

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

DEPARTMENT OR PROGRAM: Multicultural Center

1. BRIEF DESCRIPTION OF PROGRAM:

- 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.

2. Based on data from *Core Program and Student Success Indicators* (provided by PRIE for programs offering courses), information you have collected about student users, data about the numbers of student users, results of student satisfaction surveys, and the goals stated in your most recent Program Review, please identify any key successes and challenges.

- 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.
- 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 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. Funding and staff resources remain inadequate to meet demand.

- Program staff has developed strong relationships with ESL and reading faculty through the counseling partners program, which has included classroom presentations and increased individual student referrals. Program staff has also participated in Connections Sections, which pairs an English instructor with a counselor in all ENGL 828 classes. Counselors participate in numerous campus committees, including: Diversity in Action Group (DIAG), Basic Skills Initiative Committee, EOPS/CARE Advisory Committee, Scholarship Committee, and Ad Hoc Foster Youth Initiative Committee.
 - 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 serves as a resource for AB540 students.
 - 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.
 - 27 MCC students have applied for the associate degree, 12 have applied for certificates; 21 have applied for transfer; 15 have applied for scholarships.
3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.
- 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.
4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).
- Create a referral process for MCC with the new Learning Center.
 - Develop outreach activities to target Foster Youth and create awareness of services

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?
- 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.

6. STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

- a. Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

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. At least 80% of the respondents were able to specifically identify two campus student support services; 23, or 57%, could identify three support services. 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.

7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

(Data resources: Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; College Index, 2008/9-2011/12; GE-SLOs; SLOs; other institutional data; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

| Full-Time Faculty Positions Requested (if applicable) | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|--|---|---|
| 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. |

| Classified Positions Requested | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|---------------------------------------|---|--|
| 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. |

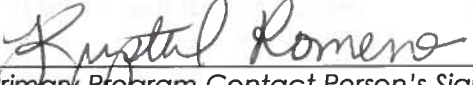


- b. For instructional resources or program resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment,

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this Annual Update for Program Review and Planning evaluation:

Please list the department's Annual Update for Program Review and Planning report team as appropriate:

Primary program contact person: Krystal Romero
Phone and email address: (650) 378-7223 romerok@smccd.edu
Full-time faculty: Sylvia Aguirre-Alberto, Arnett Caviel
Part-time faculty:
Administrators: Marsha Ramezane
Classified staff:
Students:

| | |
|---|---------|
|  | 3/27/12 |
| Primary Program Contact Person's Signature | Date |
|  | 3-26-12 |
| Full-time Faculty's Signature | Date |
| Part-time Faculty's Signature | Date |
| (as appropriate) | |
| Classified Staff Person's Signature | Date |
| (as appropriate) | |
| Student's Signature | Date |
| (as appropriate) | |
|  | 3/24/12 |
| Dean's Signature | Date |

books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your dean. Please list by priority.

| Resources Requested | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|--|--|--|
| <p>Item: Computers Number: Vendor: Unit price: Total Cost: Status*:</p> | <p>Students often meet with a counselor and may need to complete assignments that counselor and student have discussed. This gives an opportunity for counselors to oversee student needs i.e. completing college forms, scholarships. Students find the Multicultural Center as a safe place to gather and often want to do homework in the center they may require computer access.</p> | <p>We will be able to give students immediate feedback when they are completing forms, applications, scholarships. We will be able to ensure that students are accessing the resources that they need on and off campus.</p> |

*Status = New, Upgrade, Replacement, Maintenance or Repair.