, BSI Committee, Instructional Support Programs and Counseling Services to ensure best programming institutionally for underserved students.   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

1. Reflect on recent SLO assessment results for the department/unit. 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

Key Findings: 71% of respondents were able to identify at least two educational goals available at CSM and 86% 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. 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.

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.

2. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

We did not use any additional methods of assessment

3. Examine the program to GE alignment. Which GE SLOs are supported or reinforced by the department/unit SLOs. What do the assessment results for the department/unit/ SLOs reveal about student attainment of the GE SLOs?

SLO #1: Knowledge of the three educational goals available at CSM

Aligns with Effective Communication, Social Awareness and Diversity, Ethical Responsibility/Effective Citizenship

As stated earlier, it is essential that MCC students know what educational goals can be obtained at CSM. Often times, students are unclear of educational pathways. This SLO aligns with GE SLO effective communication in that students listen, learn and understand their options for education. Their knowledge of how to obtain these goals also helps them recognize that they live in a diverse world and causes them to be aware of cultural values, standards, and services they may need to evaluate to ensure the goal they choose.

SLO #2: Knowledge of campus programs and services

Aligns with Effective Communication, Social Awareness and Diversity, Ethical Responsibility/Effective Citizenship

This SLO aligns with GE SLO effective communication in that students listen, learn and understand that there are resources that can help them successfully complete their educational goals. Their knowledge of campus programs and resources gives them awareness about diverse student needs. Their knowledge of these services also challenges them to evaluate if they will utilize the support.

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 the 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 94% responded Very Good to Excellent); and hours of availability (94% responded Good to Excellent). 94% said that MCC services helped them Moderately to Significantly remain in school. Students continue to find counseling services to be most helpful. This year's survey response from students was very low. 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 854 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.

42 MCC students have applied for the associate degree, 17 have applied for certificates; 19 have applied for transfer; 19 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 because 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. One of he MCC counselors teaches a CRER 121 class which targets the ESL student populat*i*on and is recommended to students by ESL faculty.

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 and 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 misssion 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.   The SSSP budget plan designates funding for a Multicultural Center Program Services Coordinator, once the hiring of this additional staff person happens will we be able to collect beneficial data, provide case management and track students. 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: 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 lof their educational planning materials together. Students being reminded of our services and support will enhance Institutional Priority #1: Student Success. We met with Community Relations and the folder seems to be a bigger job than we thought it would be. We will continue to keep this as a plan for next year.

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 and provide confidential support and personal counseling. However, having information for students that they can pick up and use can be helpful if they are unaware of "safe" people to disclose their status to, on campus and off campus. The resource area provides information about their rights and also where they can go for help regarding various questions relating to their status and/or education. We have completed this area, but will continue to update it.

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, 2013/14-2015/16**, 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
- 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; including off campus college fairs
- Continue to support the 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 collaborate with instructional learning support 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

- Program Coordinator will serve as liaison for incoming Level 1-3 ESL students who are exempt from college matriculation steps and continue MCC collaboration with ESL faculty
- Program Coordinator will also assist with activities and events associated with diversity awareness months i.e. Native American History Month, Disability Awareness Month

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. BSI will be providing a workshop with this group on April 30th.

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

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, 2013/14-2015/16**. 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 lof their educational planning materials together. Students being reminded of our services and support will enhance Institutional Priority #1: Student Success.

Plan 2: Develop Outreach Activities and Programming 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. SSSP funding has made it possible to hire a Program Services Coordinator and Student Equity Funding has designated dollars to help serve foster youth. With adequate staff and funding, we can begin developing a quality program for foster youth.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty
NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
Fulltime Counseling	1

Equipment and Technology

Description	Cost
Replacement computers	

Instructional Material

Description	Cost
Personalized Marketing Folders	

Classified Staff

Description	Cost
Program Services Coordinator	Already budgeted in SSSP

Facilities
For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

6. Program Maintenance

A. Course Outline Updates

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.

Courses to be updated	Faculty contact	Submission month
N/A		

B. Website Review

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

Faculty contact(s)	Date of next review/update
Krystal Romero	June 2015

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Krystal Romero	June 2014