

2018-19 Student Services Program Review

Program Name: Admissions & Records

Program Contact: Niruba Srinivasan

Academic Year: 2018-19

Status: Submitted for review

Updated on: 3/2/2019 4:55 PM

Purpose: The purpose of Program Review is to reflect on their teaching and learning and to promote student success and equity through critical analysis and careful planning. Each program should look thoroughly at their student success data, learning outcomes assessment data (at the course and program level), and the relevancy of its curricula. The Academic Senate will provide support during Program Review in the form of workshops, guidance documents, and one-on-one mentoring. Faculty and coordinators should also consult their dean or director for assistance on their Program Review and Resource Requests.

1. Description of Program

Provide a brief description of the program and how it supports the college's Mission and Values Statements, its Diversity Statement, CSM's and SMCCCD's Strategic Plans, and the college's Educational Master Plan. You may also discuss any factors that have impacted the program and its enrollment. Include changes in student populations, statewide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, and community needs.

Admissions and Records (A&R) is the first department contacted by individuals seeking information about admission, registration issues and the last department of contact before they graduate or transfer. A&R staff is trained, able to recognize the diverse population and provide all the necessary support to potential students, current students, parents and other officials who contact the office.

In the past year, numerous legislative, technological and cultural changes have transformed the role and level of influence the Admissions & Records office has on campus. A&R ensures staff is readily available to assist to anyone who needs help addressing problems in online application, find solutions to registration issues, loss of Priority registration/CCPG appeal processes, transcript orders, awarding AP/IB/CLEP credits, enrollment verifications, academic renewal, seek to alleviate grades, maintain academic records, inquire about course descriptions, inquire about concurrent enrollment, degree works audit, IGETC/CSU certifications, evaluation of degree and certificates, residency determination, request for veteran certification benefits, grade changes and faculty inquiries. A&R staff frequently required to interpret and administer Title V, Ed Code and Board policies for faculty, staff and students. This requires the ability to analyze records and provide accurate interpretations of the rules and regulations. A&R staff is committed to the implementation of our institutional policies and procedures, while providing excellent customer service and support to our students in achieving their educational goals.

2. Results of Previous Program Review

1. Describe the results of your previous Program Review's action plan.

Overall program review was excellent in 2016. Only data requested was to identify the different demographic variables and comparison data of students who apply and those who actually register for classes. Although we do not have access to this data now, with implementation of new CRM we should have access in the future.

Many high schools use our college application system just to provide practice to the students on college application process. Unfortunately, we are unable to differentiate or identify these applicants. We also receive many fraudulent applications from people who wish to have ".edu" email address in order to receive incentives from amazon and other vendors. Even though we have a spam filter in CCCApply, it is very difficult to capture the accurate data.

2. Program coherence and effectiveness: Explain any curriculum changes since last program review, including SLO alignments.

Because previous SLOs are nearer to 100% completion rate, we developed new SAO & SLO to promote student success.

3. Student success and equity: Discuss what your program has done to address equity gaps between student populations and between modes of delivery (online, hybrid, and face-to-face), describing your successes, works in progress, and/or ongoing challenges.

A&R staff is encouraged to attend Diversity and Professional Development workshops. Equity gaps and diversity training for staff is a work in-progress.

One work in-progress is the development of student satisfaction survey. It will provide the understanding of the needs and challenges students confront in completing their educational goal.

An ongoing challenge in A&R office is lack of staff time. Even though number of students who contact us in-person is reduced, due to latest phone technology number of emails and phone calls A&R receive is increased. A&R experienced significant number of staff who have taken detailed position or accepted other jobs. Also, staff attends various campus events and travel to workshops and conferences to gain valuable information. This adds additional work on the remaining staff and reduces staff time further. Due to these reasons number of phones calls to A&R is being unanswered and staff are unable to respond to student emails in a timely manner. In order to improve Office Assistant II position is requested. This dedicated staff will primarily responsible for front counter and help providing quality customer service.

One of our success is our partnership and collaboration with learning communities. A&R provides learning communities an additional registration support and ethnicity report that is used for recruiting.

4. Provide an update on any long-term plans that are still in progress (if applicable).

A&R is a very hectic and fast paced environment. When coupled with institutional and statewide initiatives that impact our areas it is becoming increasingly challenging to meet the demands. The fast pace of institutional and system-wide changes makes the ability to engage in thoughtful and long term planning as a department nearly impossible. For example, forms committee was created to streamline and create workflow. This is a time consuming process since three campuses have different process.

A&R often finds itself between departments on campus. In attempting to address the needs and concerns, we must often consult with other departments/campus that could potentially be impacted by our decision to implement changes. For example, A&R need to educate students regarding course repeats, pre-requisite requirements and transcript evaluation etc. There are other instances where we must relay the needs of one to another in order to explain the rationale behind the existing processes and procedures.

In addition, transition to Banner 9, Degree Works upgrade delay the work and sometimes making it harder to meet deadlines.

3. Assessment

1. Review student program usage and discuss any differences in student success indicators across demographics. Refer to SARS, Banner, PRIE data, and other data sources as appropriate.

One of the area that is being used significantly is Residency reclassification. Data will be collected in the future terms. Residency determinations are made in accordance with Education Code sections 68000-68134, Title 5 sections 54000 to 54072, and the Student Attendance Accounting Manual (SAAM) provided by the California Community College Chancellor's Office. Because residency is directly tied to the college's apportionment calculation, and has a significant impact on student fees, Admissions & Records spends a substantial amount of time evaluating and communicating to receive proper documentation for auditing. Due to the increase we see the impact on A&R workload.

Another program usage occurred with the transition to Credential's transcript process. After this transition there was a big increase in IGETC/CSU certification requests. Due to university deadlines, staff is required to work additional hours to complete these evaluations and follow up with students who lack requirements. Credentials transcript request page is not clear in differentiating IGETC-CSU and

IGETC-UC request, students are confused and often requesting the wrong certification. A&R is working with Credential for more than a year to correct this issue however, lack of response from Credential is making it challenging.

Below are the number of CSU/IGETC certification request that CSM A&R processed from April 1, 2017 to October 31, 2018. Compared to sister colleges' certifications (Skyline=1385, Canada=705) we are certifying CSU/IGETC at a higher rate.

CSU with Application Service	17
CSU with Student Provided Attachment	7
IGETC with Student Provided Attachment	13
CSU Only	635
CSU and IGETC	75
IGETC Only	800
Grand Total	1547

Another A&R authorized program is certification of Veteran benefits under Chapter 30, 32 (Veterans), Chapter 31 (Vocational Rehabilitation), Chapter 35 (Veterans' Spouses of Dependents), and Chapter 1606 (Selected Reserve).

Below is the total number of veterans certified from Spring 2015 to Fall 2018. As you can see we have seen an increase in Fall 2018.

Term	Total Certified
Spring 2015	158
Summer 2015	85
Fall 2015	155
Spring 2016	189
Summer 2016	112
Fall 2016	139
Spring 2017	237
Summer 2017	131
Fall 2017	228
Spring 2018	234
Summer 2018	126
Fall 2018 (as of 10/12/18)	222

One of our larger program usage is Degree and Certificate applications. Students

can now apply for their degree and certificate online via their webSMART account within two to three minutes. Degree and certificate evaluators review the application to ensure that overall general education, residency, and major requirements have been met. Once certified, evaluators award the degree within the college's Student Information System, ensure that the transcripts are accurately annotated, and inform the Vice President of Student Programs and Services office that an official diploma can be issued. Even though this online application process is a plus, it allowed students to apply for their degree and certificate in their first semester at CSM. Since this created additional workload on the staff, a filter is added not to accept applications if students have zero unit and inform these students to contact Counseling Services regarding their future educational plan.

Below is the number of degree and certificates awarded from Summer 2016 to Summer 2018. We are planning to track the demographics in the future to help understand who is earning these degrees and certificates. As you can see below, we are experiencing an increase in degrees and certificates.

Semester	Awarded Degree	Denied Degree	Total Applied
Summer 2016	98	48	146
Summer 2017	102	57	159
Summer 2018	99	153	252
Fall 2016	175	72	247
Fall 2017	212	134	346
Spring 2017	559	280	839
Spring 2018	597	329	926

Semester	Awarded Certificates	Denied Certificates	Certificates Applied	Certificates Added (auto award)
Summer 2016	195	27	46	176
Summer 2017	204	17	28	193
Summer 2018	210	43	83	170
Fall 2017	380	32	146	266
Fall 2016	372	44	151	265
Spring 2017	576	39	162	453
Spring 2018	302	120	320	102

A&R is also responsible for initiating the timely submission of National Student Clearinghouse enrollment and degree verification information. We receive error reports related to MIS submissions, National Student Clearinghouse submissions, and operational audit reports to ensure accuracy and compliance with regulatory requirements.

2. Discuss what your program has done this Program Review cycle to address achievement gaps between student populations, describing your successes, works in progress, and/or ongoing challenges.

To address an achievement gap in awarding degrees/certificates, A&R also auto award degrees/certificates. Many of our students do not apply or realize that they completed more than one degree/certificates. A&R use degree works report and class rosters to search for these additional degree/certificates. Unfortunately, it is time consuming and limitation in staff timing makes it harder to spend additional time searching. A&R staff had to be mindful of auto awarding degrees to veterans, financial aid and International students.

One of our successes has been the development of the workflow, which was created to provide an easy access and fast response to K-12 Concurrent enrollment students. Students do not need to submit paper forms to A&R office. Instead they can submit college connection form via their webSMART account. Students are notified of their acceptance via email.

A&R welcome letters has been modified to provide all the necessity information in an efficient way.

An ongoing challenge in A&R office is lack of staff time. In order to improve the achievement gaps, an Office Assistant II position is requested.

3. Discuss what your program has done this Program Review cycle to address achievement gaps between modes of delivery (online, hybrid, and face-to-face), describing your successes, works in progress, and/or ongoing challenges.

One area we have improvement on is the mode of delivery. Ability of the department to absorb new projects and responsibilities is due in a large part of the team effort and the development of efficiencies that have been created. Available staff is responding to department emails. Also, student assistant is now trained to forward emails to appropriate staff. Email templates have been created to address repetitive questions. Students have the ability to select option and leave voice mails in staff extension when they call A&R office.

Current challenge in A&R is Degree Works upgrade and Banner 9 transitions. Staff is unable to save the new changes for the 18-19 catalog year in degree works. Enrollment verifications and fixing errors in National Student Clearinghouse is taking longer time to find the information due to changes in new Banner 9.

A&R will continue to seek ways to strategically align the limited staff it has and find efficient ways as the department transforms over time.

4. Program Efficiency Indicators: Do we deliver programs efficiently given out resources? Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

We have worked really hard to streamline workflow and online forms. One area we want to improve is our customer service and mode of delivery. This lead us re-evaluate our SLOs to capture data on student satisfaction and customer service.

5. Reflect on recent Student Learning Outcomes (SLO) and/or Service Area Outcomes (SAO) assessment results for the program. Identify trends and discuss areas in need of improvement. Specify how SLO/SAO assessment informs program development and changes to the program.

SAO1: To increase customer service satisfaction:

To measure customer satisfaction, online and paper survey was created. Custom customer service training was organized and provided through Community Education program. Staff will be continuously encouraged to participate in workshops and conferences to develop their skills.

Student Satisfaction Survey results related to Customer Service:

- 48% Excellent
- 35% Good
- 4% Satisfactory
- 13% Needs Improvement

SLO1: Students will have the ability and knowledge to complete the College Connection form:

There is lot of confusion and lack of information with our K-12 concurrent students. To provide detail information to them, partnered with CSM public relations and provided "Concurrent Information Session" to parents and high school students. There will be two similar workshops provided for Spring and Summer registrations. Since we are still early in developing this process, data is not available at this time.

4. Planning

Describe and prioritize goals and plans to sustain and improve student success and equity (referring to Parts 2 and 3 above):

1. Provide a brief description, including actions, measurable outcomes, and timelines.

One of our goals is to increase customer service that we will continue to evaluate. Several statewide initiatives have required the support and expertise of A&R staff in order for them to be successfully implemented. Because of the scale and complexity of these initiatives, A&R must work with many departments on campus, outside vendors, Chancellor's Office and various colleagues from community colleges in California. Time management, project management, technology training, administrative support, adequate funding and legislative analysis are essential. A&R must assess the skills of each of its staff members and utilize resources effectively in order to maintain regular services while staying up-to-date with the latest changes.

One action we plan to implement as time allows is A&R website. It will be reviewed and updated to increase communication to our students.

Prior transcripts and class rosters from 1935 to 1981 are still in paper form and stored in basement in building one. Former students often request transcripts or have concerns and questions about their grades from these years. It requires a staff to go to the basement in person and retrieve this information. There are asbestos warning in the basement and has it has lots of dusts and debris. Staff have health issues and does not want to go to the basement. Title V classifies these as permanent records and requires retaining indefinitely unless scanned and stored electronically. Requesting additional funding to create digital copies of these records.

2. What will your program do to increase student success and promote student equity in the next two years? What kind of professional development and institutional support will be engaged and enacted to meet these goals?

In the future, Admissions & Records hopes to have a greater amount of staff time and resources to support the various initiatives and pilot programs of the District while still maintaining its core services.

Staff will be encouraged to attend the following trainings:

Annual CACCRAO Conference

CACCRAO regional workshops

SMCCD Professional Workshops

MOT

National Student Clearinghouse webinars

Lecture/seminars offered at SMCCD

Veteran Conferences/trainings

Open CCCApply Workshop

In addition to these Professional development workshops, we will continue to survey our program usage and continue to improve degree/certificate attainment by auto-awarding.

3. Describe other professional development activities and institutional support and collaborations that would most effectively ensure that the program achieve its goals and plans.

Utilizing Technology and information access – CRM and streamlining forms and workflow.

Registrar and other A&R staff is significant part of developing and implementation of the CRM. Currently, we are working with district's business plan analysis.

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Resource Requests

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Full-Time Faculty Positions

1. Describe the position being requested (e.g., biology faculty with expertise in anatomy).
 - International Education Program Counselor
 - Academic Counselor- 50% dedicated to OnTRAC program and programming for probation/dismissed students; 50% to support Career Pathways for undecided students
2. Describe the rationale and motivation for the request. Include information on program LOAD; ratios of full-time FTEF to hourly FTEF and full-time to part-time faculty; recent faculty retirements; any mandates and regulations affecting the position; and any additional reasons, including impact on the community at large.

As of Fall 2017, 6,715 College of San Mateo students identified on their application that they would like to complete at least one educational goal. All these students are required to meet with a counselor at least once their first semester, however, from successful programs like EOPS, we know that students should meet with a counselor, preferably more than once each semester they are enrolled to discuss progress, holistic successes and challenges, build rapport, access resources, and adjust educational plans as they change. There are many new Statewide Initiatives such as Guided Pathways, Dual Enrollment, Multiple Measures Assessment, etc. as well as local programs such as the UC Berkeley Collaborative for International Students, Counseling alignment with Divisions, Basic Skills cohorts and Learning Communities that all seek the guidance and participation of counselor in order to support the success of those initiatives and programs. Although, counselors support participating in these great programs and initiatives, it shows a need for additional counseling faculty with designated focus.

International Education Program Counselor

International Education Program Counselor- The International Education Program (IEP) has continued to increase in the number of students served each year and the capacity to serve students with adequate counseling services is no longer possible without the addition of an International Education Program Counselor. The IEP serves approximately 760 students and although the rate of increase has slowed, there is still a steady growth in the number of students served each year. In addition, international students are required to maintain fulltime status; therefore, adequate intervention and support is needed to support success.

International Student counselor will:

- Provide needs assessment, counsel and provide resources for students who are struggling with transition;
- Redesign curriculum in COUN 111 college planning course to support international students' cultural transitions that will include discussions about plagiarism and addressing instructors;
- Professional development for all counselors, faculty and staff about best practices when working with international students and cultural differences and norms;

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- Serve on committees that address international student programming and as a liaison for districtwide efforts to serve international students such as the UC Berkeley Collaborative program;
- Develop early intervention program and resources for international students who are on probation to avoid dismissal;
- Support Guided Pathways efforts and develop programming that ensures the most efficient time to completion.

Academic Counselor- 50% dedicated to OnTRAC program and programming for probation/dismissed students; 50% to support Career Pathways for undecided students

The Student Success and Support Program (SSSP) mandates particular matriculation practices in order to receive funding. SSSP also states that we must focus on additional support for three student populations: Basic Skills, Probation/Dismissed, and Undecided students. Having an additional counselor that will focus on Probation/Dismissed and Undecided students allows for assignment of current counselors to work with programs centered on students who are enrolled in Basic Skills courses.

In Spring 2017, 974 students were on probation or dismissal status and in Fall 2017, 933 students were on probation or dismissal status. To address the needs of these students and to assist them to obtain good academic standing, the Counseling Division developed a program called OnTRAC where students meet with a counselor twice during the semester, submit a progress report, attend success workshops, and receive case management services. Additionally, students who were in jeopardy of losing the Board of Governor's Fee Waiver, would be approved for the BOG waiver by participating in OnTRAC. In Fall 2016, 67 students participate in OnTRAC. Currently, in Fall 2017, 204 students are enrolled. While the data from the program is preliminary and cannot be validated at this time. The increase in student participation shows that OnTRAC is a service that students find valuable and can be significant in achieving their educational goal.

There is great need to have a dedicated counselor to work with Career Services, Workforce Development, Dual Enrollment, Middle College and Guided Pathways Teams, to provide professional development, develop curriculum, influence planning, and provide resources that support undecided and exploring students. These new initiatives and programs are closely intertwined and serve many of the same students, having a counselor who is participating brings cohesiveness and continuity in the programming. The counselor will also work as the lead in a component of OnTRAC which will be offered to transitioning high school students and graduates who are receiving below a 2.2 GPA.

Academic Counselor- Assigned to Probation/Dismissed and Career Pathways will:

- Participate in planning and serve on committees addressing student success, dual enrollment and career pathways;
- Lead counselor for OnTRAC component;
- Provide professional development addressing best practices in helping students choose a career pathway;
- Develop curriculum for CRER/COUN courses and lesson plans that can be adapted in other course disciplines;

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- Counsel and advise students who are enrolled in OnTRAC; undecided majors and/or exploring careers.

3. Discuss how the position will help the department and/or division meet goals and support student learning as described in most recent program review.

The positions discussed above will address the following goals stated in the 2015 Counseling Division Program Review:

- Develop strategies, intrusive services, and activities for students to increase college and career readiness
- Conduct ongoing review of how to strengthen and institutionalize support for new students
- Continue to develop Counseling/Instruction/Program collaborations.
- Students (and instructional faculty) experience the importance of counseling services and students learn how to use resources and services, develop a greater level of college readiness, and engage in educational and career planning.
- Consider a "case load" approach for high risk target populations.
- Expand methods of intervention and management for students who need more help and structured support.
- Develop "touch" points for counselor intervention and processes for effective intervention.
- Develop "case management" for selected groups of students (students on dismissal) to adequately monitor student progress and needs.
- Review CRER/COUN curriculum to understand and engage personal, educational, and career development.

Classified Staff

Description

Cost

Equipment and Instructional Materials

NOTE: No requests for computers for individuals or learning support centers should be put here.

Description

Cost

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SHIPPING AND
TAX

Facilities (including furniture)

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

Description

**Cost (leave blank; facilities will
provide cost estimation)**

Other resource requests currently not funded (student assistants; program events and projects; adjunct support; etc.)

Description

Cost

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3. Discuss how the position will help the department and/or division meet goals and support student learning as described in most recent program review.

Classified Staff

Description	Cost
Salary	\$60,348-\$77,004
Benefits	\$30,928 (51.25%)

Full Time CSM Financial Aid Program Services
Coordinator Outreach and Scholarship.
(Grade 27- Salary Schedule 60)

The Scholarship Coordinator to assist in overall Scholarship operations and awarding, including outreach, in reach, conducting workshops, assisting student one on one,

- The Scholarship Coordinator retired in 2008 and her position has not been filled since then. The Scholarship duties and responsibilities were inherited by the Financial Aid

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Department. Karen Chadwick, a Financial Aid Technician, took over the program but continues reviewing financial aid files participating in outreach and in reach events, conducting workshops, processing loans and overseeing the overall Scholarship program and continue to meet with student within the Learning Communities.

- During the last few years the number of Scholarships, recipients and awards has been increasing.

2017-2018 # of students' 606 and total disbursed \$ 315,274 (As of October).

2016-2017 # of students' 440 total disbursed \$437,083.

2015-2016 # of students' 418 total disbursed \$408,709.

- Thus, we have seen an increase in the Financial Aid awards and recipients.

2017-2018 # of students' 3,495 total amount disbursed \$ 3,657,036 (As of October).

2016-2017 # of students' 5265 total amount disbursed \$ 9,635,919.

2015-2016 # of students' 5,110 total amount disbursed \$ 8,921,477.

- Any changes in policies and regulations at the state level have a direct impact in financial aid and Scholarships. The Financial aid technician's workload increases as we receive additional grants to award. However, the staffing remains the same. For example, during the 1718 academic year, we have received several new grants targeting students in diverse populations such as first generation and undocumented students.

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The Promise Scholar awarded 236 students
with a total of \$43,387(Fall only)

AB540 Grant awarding totals \$ 31,736,

Completion Grant awarding totals of \$30,000

Full Time Success Grant awarding totals
\$150,931

- With all initiatives listed above, this position will allow for more targeted efforts to connect incoming High School students to CSM.

Discuss how the position will help the department and/or division meet goals and support student learning as described in most recent program review.

- The number of completed Scholarship applications will increase.
- Student will complete their program of study in a timely matter.
- Student will learn how apply for different types of financial aid and scholarships.
- Students will be able to work less hours and take more classes.
- Students will become more self-sufficient in online application process for financial aid and scholarship.

Equipment and Instructional Materials

NOTE: No requests for computers for individuals or learning support centers should be put here.

Description

Cost

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Description

Cost

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Classified Staff

Description

HIGH SCHOOL TRANSITION AND PROMISE DIRECTOR

Academic-Classified Exempt Supervisory Position
Grade 192E–Salary Schedule 35

Cost

\$108612.00 – 137556.00 Ann
Ben. \$44,259.39–56,054.07 Ann

The Enrollment Services Division is requesting a new High School Transition and Promise Director position that would allow College of San Mateo (CSM) to be a leader in implementing guidelines and policies supported through the California Community College Chancellor's Office around Dual Enrollment and Promise Programs. The CCCCO offers tool-kits to support community colleges in implementing dual enrollment in their respective communities and AB 19 establishes legislation to support expansion of Promise initiatives. Once established, this director could support the implementation of local and statewide initiatives such as AB288 (College and Career Access Pathways), California Community College Linked Learning Initiatives (CCLLI), and Dual Enrollment/Early College efforts in San Mateo County, and collaborate with campus initiatives like Year One, Guided Pathways and Project Change.

The Director of High School Transition and Promise Program support the seamless transition from secondary to post-secondary education as well as successful completion of the first-year of community college. The Director serves as the primary administrator on the design, implementation, and evaluation of Dual Enrollment programs and the Promise Scholarship Program at College of San Mateo and will oversee matters relating to planning, development, budgeting, implementation, compliance with rules and regulations,

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monitoring, and evaluation of programs and activities. This position will create a sustainable and sound infrastructure to support and expand Dual Enrollment that include concurrent enrollment, early college and Middle College high school partnerships while promoting educational access and equity. They will serve as a transition liaison for high school students to the CSM Promise and First-Year Programs. This Director will work closely with Instructional Divisions to help develop MOU's and other instructional agreements around Dual Enrollment. This Director will also work closely with Admissions and Records, Financial Aid, Counseling, Year One, learning communities and programs that support first-year students.

Equipment and Instructional Materials

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Description

Cost

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Other resource requests currently not funded (student assistants; program events and projects; adjunct support; etc.)

Description

Cost