



**PROGRAM REVIEW AND PLANNING**  
**Approved 9/2/08 Governing Council**  
**(Form Correlated with Student Services '07 PR Template)**

*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**  
**Division: Counseling Services**

**I. DESCRIPTION OF PROGRAM** *(Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records)*

The Multicultural Center 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.

**II. STUDENT LEARNING OUTCOMES** *(Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website)*

- a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

Nine (9) students responded to a monkey survey which queried how students felt about the overall quality of services (55.6% Excellent; 44.4% Very Good); overall satisfaction with MCC staff (66.7% Excellent; 33.3% Very Good), ability of staff to answer questions (44.4% Excellent, 55.6% Very Good); and hours of availability (33.3% Excellent; 55.6% Very Good, and 11.1% Good). Nearly all respondents said that MCC services helped them to Significantly (77.8%) and Moderately (22.2%) remain in school. Students found counseling services to be most helpful. Students wish MCC could give them access to EOPS services and offer tutoring. Though survey respondents indicate that they are highly satisfied with program services, clearly the number of replies needs to be greatly increased. Staff will begin the process earlier to give students more time to respond, in addition to multiple prompts to complete the survey.

Historically, the Multicultural Center has filled a niche at College of San Mateo. Its focus on providing a more personalized counseling experience to basic skills, ESL, foster youth, AB540 and other non-traditional students makes its counselors desired. 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 the group counseling experience for these students is an interactive, student-centered experience. Funding from the BSI committee ensures that these students will have early access to counselors who engage in 'intrusive counseling' and other strategies outlined in the statewide Academic Senate 'Poppy Copy' which details proven practices for service delivery and instruction of this population. Funding and staff resources remain inadequate to meet demand.

- b. Briefly evaluate the department's assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

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

- Knowledge of the three educational goals available at CSM
- Ability to articulate the difference between the Schedule of Classes and Catalog

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?	1	5	2	1	0
	Respondents Semesters at CSM				
	7	6	5	2	NR
What is the difference between the college Catalog and Schedule of Classes?*	1	4	1	2	1

\*Responses include:

- The college Catalog has the contact info of professors and counselors. Also, all the information of the courses and detailed information on the College of San Mateo. The Schedule of Classes just provides the classes given in the next semester and basic information on CSM...
- schedule of classes are more detail[ed] and the college Catalog are general
- The Schedule of Glasses has a list of all courses being offered for that semester, the Catalog is student valuable information used every semester
- Schedule of Classes are more focus on what class we can [take] for the semester, college Catalog is more general
- The college Catalog shows the classes you need to take to complete the required courses to transfer. The Catalog lists the classes being [taught] in a specific semester
- The Schedule of Classes lists the classes available each semester and the Catalog lists more detailed information on educational goals, degree and certificate programs available within each major and different requirements for transfer such as the UC and IGETC
- Catalog has requirements
- Hours and dates
- Schedule changes per semester

Findings: All but one student was able to identify at least one educational goal, while the majority listed at least two, and one person all three. Students were able to articulate a basic difference between the CSM Schedule of Classes and Catalog with varying degrees of sophistication. Several saw the Catalog as 'general' since it did not detail semester class offerings, while others found it more 'detailed' as it related certificate, degree, and transfer requirements. The depth of response correlates well to the length of time at CSM—that is five of the responses were more robust; and three very limited. This suggests that as students matriculate through the institution, they become more savvy about its resources, in this case specifically the Schedule of Classes and Catalog. Likewise, the educational goals available at the community college system. 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 how to read and utilize the Schedule of Classes and Catalog; as well as develop understanding of available educational goals.

- c. Below please update the program's SLO Alignment Grid. The column headings identify the GE-SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns. The definitions of the GE-SLOs can be found on the CSM SLOAC website: [http://www.smccd.net/accounts/csmsloac/sl\\_sloac.htm](http://www.smccd.net/accounts/csmsloac/sl_sloac.htm) click on the "Institutional" link under the

“Student Learning Outcomes” heading.) If this Program Review and Planning report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs → Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility

**III. DATA EVALUATION** (*Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness*)

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

For the 2009-10 academic years, the Multicultural Center served approximately 325 students. Support services include individualized counseling, SEP development, career and major course selection; strategies for students on academic probation; advisement of campus deadlines, policies and procedures, and campus and community advocacy. Counselors advise part-time students and provide day and evening support to the Counseling Center as well as the Priority Enrollment Program (PEP), instruct a CRER 121 course, and assist with high school outreach and recruitment activities whenever possible. This year MCC offered study skills and scholarship workshops, and co-sponsored diversity events including a Black History Month event: ‘Haiti: Past, Present, and Future.’ Staff are sought after to participate in various committees including: Diversity in Action Group (DIAG); Basic Skills Initiative Committee; Student Services Peer Review Committee, Tenure Review Committee, Transfer Advisory Committee, and the PRIE Ad Hoc Committee. Counseling faculty also work closely with students on academic probation/dismissal; ESL and Reading faculty; attend Student Services Leads’ Meeting; and assists in reviewing applications for two scholarships: Jack Kent Cooke and Boren Scholarships. Finally, MCC staff provide academic counseling to students enrolled in the campus CalWORKs Program.

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

N/A

- c. Referring to the Productivity data, discuss and evaluate the program’s productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale. (Productivity is WSCH divided by FTE. The College’s general target productivity will be recommended by the Budget Planning Committee.)

N/A

**IV. STUDENT SUCCESS EVALUATION AND ANALYSIS** *(Data resources: Educational Master Plan; “Success Rates,” “Dimension” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records)*

- a. Considering the overall “Success” and “Retention” data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students’ needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. *(Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)*

Despite the fact that most students responding to the Spring 2010 monkey survey indicated that staff significantly helped them remain in college, and as indicated by requests for greater program development, specifically tutoring services, the MCC is but a shadow of itself. Historically, the program consisted of a tutor coordinator and three bi-cultural (African, Latino and Asian American) counselors. It now has one full-time equivalent counselor. The loss of the adjunct Asian American counselor in recent years has further eroded counseling services. Restoration of program staffing would greatly assist in providing much needed ‘case management’ services—the individualized attention and personal relationships required to successfully retain ‘at risk’ populations. The addition of two and a half full-time counseling positions (reflecting the diversity of MCC’s target cohort) combined with a program services coordinator position would allow MCC to support and/or assume responsibility for several initiatives including: working with probationary students; faculty collaboration and classroom support; increase diversity program offerings; and enable general counseling to focus on services for the more prepared students while meeting the needs, through MCC, of our most vulnerable students.

Within the current academic year: 47 students applied for the AA/AS degree; 19 applied for certificates; and 8 expect to transfer Fall 2010— five with a Guaranteed Transfer Contract. An additional 19 students applied for the AA/AS degree for Summer and/or Fall 2010; and 9 completed scholarship applications.

- b. Briefly discuss how effectively the program addresses students’ needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

The mission of MCC, to help ensure access and academic success of our most vulnerable students (ESL, basic skills, foster youth, low-income and other non-traditional students) makes it a place that recognizes and honors individual differences. Counselors value and promote diversity, and encourage students to do the same. Staff organizes, attends and participates in campus and community diversity events, as well as college outreach and recruitment efforts of underserved populations. Those who serve in the program, and those served by it, daily interact with individuals from diverse races, cultures, languages, abilities and sexual orientation making MCC an environment richly reflective of the beauty and diversity of humanity. Currently program staff is strategizing on how to continue collaborative work with the Basic Skills Initiative. One half-time counselor will retire at the end of this academic year. This position is particularly important as it serves CalWORKs students, and houses one of three full-time African American counselors—the African American transfer counselor will also retire, and the third counselor is available to EOPS/CARE students exclusively. The remaining half-time MCC counselor (bi-lingual Spanish) will be unable to meet demands for programs services alone. Staff will not only seek replacement of the half-time counseling position, in addition to two full-time positions, but classified support as well so that the program can realize its full potential as a robust resource for campus students, faculty and administration.

**V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS** (*Data Resources: Educational Master Plan; “Dimension: Retention and Success” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records*)

- a. Using the matrix provided below and reflecting on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	<b>INTERNAL FACTORS</b>	<b>EXTERNAL FACTORS</b>
<b>Strengths</b>	Students completing the survey indicate satisfaction with program staff and their ability to respond to questions. Counselors participate on numerous committees, and provide (when possible) support to many campus initiatives.	Counselors are well respected. Referrals from District and college staff (including the Chancellor), instructors; as well as collaborative work with Admissions and Records, Financial Aid, CalWORKs, EOPS/CARE, DSPS, ESL, Basic Skills Initiative, Public Relations (outreach and recruitment) and General Counseling make it an important resource in recruiting and retaining vulnerable students.
<b>Weaknesses</b>	The mission, function and vibrancy of the program have been decimated by reduced staffing and the re-routing of program dollars. Minimal services are currently offered.	Requests to restore even one full-time counseling position have yielded no results. Current budget deficits exacerbated by an overall decline in general counselors make it unlikely that continued requests will be fulfilled.
<b>Opportunities</b>	Counseling staff have actively participated in the development and implementation of group matriculation services for students placing in basic skills classes. Participation on BSI Committee, combined with instructors’ regard for counselors, strengthens collaboration with instructional programs and services.	Collaboration with the Basic Skills Initiative is promising. The committee has made access to counseling services a priority and allocated additional funds for the BSI Coordinator to provide counseling and case management services for students—a great fit with the MCC mission.
<b>Threats</b>	The reduction of the EOPS program cap, and the decline in students served as well as the increase of CalWORKs students will drive demand up for MCC counseling services. Retirement of a half-time counseling position will devastate services.	Campus priorities identified by the college community via the PRIE Ad Hoc Committee process—driven by fear induced by the budget deficit and looming cuts—make elimination of basic skills courses, services, and students an easy target for those who lack success with these students.

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

N/A

**VI. Action Steps and Outcomes** (*Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan*)

- a. Identify the program's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

**2010-11 program action steps include:**

- Replace half-time MCC Counselor
- Increase number of MCC survey responses
- Collaborate with General Counseling re: referral of target population as opposed to general students.
- Investigate availability of community/agency grants
- Continue collaborative relationship with BSI Committee
- Seek to have BSI counseling hours conducted through MCC

- b. Briefly explain, specifically, how the program's action steps relate to the Educational Master Plan.

Program action steps are designed to enhance student success through strategic engagement, individualized and responsive service delivery, thereby increasing student retention, course completion, degree, and certificate earnings. Staff is instrumental in planning and implementation of campus diversity offerings—often serving on numerous committees concerned with diversity, equity and student success.

- c. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.

- Increased number of workshop offerings
- Agreement with General Counseling to reserve MCC counseling for target populations
- Replacement of half-time MCC counselor
- Identification of grant opportunities
- Increased number of survey responses
- Relocation of BSI coordinator counseling hours to MCC

**VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** (*Data resources: Educational Master Plan, GE-SLOs, SLOs; 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	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
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		<b>based on SLO assessment.</b>
1 Half-time counselor to replace existing position of retiring counselor; 2 full-time counselors	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.

<b>Classified Positions Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
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 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 for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

<b>Resources Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
<b>Item:</b> Input text here. <b>Number:</b> Input text here. <b>Vendor:</b> Input text here. <b>Unit price:</b> Input text here. <b>Total Cost:</b> Input text here. <b>Status*:</b> Input text here.	Input text here.	Input text here.

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

VIII. **Course Outlines** (Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Updated	Six-year Update Due
Input text here.	Input text here.	Input text here.

**IX. Advisory and Consultation Team (ACT)**

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the Program Review and Planning report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

N/A

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

N/A
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**Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.**

**Date of evaluation:** April 24, 2010

**Please list the department's Program Review and Planning report team:**

Primary program contact person: Danita Scott-Taylor; x6155 or scott@smccd.edu Full-time faculty: Sylvia Aguirre-Alberto and Kitty Brown (half-time MCC counselors) Administrators: Danita Scott-Taylor; Director, Student Support Services
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Faculty and Staff signatures

*Date*

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*Dean's signature*

*Date*