

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.
- Seventeen students responded to a monkey survey which queried how students felt about the overall quality of services (100% responded Excellent); overall satisfaction with MCC staff (94% Excellent; 6% Very Good), ability of staff to answer questions (82% Excellent, 18% Very Good); and hours of availability (59% Excellent; 24% Very Good, 12% Good, and 6% Fair). Nearly all respondents said that MCC services helped them to Significantly (94%) and Moderately (6%) 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 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 and other 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 have developed strong relationships with ESL and reading faculty through the counseling partners program, which has included classroom presentations (in collaboration with the Student Success Program) and increased individual student referrals. Counselors participate in numerous campus committees, including: Diversity in Action Group (DIAG), Basic Skills Initiative Committee, EOPS/CARE Advisory Committee, Scholarship Committee, Learning Center Committee, the Ad Hoc Student Success and Math Committee and peer and tenure review committees.
 - Program staff participated in the BSI sponsored Student Connections Event.
 - Program staff supports the Early Alert program by providing counseling to probationary and dismissed students referred by the student success program services coordinator.
 - Program staff serve as a resource for AB540 students.
 - Program staff offer 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.
 - Twenty-six (26) MCC students have applied for the associate degree, 7 have applied for certificates; fourteen (14) have applied for transfer; 8 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 goals to collaborate with general counseling regarding the referral of target populations through the student success program; continued a collaborative relationship with the BSI committee (for example: participated in the student connections) and increased the number of student survey respondents. A decision was made to defer investigating outside grants until MCC staffing is increased. The need for an additional counselor still exists.
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.).
- Enhance the collaboration between basic skills faculty and MCC staff to be a resource to students and faculty.
 - Create a referral process for MCC with the new Learning Center.
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?	7	7	2	1	0
	Number of Correct Responses				
	3	2	1	0	NR
Knowledge of campus programs and services	9	5	2	1	0

Key Findings: At least 80% of respondents were able to identify at least two educational goals available at CSM; seven could name all three which is a 40% increase from last year. At least 80% of the respondents were able to specifically identify two campus student support services; nine or 53% 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; Institutional Priorities, 2008-2011; College Index, 2009-2010; GE-SLOs, SLOs; department and program records; Core Program and Student Success Indicators; previous Program Review and Planning reports; other data)

- 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.

SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS (cont'd)

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, 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.
Item: n/a. Number: n/a. Vendor: n/a. Unit price: n/a. Total Cost: n/a. Status*: n/a.	n/a.	n/a.

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

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this Annual Update for Program Review and Planning evaluation: March 25, 2011

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

Primary program contact person: Sylvia Aguirre-Alberto
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 Part-time faculty: n/a
 Dean: Marsha Ramezane

Primary Program Contact Person's Signature Date

Full-time Faculty's Signature Date

Full-time Faculty's Signature Date

Dean's Signature Date