

## Student Services Council Meeting

Tuesday, February 6, 2018

2:15 p.m. – 4:15 p.m.

Room 10-468

### Minutes

#### Attendees:

Kim Lopez	x	Claudia Menjivar	x	Dennis Tordesillas	x
Sylvia Aguirre-Alberto	x	Michael Mitchell	x	Ruth Turner	
Maggie Barrientos	x	Carol Newkirk-Sakaguchi	x	Makiko Ueda	x
Lizette Bricker	x	Autumn Newman		Carol Ullrich	x
Karen Chadwick		Charles Phan		Sara Wojsko	x
Gloria D'Ambra	x	Danni Redding-Lapuz			
Rob Dean		Krystal Romero	x		
Estela Garcia	x	Michele Rudovsky			
Fauzi Hamadeh	x	Aaron Schaefer	x		
Luis Padilla	x	Niruba Srinivasan			

**Guests:** Sandra Comerford, Madeleine Murphy, Hilary Goodkind, Chris Woo (for Danni Redding-Lapuz)

#### Assessment and Program Reviews (Madeleine Murphy)

Student Services, which predominantly provide services to students, should use Service Area Outcomes (SAO). However, a Student Services department that conducts a class or workshop may use Student Learning Outcomes (SLO). Any SLOs that were submitted in the 2015 program review may be reused or updated for the new fall cycle.

A list of Outcomes should be narrowed down to its simplest form of goals that students will achieve as a result of using a department's service.

Once a list of Outcomes is created or updated and assessed the goal is to align it with the college's Institutional Outcomes, which is formerly known as General Education Outcomes, in TrakDat. The alignment will enable the college to generate reports for various categories among courses and services.

Program review writers may email finalized Outcomes to Madeleine Murphy or upload them directly into TrakDat.

## **Educational Master Plan Documents (Hilary Goodkind)**

**Documents provided:** Mission Statement, Vision and Values Statement, CSM Data Highlights for Education Master Planning

Hilary Goodkind defined CSM's Educational Master Plan (EMP) as a document:

- That has a five-year lifespan
- Tracks and receives input about CSM's progress
- To be completed in six months
- Guided by CSM's Strategic Goals
  - Based on the District's Strategic Goals
  - Goals are broad to enable CSM to identify initiatives and activities that meet goals' objective

The new EMP will have a different format to effectively integrate data including feedback from the college community. To accomplish this, Hilary will be attending divisional and Flex Day meetings to acquire data directly from students, staff and faculty. (The March 8 Flex Day agenda includes a presentation by a student panel.) Additional student data will be derived from surveys.

SSC members were divided into small groups to conduct a Strengths/Weaknesses/Opportunities/Threats (SWOT) analysis of CSM from a 'big picture' perspective using data from reports such as College Index, College-wide Success Rates-Equity Focus, and Student/Faculty/Administrator/Classified Satisfaction Surveys. Information from the groups deliberations were gathered by Hilary and will be assessed for EMP inclusion.

**Next Meeting:** Tuesday, March 13, 2018, 2:15-4:15 p.m., 10-468

College of San Mateo

## **Mission Statement**

College of San Mateo is committed to serving the broad educational needs of the local community, as well as the Bay Area and world community. Our goal is to foster student success while celebrating the cultural diversity of our campus. Providing effective and accessible pathways, we aim to ensure equitable opportunities for all of our students and to empower them to become engaged 21st century citizens.

## **Vision and Values Statement**

### **EQUITY**

We are committed to creating a campus climate wherein everybody is welcome, celebrated, and an integral part of the campus. We believe that all students are entitled to a learning environment that celebrates their voice, fosters their agency, and develops their capacity for self-advocacy.

### **ACADEMICS**

CSM takes great pride in its commitment to academic excellence. Our goal is to facilitate engaged, informed citizenship and successful, satisfying careers for our students. We see our campus as a vibrant hub of intellectual rigor and relevance. As such, we embrace mindful learning, information literacy, and independent thinking to ensure a dynamic, innovative workforce and transfer population.

### **COMMUNITY**

Consistent with our commitment to equity, CSM strives for a vibrant, inclusive and safe college community. In support of this, we must recruit and retain a diverse faculty and staff and foster professional development informed by critical pedagogy and aligned with our college mission. Together, we aim to create an environment that fosters collegiality and empowers our students to reach their full potential inside and outside the classroom.

### **GOVERNANCE**

Because the college's success is intricately linked to the collective wisdom and values of its students, faculty, staff, and administrators, we strive for an inclusive, collaborative and transparent decision-making process and governance. To this end, we strive to ensure that communication is multidirectional and incorporates feedback from the entire campus community.

# CSM DATA HIGHLIGHTS FOR EDUCATION MASTER PLANNING

January 19, 2018

## OVERVIEW

### 1. College Index

Note: There is a convergence of the District Strategic Plan Metrics and the CSM College Index Metrics. In addition, the following metrics are highlighted as areas of especial concern:

- College-wide successful course completion rate—73%
- Basic skills successful course completion rate—62%
- Productivity/efficiency metrics—LOAD and FTES
- San Mateo County adult population participate on rate 16.7 per 1,000 residents

### 2. CSM College-wide Success Rates- Equity Focus

- College-wide, ethnic disparities in successful course completion range from 79% - 64% (15 points)
- As compared to College-wide success rate, there are significant variations by discipline/department and course.
- Beyond the overall success rate variations by discipline/department, there are significant ethnic differences in student achievement.

### 3. Student Campus Climate/Satisfactions Surveys

- Overall satisfaction rates are consistently high—93% - 98%
- Satisfaction with specific aspects of college programs, services, facilities and environment are also high—consistently 80% or greater.
- Since 2011, an increasing percentage of students perceive sexual harassment as a problem at CSM—increasing 13 points since 2011 (14.6% vs. 27.9%)
- Since 2011, an increasing percentage of students perceive racial/ethnic tensions in the classroom--increasing 9 points since 2011 (18.2% vs. 27.3%)
- 28% of students indicate do not receive early notification regarding poor academic performance
- 29% of students report not knowing where to get help if they are having a problem with a faculty or staff member

### 4. Faculty /Administrator and Classified Staff Climate/Satisfaction Surveys

- Overall satisfaction rates are consistently high—84%-97%
- Several areas with satisfaction level less than 70% reveal areas of potential concern requiring additional investigation and analysis—e.g., workload, staffing, and some aspects of communication, aspects of governance/decision-making



**San Mateo County Community College District  
Strategic Plan Goals: Trends, and Targets**

Strategic Goal #1: Improve Student Success	FALL FULL TIME FIRST-TIME STUDENTS	FA '12	FA '13	FA '14	FA '15	FA '16		17-18 target	19-20 target
	Cohort size (number of students)	1,451	1,810	1,846	1,888	1,867		1,960	2,054
1.1,1.2	% of students completing SEP	27%	72%	83%	85%	90%		100%	100%
1.6-1.9	Fall-to-Spring persistence	90%	91%	91%	91%	90%		95%	95%
1.5	% initial enrollment in basic skills MATH	41%	39%	35%	31%	26%		25%	20%
1.4	% initial enrollment in basic skills ENGLISH	28%	28%	25%	18%	8%		5%	5%
1.5	% initial enrollment in transfer level MATH	25%	28%	30%	35%	44%		45%	50%
1.4	% initial enrollment in transfer level ENGLISH	28%	32%	34%	42%	66%		70%	75%
1.5	Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	17%	17%	18%	21%	-		25%	30%
1.4	Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	57%	53%	54%	57%	-		60%	75%
1.6-1.9	% of students completing a degree within 150% of normal time	15%	15%	16%	-	-		20%	50%
1.6-1.9	Average time to completion of Associates Degree (semesters*) * Summer = 0.5 semesters	5.9	6.0	6.0	-	-		6.0	6.0
Strategic Goal #2: Promote Academic Excellence	OTHER INSTITUTIONAL METRICS (NON-COHORT)	12-13	13-14	14-15	15-16	16-17		17-18 target	19-20 target
2.4-2.7	Degree Completers	1,319	1,398	1,502	1,551	1,618		1,706	1,788
2.4-2.7	Certificate Completers	1,250	1,568	1,654	1,529	1,363		1,432	1,500
2.8	CSU transfers	753	999	889	989	995		1,045	1,095
2.9	UC transfers	304	292	332	335	413		433	453
2.3	San Mateo County high school take rate	54%	49%	47%	46%	-		50%	55%
Strategic Goal #3: Increase Program Delivery Options	OTHER INSTITUTIONAL METRICS (NON-COHORT)	12-13	13-14	14-15	15-16	16-17		17-18 target	19-20 target
1.3, 3.1-3.4	Course success rate differential (Distance Education vs. Face-to-Face)	-11%	-7%	-6%	-4%	0%		0%	0%





# College of San Mateo

## Strategic Plan Goals: Trends, and Targets

Strategic Goal #1: Improve Student Success	FALL FULL TIME FIRST-TIME STUDENTS	FA '12	FA '13	FA '14	FA '15	FA '16		17-18 target	19-20 target
	Cohort size (number of students)	685	853	880	897	879		923	967
1.1, 1.2	% of students completing SEP	32%	68%	82%	84%	88%		100%	100%
1.6-1.9	Fall-to-Spring persistence	91%	92%	92%	92%	91%		95%	95%
1.5	% initial enrollment in basic skills MATH	36%	30%	28%	25%	22%		20%	20%
1.4	% initial enrollment in basic skills ENGLISH	6%	5%	7%	3%	3%		3%	3%
1.5	% initial enrollment in transfer level MATH	32%	36%	39%	45%	53%		55%	60%
1.4	% initial enrollment in transfer level ENGLISH	27%	33%	33%	35%	63%		70%	75%
1.5	Among students enrolled in basic skills MATH in first year: % completing transfer level MATH within 2 years	14%	12%	13%	21%	-		25%	30%
1.4	Among students enrolled in basic skills ENGLISH in first year: % completing transfer level ENGLISH within 2 years	30%	42%	30%	26%	-		40%	50%
1.6-1.9	% of students completing a degree within 150% of normal time	13%	17%	18%	-	-		20%	50%
1.6-1.9	Average time to completion of Associates Degree (semesters*) * Summer = 0.5 semesters	6.0	6.0	5.9	-	-		5.9	5.9
Strategic Goal #2: Promote Academic Excellence	OTHER INSTITUTIONAL METRICS (NON-COHORT)	12-13	13-14	14-15	15-16	16-17		17-18 target	19-20 target
2.4-2.7	Degree Completers	482	491	559	602	632		664	695
2.4-2.7	Certificate Completers	571	774	961	957	767		805	844
2.8	CSU transfers	325	391	324	352	379		398	417
2.9	UC transfers	150	137	167	164	203		213	223
2.3	San Mateo County high school take rate	30%	27%	27%	26%	-		30%	32%
Strategic Goal #3: Increase Program Delivery Options	OTHER INSTITUTIONAL METRICS (NON-COHORT)	12-13	13-14	14-15	15-16	16-17		17-18 target	19-20 target
1.3, 3.1-3.4	Course success rate differential (Distance Education vs. Face-to-Face)	-3%	-3%	0%	8%	7.1%		0%	0%



**College of San Mateo Strategic Goals: 2013/14 to 2017/18\***

*Goal 1: Improve Student Access and Success*

*Goal 2: Promote Academic Excellence*

*Goal 3: Develop Responsive, High-Quality Programs and Services*

*Goal 4: Support Professional Development*

*Goal 5: Implement the Integrated Planning Cycle and Ensure Fiscal Stability and the Efficient Use of Resources*

*Goal 6: Enhance Institutional and Community Dialog and Collaboration with Community Partners*

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***See last page for current Mission and Diversity Statements***

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\* This document was previously titled "Institutional Priorities: 2013/14 to 2015/16." On September 18, 2015, the Institutional Planning Committee (IPC) changed the terminology from "Institutional Priorities" to "Strategic Goals" in order to be consistent with the vocabulary of the [2015 SMGCCD Strategic Plan](#). In Fall 2016 this document will also be updated by IPC when it will go to the Board of Trustees for subsequent review.

**College of San Mateo Strategic Goals: 2013/14 to 2017/18**

***Goal 1: Improve Student Success***

**Objectives:**

- o Improve the academic success of all students Improve degree and certificate completion rates
- o Improve progression from basic skills through degree and transfer level courses
- o Increase student engagement, including the development and implementation of a comprehensive and systematic approach for serving high school graduates
- o Increase student participation in academic support services and improve such services

**Rationale: Why is Student Success a Goal?**

Student learning and student success are at the heart of the College’s mission. As documented in the *Educational Master Plan, 2008*, its *2012 Update*, and subsequent institutional research, CSM’s student population has changed in dramatically fashion over the last 25 years. In addition, there are clear gaps in student success among various ethnic and age groups. The College has embarked on many worthwhile initiatives to enhance student success which, together, comprise a comprehensive, coherent strategy to improve student success rates for all students.

**Relationship to Key Planning Efforts:**

<b><i>College of San Mateo’s Educational Master Plan, 2008</i></b>	<b><i>SMCCCD Strategic Plan, 2008-2013</i></b>
Collegewide Recommendations: pp. 17-25 Instructional Action Steps: pp. 124-129 Student Services Action Steps: pp. 98-99	<i>Recommendations:            1.2 b, 2.2.a, 2.4.b (from abridged version)</i>

**Goal 2: Promote Academic Excellence**

**Objectives:**

- o Improve transfer rates
- o Improve opportunities for employment in high demand, high wage occupations
- o Use the results of SLO assessment to promote academic excellence
- o Improve effectiveness of distance learning

**Rationale: Why is Academic Excellence a Goal?**

Since 1922, CSM has helped students set and achieve high goals for educational and career achievement. More than 85 years after its founding, CSM's serves diverse populations of students who come to CSM with varying levels of academic preparation, along with their high aspirations. While honoring its tradition of academic excellence, CSM must employ a variety of innovative strategies and pedagogies, which it continuously assesses, to help today's students meet their goals and thrive in a challenging, global community.

**Relationship to Key Planning Efforts:**

<b>College of San Mateo's Educational Master Plan, 2008</b>	<b>SMCCCD Strategic Plan, 2008-2013</b>
Collegewide Recommendations: pp. 17-25 Instructional Action Steps: pp. 124-129 Student Services Action Steps: pp. 98-99	<i>Recommendations(from abridged version):            1.1a, 1.1b, 2.1a, 2.1c, 2.4.c</i>

**Goal 3: Develop Responsive, High-quality Programs and Services**

**Objectives:**

- o Build capacity for emerging, high-demand programs
- o Explore, assess, and modify instruction and student support delivery modes to align with student need.
- o Promote all learning labs and centers
- o Infuse cultural competency into curricular offerings and student support services to help prepare students as contributing members in a global society

**Relationship to Key Planning Efforts:**

<b>College of San Mateo's Educational Master Plan, 2008</b>	<b>SMCCCD Strategic Plan, 2008-2013</b>
Collegewide Recommendations: pp. 17-25 Instructional Action Steps: pp. 124-129 Student Services Action Steps: pp. 98-99	Recommendations(from abridged version): 1.2b, 2.3a ,2.3b, 3.1a, 3.1b, 3.1c, 3.1e, 3.2a ,4.5a, 4.5b, 4.5c

**Rationale: Why are Relevant, High-Quality Programs and Services a Goal?**

CSM operates in a highly competitive environment in which recent high school graduates and other county residents are able to choose higher education institutions other than CSM. To ensure stable enrollment, marketing efforts need to be strategic and targeted, programs and services must be relevant for a diverse community, and scheduling and modes of delivery need to be appropriate for today's environment.

To offer the highest quality in its programs and to attract students, CSM must engage in a continuous process of reflection, evaluation, change, and enhancement of its programs and services. Program review, assessment of SLO's, and a variety of institutional-level data analyses allow CSM to evaluate its success and engage in continuous quality improvement.

#### ***Goal 4: Support Professional Development***

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##### **Objectives:**

- o Provide a robust professional development program that supports professional growth in all CSM employees—faculty, staff, and administrators
- o Provide opportunities for employees throughout their careers to engage in the development of innovative curriculum, programs, and student services; interdisciplinary collaboration; assessment and evaluation; leadership training; and scholarly activities which promote teaching and learning
- o Provide opportunities for all employees to acquire and maintain the technology skills needed in today's workplace
- o Design and implement a program that acknowledges and celebrates the achievements and contributions to the institution by its diverse employees
- o Provide professional development activities which enhance understanding of data related to student success, achievement gaps, equity, and engagement

##### **Rationale: Why is Professional Development a Goal?**

To serve students effectively in a rapidly changing, global environment, CSM employees must have opportunities for professional growth throughout their careers. Professional development opportunities are vital for college employees to have productive and satisfying careers and for them to engage in innovative efforts that address students' evolving needs. The institution as a whole benefits when the achievements of individuals are acknowledged and celebrated.

**Goal 5: Implement the Integrated Planning Cycle and Ensure Fiscal Stability and the Efficient Use of Resources**

**Objectives:**

- o Assess and refine the integrated planning model as needed
- o Provide training in the use of the integrated planning model and evidence-based decision making
- o Support decision-making in institutional planning that is informed by evidence, research, and the use of outcome measures
- o Fully participate in the development of a new district allocation model
- o Develop long-range plans to ensure fiscal stability and the effective use of resources

**Rationale: Why is Integrated Planning, Fiscal Stability, and the Efficient Use of Resources a Goal?**

Responsible stewardship of all CSM resources—human, monetary, and physical capital—requires an integrated approach to planning, in which decisions are evidenced-based and planning considers a variety of current and future scenarios. In fact, CSM must plan for a future in an environment in which the only predictable element may be one of scarce and declining resources.

CSM cannot operate at an acceptable level without sufficient funds. Yet funding is influenced by a variety of dynamic, fluctuating elements, including the SMCCCD internal allocation model, local tax revenue, and the State budget. What’s more, the recent recession has a direct impact not only on College revenues but also for the types of jobs and careers for which we prepare students. As a result, CSM cannot afford to cease work on effective enrollment management while finding ways to invest in innovative practices and new programs.

**Relationship to Key Planning Efforts:**

<b><i>College of San Mateo’s Educational Master Plan, 2008</i></b>	<b><i>SMCCCD Strategic Plan, 2008-2013</i></b>
Collegewide Recommendations: pp. 17-25 Instructional Action Steps: pp. 124-129 Student Services Action Steps: pp. 98-99	



**Goal 6: Enhance Institutional Dialog**

**Objectives:**

- o Improve campus-wide communication
- o Explore, develop, and assess methods for providing campus-wide communication
- o Increase and diversify faculty, administrator, and staff participation in institutional planning and governance committees
- o Promote a campus climate in which multi-cultural and diverse perspectives are embraced, civil disagreement respected, and transparency in decision-making is evident

**Rationale: Why is Enhancing Institutional Dialog a Goal?**

The College will not be able to move forward with integrity unless stakeholders engage in meaningful dialog.

As noted in the Educational Master Plan, 2008:

“At the foundation of the College’s institutional planning effort is a philosophy and commitment to institutional dialog. The effectiveness of institutional dialog depends on three factors: 1) the planning system itself, 2) the willingness of every individual to become informed and engaged in departmental, division, and college-wide decisions, and 3) a commitment from the various committee representatives to inform and seek input on issues with their respective constituencies. In the end, the ultimate responsibility for effective dialog lies with each member of the CSM community. No planning process on its own can guarantee institutional dialog.”

**Relationship to Key Planning Efforts:**

<b><i>College of San Mateo’s Educational Master Plan, 2008</i></b>	<b><i>SMCCCD Strategic Plan, 2008-2013</i></b>
Collegewide Recommendations: pp. 17-25 Instructional Action Steps: pp. 124-129 Student Services Action Steps: pp. 98-99	<i>Recommendations(from abridged version):</i> 4.5c, 5.1c, 5.1b,

### **Mission Statement**

College of San Mateo provides an exceptional educational opportunity to residents of San Mateo County and the Greater Bay Area Region. The college is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community. College of San Mateo fosters a culture of excellence and success that engages and challenges students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation. It uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement. Its programs and services are structured, delivered, and evaluated to prepare students to be informed and engaged citizens in an increasingly global community. To achieve this mission, the college has adopted the following Strategic Goals:

1. Improve Student Success
2. Promote Academic Excellence
3. Develop Responsive, High-Quality Programs and Services
4. Support Professional Development
5. Implement the Integrated Planning Cycle and Ensure Fiscal Stability and the Efficient Use of Resources
6. Enhance Institutional Dialog

—Revised by College of San Mateo’s Integrated Planning Committee,  
September 18, 2015 and January 24, 2014

### **Diversity Statement**

College of San Mateo maintains as an institutional priority a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve. As an academic institution, we foster a dynamic learning and working environment that encourages multiple perspectives and the free exchange of ideas. We abide by the principle of equal opportunity for all without regard to gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences.

—Revised June 2012

## College of San Mateo College Index, 2008/09-2017/18

Aligned with SMCCCD and College of San Mateo Strategic Goals

Note: An "interactive" version of the College Index is also posted with definitions linked to each indicator. Definitions provide the parameters from which the data are derived. [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

Highlights externally defined indicator (e.g. defined by the State Chancellor's Office or U.S. Dept. of Education).

Institutional Indicators & Outcomes Measures	SMCCCD Strategic Goal	2008/09 Baseline*	Historic Actuals					2016/17		2017/18
			2011/12	2012/13	2013/14	2014/15	2015/16	Target	Actual	Target
<b>Strategic Goal #1: Improve Student Success</b>										
1.1 <a href="#">Retention Rates</a>		82.7%	84.6%	84.6%	84.7%	85.2%	85.9%	87.0%		
1.2 <a href="#">Term Persistence Rates (Fall-to-Fall)</a>		42.1%	43.6%	41.8%	42.6%	42.3%	42.0%	43.0%		
1.3 <a href="#">Successful Course Completion Rate</a>		68.5%	69.7%	70.0%	70.1%	69.6%	73.1%	74.0%		
1.4 <a href="#">Basic Skills Successful Course Completion Rates</a>		60.8%	60.3%	58.2%	60.3%	58.4%	62.1%	63.0%		
1.5 <a href="#">Progression of Basic Skills Students<sup>1</sup></a>		42.5%	44.4%	46.3%	46.7%	43.0%	45.4%	47.0%		
1.6 <a href="#">Student Progress &amp; Achievement Rate<sup>1</sup></a>		58.9%	54.4%	54.5%	52.5%	52.9%	52.9%	55.0%		
1.7 <a href="#">Number of SEPs/ Academic Advising Sessions</a>		2,661	4,348	4,570	4,693	5,852	5,658	6,000		
1.8 <a href="#">Percentage of Matriculated Students Completing SEPs/ Academic Advising Sessions</a>		23.6%	42.0%	46.8%	48.9%	75.6%	94.7%	96.0%		
1.9 <a href="#">Number of Students Completing Orientation</a>		4,697	8,599	9,210	8,680	8,688	8,363	8,500		
1.10 <a href="#">Percentage of Students Completing Orientation</a>		41.7%	83.1%	94.3%	90.5%	81.6%	81.7%	95.0%		
1.11 <a href="#">Financial Aid Recipient Rate</a>		38.4%	57.4%	60.4%	65.9%	61.6%	55.8%	70.0%		
1.12 <a href="#">Total Financial Aid Awards Granted</a>		\$4.99 mil	\$9.62 mil	\$10.66 mil	\$10.94 mil	\$10.4 mil	\$9.6 mil	\$11.0 mil		

<sup>1</sup> CCCC Scorecard (ARCC 2.0) metrics implemented for Fall 2012 reporting; 2013/14 target recalibrated accordingly. Prior years based upon ARCC 1.0 metrics.



Institutional Indicators & Outcomes Measures	SMCCCD Strategic Goal	2008/09 Baseline*	Historic Actuals					2016/17		2017/18
			2011/12	2012/13	2013/14	2014/15	2015/16	Target	Actual	Target
1.13 <a href="#">Number of Students Receiving Financial Aid</a>		4,310	6,045	6,003	6,599	6,116	5,264	6,500		
1.14 <a href="#">Number of Students Receiving Scholarships</a>		179	257	208	288	315	497	550		
1.15 <a href="#">Total Scholarship Funds Awarded</a>		\$229,047	\$252,217	\$234,000	\$241,688	\$379,782	\$372,252	\$400,000		
1.16 <a href="#">Student Persistence or Transfer (Perkins/CTE)</a>		88.8%	87.5%	79.1%	87.4%	96.1%	98.5%	99.0%		
<b>Strategic Goal #2: Promote Academic Excellence</b>										
2.1 <a href="#">Transfer Rate</a>		19.3%	19.3%	16.6%	21.0%	17.8%	10.4%	21.0%		
2.2 <a href="#">Degrees/Certificates Awarded Rate<sup>2</sup></a>		27.1%	18.2%	12.1%	13.9%	16.2%	21.4%	25.0%		
2.3 <a href="#">Number of Degrees Awarded</a>		432	449	527	580	657	730	750		
2.4 <a href="#">Number of Certificates Awarded</a>		424	686	549	905	1,129	1,133	1,200		
2.5 <a href="#">Completion Rate for Occupational Programs</a>		86.6%	85.4%	72.4%	82.6%	94.0%	98.9%	99.0%		
2.6 <a href="#">Number of UC Transfers</a>		132	133	150	137	166	203	215		
2.7 <a href="#">Number of CSU Transfers</a>		387	339	325	391	324	352	400		
2.8 <a href="#">SLOs: Percentage of Courses with Ongoing Assessment*<sup>3</sup></a>		52%	64%	67.9%	95.7%	100%	100%	100%		
2.9 <a href="#">SLOs: Percentage of Programs with Ongoing Assessment*<sup>4</sup></a>		16%	16%	69.4%	100%	100%	100%	100%		
2.10 <a href="#">SLOs: Percentage of Institutional SLOs with Ongoing Assessment*</a>		86%	100%	100%	100%	100%	100%	100%		
2.11 <a href="#">SLOs: Percentage of Student Learning &amp; Support Activities with Ongoing Assessment*</a>		86%	87%	100%	100%	100%	100%	100%		
<b>Strategic Goal #3: Develop Responsive, High-Quality Programs and Services</b>										
3.1 <a href="#">Employability: Core Indicator for Technical Skills Attainment (Perkins/CTE)</a>		90.7%	86.5%	90.1%	87.4%	81.5%	83.7%	90.0%		

<sup>2</sup> Does not include Certificates of Specialization.

<sup>3</sup> Course count does not include experimental courses, special projects courses, or special topics courses.

<sup>4</sup> Includes Certificates of Achievement, AA, AA-T, AS, and AS-T degrees. Does not include Certificates of Specialization. Does not double count programs that offer two or more certificates or degrees with the same major requirements.



Institutional Indicators & Outcomes Measures	SMCCCD Strategic Goal	2008/09 Baseline*	Historic Actuals					2016/17		2017/18
			2011/12	2012/13	2013/14	2014/15	2015/16	Target	Actual	Target
3.2 <a href="#">Student Satisfaction and Perception: Overall Ratings</a>		93.0%*	93.9%	95.4%	94.6%	No survey	93.7%	95.0%		
3.3 <a href="#">Student Satisfaction and Perception: Campus Climate</a>		89.8%*	92.3%	96.0%	92.4%	No survey	No survey	95.0%		
3.4 <a href="#">Program and Service Enhancements: Number of New or Modified Courses</a>		142	145	250	277	211	302	300		
3.5 <a href="#">Program and Service Enhancements: Percentage of Courses Offered Online (Distance Education)</a>		4.2%	7.9%	9.1%	8.3%	9.1%	9.5%	10.0%		
<b>Strategic Goal #4: Support Professional Development</b>										
4.1 <a href="#">Employee perception of professional development opportunities (Faculty/Administrators)</a>			75%	No survey	No survey	No survey	No survey	85.0%		
4.2 <a href="#">Employee perception of professional development opportunities (Classified staff)</a>			73.2%	No survey	No survey	No survey	No survey	85.0%		
<b>Strategic Goal #5: Implement the Integrated Planning Cycle and Ensure Fiscal Stability and the Efficient Use of Resources</b>										
5.1 <a href="#">Productivity/Efficiency: Total FTES – All Courses</a>		8,267	6,925	6,786	6,535	6,335	6,288	6,500		
5.2 <a href="#">Productivity/ Efficiency: Total FTES – All Online Courses</a>		122	219	331	326	395	380	400		
5.3 <a href="#">Productivity/Efficiency: Load</a>		522	539	545.1	524	503	499	550		
5.4 <a href="#">Productivity/Efficiency: Fill Rates</a>		82.5%	87.8%	84.5%	84.9%	82.0%	84.2%	90.0%		
<b>Strategic Goal #6: Enhance Institutional Dialog</b>										
6.1 <a href="#">Employee Satisfaction and Perception: Overall Rating</a>		90.1%*	88.8%	No survey	No survey	No survey	No survey	95.0%		
6.2 <a href="#">Employee Satisfaction and Perception: Campus Climate</a>		85.1%*	84.6%	No survey	No survey	No survey	No survey	95.0%		
7.1 <a href="#">Enrollment (unduplicated count)</a>		11,215	10,540	9,946	9,883	9,629	9,616	10,000		
7.2 <a href="#">Enrollment: County Penetration Rate (Students per 1,000 county adult residents)</a>		16.0‰	15.0‰	14.2‰	13.9‰	16.7‰	16.7‰	17.0‰		





Institutional Indicators & Outcomes Measures	SMCCCD Strategic Goal	2008/09 Baseline*	Historic Actuals					2016/17		2017/18
			2011/12	2012/13	2013/14	2014/15	2015/16	Target	Actual	Target
7.3 <a href="#">Campus Safety: Crime Statistics (number of reported occurrences)</a>		3	3	1	3	7	4	0		
7.4 <a href="#">Perception that CSM is Safe (Students)</a>		---	98.4%	98.8%	97.8%	No survey	97.5%	100%		
7.5 <a href="#">Perception that CSM is Safe (Faculty/Administrators)</a>		---	87.9%	No survey	No survey	No survey	No survey	100%		
7.6 <a href="#">Perception that CSM is Safe (Classified staff)</a>		---	95.7%	No survey	No survey	No survey	No survey	100%		



**CSM SUCCESSFUL COURSE COMPLETION RATES: 2014/15 to 2016/17**

**COLLEGEWIDE: Successful Course Completion Rates: 2014-15 to 2016-17**

Demographic Variable	Enrollments (Duplicate Headcount)			Pct. Enrollments (Duplicate Headcount)			Percent Success			Percent Withdraw		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Ethnicity</b>												
Asian	8372	9241	10791	18.0	20.2	23.2	76.6	79.1	79.0	12.4	10.8	9.3
Black	1697	1433	1440	3.6	3.1	3.1	63.0	64.6	66.9	17.6	17.5	15.3
Filipino	3351	3314	3092	7.2	7.3	6.7	68.5	70.7	70.9	17.0	16.1	15.4
Hispanic	8875	8570	8646	19.0	18.8	18.6	64.1	64.0	64.0	18.2	17.9	17.9
Native Am	68	56	62	0.1	0.1	0.1	66.2	76.8	83.9	8.8	21.4	6.5
Pac Islander	1146	1204	1258	2.5	2.6	2.7	64.6	67.4	65.8	15.2	14.5	13.2
White	13153	12347	11894	28.2	27.0	25.6	75.9	76.0	75.7	13.5	13.8	13.3
Other	8574	8450	8236	18.4	18.5	17.7	68.9	69.8	70.3	16.4	16.2	15.1
Unrecorded	1392	1086	1010	3.0	2.4	2.2	72.5	76.9	77.3	16.2	11.5	10.5
<b>Total</b>	46628	45701	46429	100	100	100	71.1	72.3	72.5	15.2	14.7	13.7
<b>Gender</b>												
Female	21603	21204	21189	46.3	46.4	45.6	72.6	74.1	74.1	14.9	14.2	13.5
Male	23704	23184	23916	50.8	50.7	51.5	70.1	70.6	71.3	15.3	15.0	13.8
Unrecorded	1321	1313	1324	2.8	2.9	2.9	66.7	70.7	69.3	19.5	15.5	15.3
<b>Total</b>	46628	45701	46429	100	100	100	71.1	72.3	72.5	15.2	14.7	13.7
<b>Age</b>												
19 or less	16243	16580	16179	34.8	36.3	34.8	69.9	71.0	71.6	14.5	13.8	12.7
20-24	17394	17184	17700	37.3	37.6	38.1	69.2	70.6	70.6	16.2	15.7	14.5
25-29	4733	4508	5029	10.2	9.9	10.8	74.3	72.9	75.1	15.0	16.2	13.8
30-34	2673	2470	2429	5.7	5.4	5.2	74.4	76.9	76.7	15.5	13.4	13.5
35-39	1623	1471	1594	3.5	3.2	3.4	74.9	77.1	76.4	14.6	13.9	13.6
40-49	1943	1648	1669	4.2	3.6	3.6	74.5	77.5	76.7	14.6	13.5	15.4
50+	2017	1840	1827	4.3	4.0	3.9	79.3	82.2	79.7	14.6	12.8	12.8
Unrecorded	2	0	2	0.0	0.0	0.0	100.0	---	100.0	0.0	---	0.0
<b>Total</b>	46628	45701	46429	100	100	100	71.1	72.3	72.5	15.2	14.7	13.7





# SMCCCD STRATEGIC PLAN METRICS

## Fall Full Time First-Time Students at College: CSM

Page 11

Cohort Term  
Fall

Unit Load  
Full Time

College  
CSM

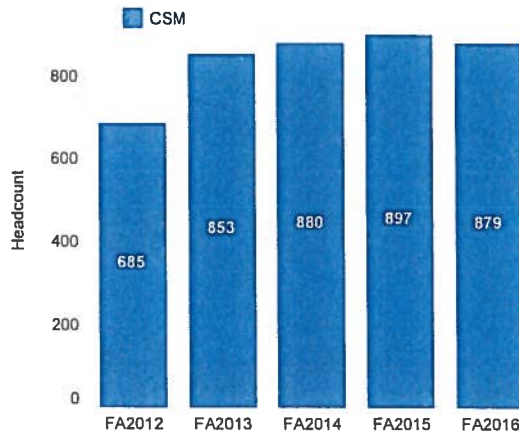
International  
All

Gender  
 Female  
 Male  
 Unknown

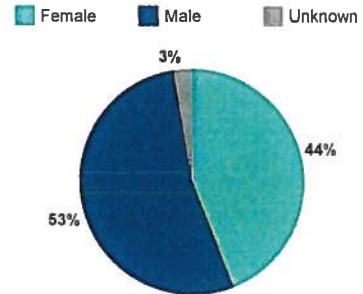
Ethnicity  
 2+ Races  
 African American  
 American Indian  
 Asian  
 Filipino  
 Hispanic  
 Pacific Islander  
 Unknown  
 White

Full Time = 12+ Units  
 Less Than PT = 0.01-5.99 Units  
 Part Time = 6.00 - 11.99 Units

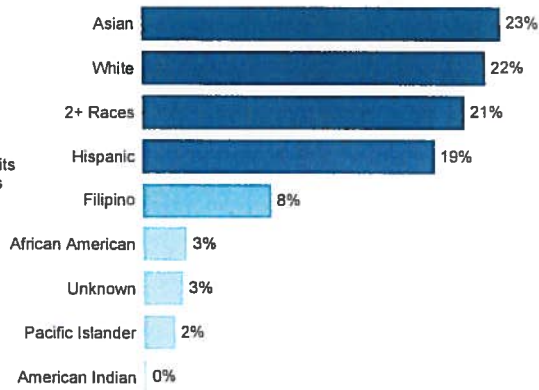
Number of Students by Cohort



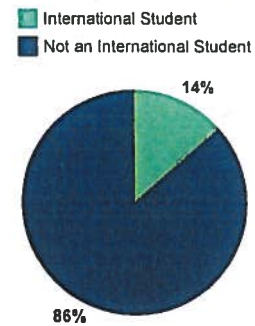
Gender: Fall Cohorts 2012 - 2016



Race/Ethnicity: Fall Cohorts 2012 - 2016



International: Fall Cohorts 2012 - 2016







# DEGREE COMPLETION

## Fall Part Time First-Time Students in SMCCCD

Cohort Type  
Fall

Unit Load  
Part Time

College  
CSM

International  
All

Gender

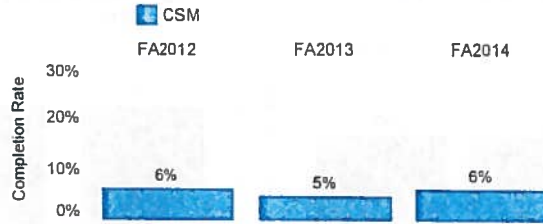
- Female
- Male
- Unknown

Ethnicity

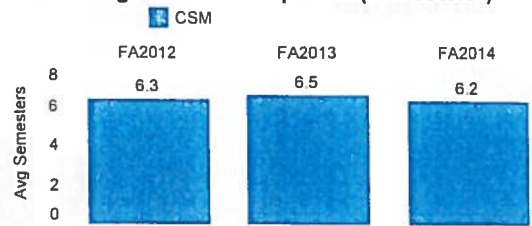
- 2+ Races
- African American
- American Indian
- Asian
- Filipino
- Hispanic
- Pacific Islander
- Unknown
- White

Full Time = 12+ Units  
Less Than PT = 0.01-5.99  
Units.

Completion in 150% of Normal Time



Average Time to Completion (Semesters\*)



Cohort	FA2012			FA2013			FA2014		
	N	Completion Rate	Average Time to Completion	N	Completion Rate	Average Time to Completion	N	Completion Rate	Average Time to Completion
Districtwide	375	6%	6.3	484	5%	6.5	509	6%	6.2
CSM	375	6%	6.3	484	5%	6.5	509	6%	6.2
Female	148	1%	6.8	195	4%	6.3	198	7%	6.0
Male	209	9%	6.3	274	6%	6.6	285	6%	6.4
Unknown	18	11%	6.5	15	0%	-	26	4%	6.0
2+ Races	71	10%	6.4	105	4%	6.9	109	6%	6.7
African American	29	14%	6.5	33	12%	6.3	29	3%	7.0
American Indian				1	0%	-			
Asian	24	0%	-	48	6%	7.0	44	14%	5.6
Filipino	27	0%	-	33	0%	-	42	10%	6.0
Hispanic	105	3%	6.0	131	1%	6.5	141	4%	5.8
Pacific Islander	18	28%	6.5	18	22%	6.5	24	17%	6.9
Unknown	16	13%	6.5	13	0%	-	22	0%	-
White	85	2%	5.5	102	8%	6.3	98	5%	6.3
Not International	375	6%	6.3	484	5%	6.5	509	6%	6.2

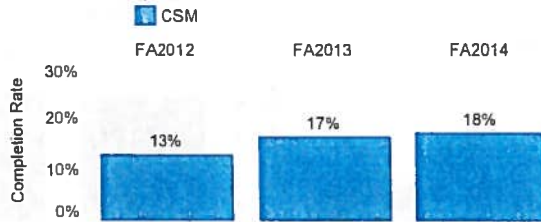
\*Summer = 0.5 semesters



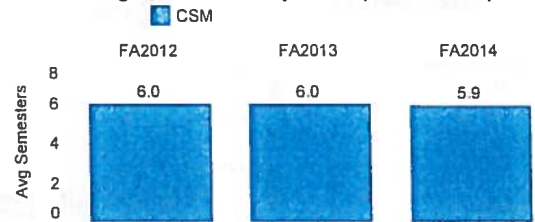
# DEGREE COMPLETION

## Fall Full Time First-Time Students in SMCCCD

Completion in 150% of Normal Time



Average Time to Completion (Semesters\*)



Cohort Type  
Fall

Unit Load  
Full Time

College  
CSM

International  
All

Gender  
 Female  
 Male  
 Unknown

Ethnicity  
 2+ Races  
 African American  
 American Indian  
 Asian  
 Filipino  
 Hispanic  
 Pacific Islander  
 Unknown  
 White

Full Time = 12+ Units  
 Less Than PT = 0.01-5.99  
 Units..

Cohort	FA2012			FA2013			FA2014		
	N	Completion Rate	Average Time to Completion	N	Completion Rate	Average Time to Completion	N	Completion Rate	Average Time to Completion
Districtwide	685	13%	6.0	853	17%	6.0	880	18%	5.9
CSM	685	13%	6.0	853	17%	6.0	880	18%	5.9
Female	315	13%	6.2	390	17%	5.9	396	20%	5.8
Male	356	13%	5.9	451	16%	6.0	451	16%	6.0
Unknown	14	14%	5.5	12	25%	6.7	33	6%	6.3
2+ Races	148	11%	5.9	214	15%	5.7	169	20%	5.6
African American	34	15%	6.1	16	13%	7.0	21	19%	6.4
American Indian	1	0%	-	4	25%	4.5			
Asian	89	16%	6.3	170	18%	6.2	191	18%	5.9
Filipino	57	12%	5.7	79	18%	6.2	84	19%	6.2
Hispanic	111	13%	6.0	147	13%	6.3	194	13%	6.8
Pacific Islander	20	15%	5.8	21	19%	5.5	12	25%	6.0
Unknown	49	18%	6.2	13	8%	4.5	10	10%	4.5
White	176	13%	5.9	189	20%	5.8	199	19%	5.4
International	42	19%	6.2	73	15%	6.3	87	17%	5.5
Not International	643	13%	6.0	780	17%	5.9	793	18%	5.9

\*Summer = 0.5 semesters





# PERSISTENCE: First Term to Second Term

## Fall Part Time First-Time Students at College: CSM

Abc

CSM

Cohort Term  
Fall

Unit Load  
Part Time

College  
CSM

International  
All

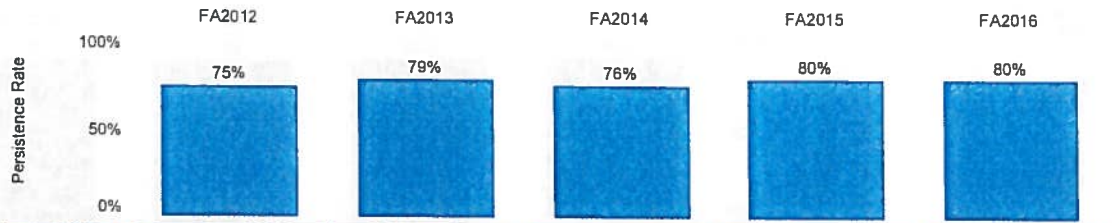
Gender

- Female
- Male
- Unknown

Ethnicity

- 2+ Races
- African American
- American Indian
- Asian
- Filipino
- Hispanic
- Pacific Islander
- Unknown
- White

Full Time = 12+ Units  
Less Than PT = 0.01-5.99  
Units..



Cohort	FA2012		FA2013		FA2014		FA2015		FA2016	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
Districtwide	375	75%	484	79%	509	76%	441	80%	388	80%
CSM	375	75%	484	79%	509	76%	441	80%	388	80%
Female	148	76%	195	77%	198	78%	206	83%	157	78%
Male	209	75%	274	82%	285	75%	223	76%	215	81%
Unknown	18	78%	15	67%	26	73%	12	92%	16	81%
2+ Races	71	72%	105	78%	109	76%	112	73%	99	82%
African American	29	69%	33	85%	29	69%	17	76%	11	91%
American Indian			1	100%					1	100%
Asian	24	88%	48	92%	44	89%	34	82%	22	82%
Filipino	27	89%	33	76%	42	88%	47	85%	27	89%
Hispanic	105	71%	131	77%	141	76%	117	85%	114	76%
Pacific Islander	18	83%	18	72%	24	67%	24	79%	24	67%
Unknown	16	88%	13	77%	22	45%	2	100%	3	100%
White	85	74%	102	78%	98	78%	88	77%	87	82%
International							1	100%		
Not International	375	75%	484	79%	509	76%	440	80%	388	80%



# PERSISTENCE: First Term to Second Term

## Fall Full Time First-Time Students at College: CSM

Abc

CSM

Cohort Term  
Fall

Unit Load  
Full Time

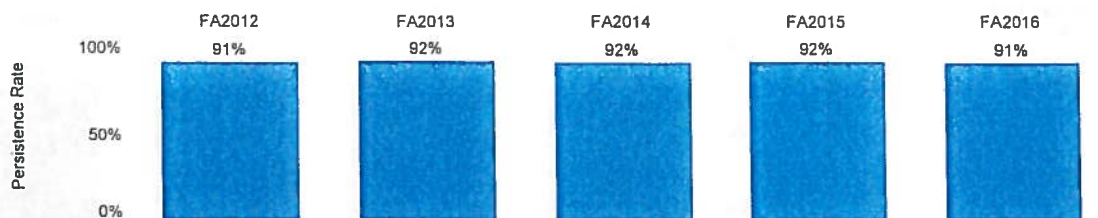
College  
CSM

International  
All

Gender  
 Female  
 Male  
 Unknown

Ethnicity  
 2+ Races  
 African American  
 American Indian  
 Asian  
 Filipino  
 Hispanic  
 Pacific Islander  
 Unknown  
 White

Full Time = 12+ Units  
 Less Than PT = 0.01-5.99  
 Units..



Cohort	FA2012		FA2013		FA2014		FA2015		FA2016	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
Districtwide	685	91%	853	92%	880	92%	897	92%	879	91%
CSM	685	91%	853	92%	880	92%	897	92%	879	91%
Female	315	92%	390	94%	396	91%	394	93%	358	92%
Male	356	90%	451	92%	451	92%	473	93%	503	91%
Unknown	14	86%	12	92%	33	85%	30	87%	18	94%
2+ Races	148	87%	214	91%	169	92%	184	91%	151	89%
African American	34	88%	16	100%	21	90%	19	63%	27	96%
American Indian	1	100%	4	100%			1	100%	1	0%
Asian	89	97%	170	93%	191	93%	240	95%	271	94%
Filipino	57	96%	79	96%	84	95%	57	96%	69	94%
Hispanic	111	90%	147	90%	194	91%	175	92%	157	92%
Pacific Islander	20	95%	21	86%	12	83%	14	93%	19	84%
Unknown	49	88%	13	85%	10	70%	20	100%	16	69%
White	176	91%	189	94%	199	91%	187	93%	168	89%
International	42	86%	73	93%	87	84%	148	94%	221	92%
Not International	643	91%	780	92%	793	93%	749	92%	658	91%



# SMCCCD STRATEGIC PLAN METRICS

## Fall Part Time First-Time Students at College: CSM

Cohort Term  
Fall

Unit Load  
Part Time

College  
CSM

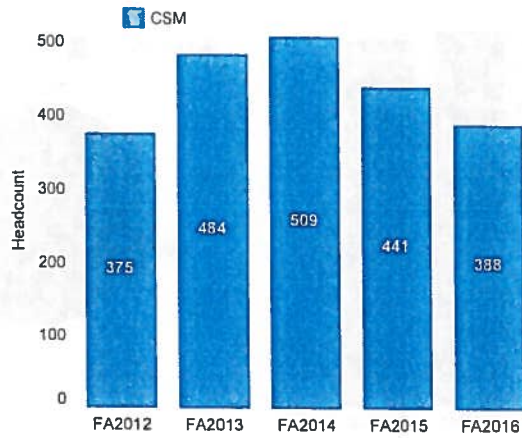
International  
All

Gender  
 Female  
 Male  
 Unknown

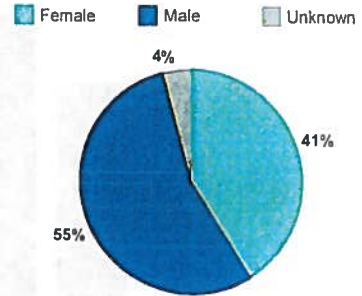
Ethnicity  
 2+ Races  
 African American  
 American Indian  
 Asian  
 Filipino  
 Hispanic  
 Pacific Islander  
 Unknown  
 White

Full Time = 12+ Units  
 Less Than PT = 0.01-5.99 Units  
 Part Time = 6.00 - 11.99 Units

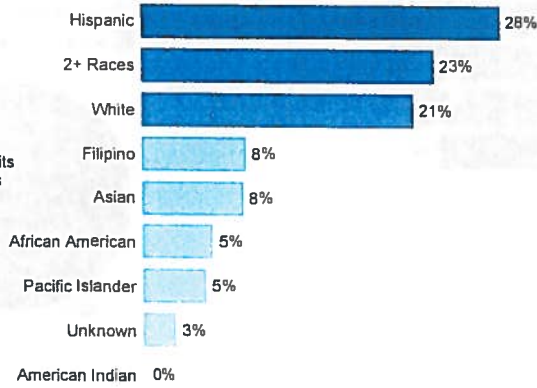
Number of Students by Cohort



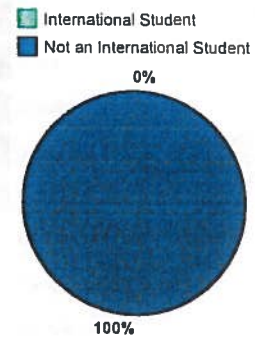
Gender: Fall Cohorts 2012 - 2016



Race/Ethnicity: Fall Cohorts 2012 - 2016



International: Fall Cohorts 2012 - 2016





# SMCCCD STRATEGIC PLAN METRICS

## Fall Full Time First-Time Students at College: CSM

Cohort Term  
Fall

Unit Load  
Full Time

College  
CSM

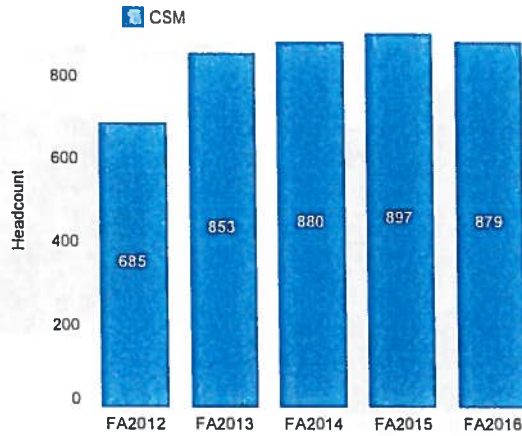
International  
All

Gender  
 Female  
 Male  
 Unknown

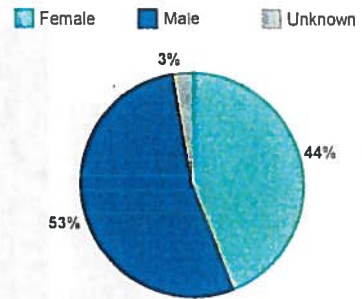
Ethnicity  
 2+ Races  
 African American  
 American Indian  
 Asian  
 Filipino  
 Hispanic  
 Pacific Islander  
 Unknown  
 White

Full Time = 12+ Units  
 Less Than PT = 0.01-5.99 Units  
 Part Time = 6.00 - 11.99 Units

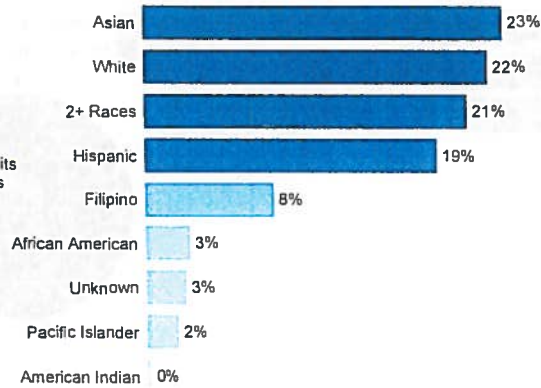
Number of Students by Cohort



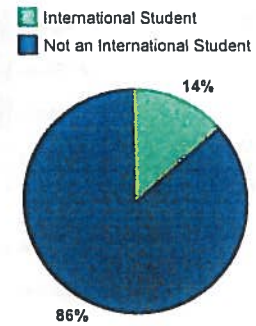
Gender: Fall Cohorts 2012 - 2016



Race/Ethnicity: Fall Cohorts 2012 - 2016



International: Fall Cohorts 2012 - 2016



## Student Services Council Meeting

Tuesday, March 13, 2018

2:15 p.m. – 4:15 p.m.

Room 10-468

### Minutes

#### Attendees:

Kim Lopez	x	Claudia Menjivar	x	Ruth Turner	
Sylvia Aguirre-Alberto	x	Mike Mitchell		Makiko Ueda	x
Maggie Barrientos	x	Carol Newkirk-Sakaguchi	x	Carol Ullrich	x
Lizette Bricker	x	Autumn Newman		Sara Wojsko	x
Karen Chadwick		Charles Phan			
Gloria D'Ambra	x	Patrice Reed-Fort			
Rob Dean		Danni Redding-Lapuz	x		
Krystal Duncan	x	Michele Rudovsky			
Estela Garcia		Aaron Schaefer			
Fauzi Hamadeh		Niruba Srinivasan			
Luis Padilla	x	Dennis Tordesillas	x		

**Guests:** Madeleine Murphy, Monique Nakagawa

This meeting was rescheduled from March 6 to March 13. Discussion began at 2:21 p.m.

#### 1) Student Learning Outcomes/Service Area Outcomes and Methods of Assessment

All Student Services programs were asked to present their learning or area outcomes and discuss methods of assessment.

##### Disability Resource Center (DRC)

Carol discussed the DRC's student learning outcomes which are as follows:

SLO1: Students will be satisfied with DRC services.

The goal is for 70% of students to rate two of the DRC services used as very good or excellent.

SLO2: Students will advocate (for themselves) by setting-up testing accommodations.

Office data regarding students who used DRC services were utilized. Data from spring, 2017 to spring, 2018 were compared to find out how many students self-advocated to receive testing accommodations.

A Novi satisfaction survey was used as method of assessment. Carol went over the survey questions and reported that out of 750 surveys disseminated during fall 2017 only 59 responses were received. Responses received were used to determine what services were functional and utilized in the DRC.

Feedback:

The DRC's SLOs are good examples of Service Area Outcomes (SAO) because it focuses on the satisfaction rate of students based on services received. SLOs should be converted to SAOs.

It was also advised that if a SAO is not meeting a 90% or more satisfaction rating it is time to reevaluate the outcomes for improvement. Surveys should get at least 10% response rate and a minimum 90% satisfaction.

### Enrollment Services

Lizette reported that a new SAO has been created and a combination of SAO and SLO will be used.

SAO1: To increase customer service satisfaction

This outcome will be achieved by implementing a professional development program in customer service. The method of assessment will be by survey using iPads. Students will be asked to immediately complete a survey after receiving service at the counter. Data will be collected during registration periods.

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

This outcome will be achieved by providing workshops at the high schools. Pre- and post-testing assessments will be conducted after every workshop.

Feedback:

Include demographic questions in the survey such as gender, age range, etc. Do not require G numbers for SAO1 surveys. G numbers may prevent students, who had a bad experience, from completing the survey.

### Financial Aid (FA)

Document: *The Essentials to Understanding Satisfactory Academic Progress (SAP) and What it Means to You*

SLO1: Provide students the opportunity to learn the minimum academic requirements needed to maintain financial aid eligibility.

SLO2: Students will learn to successfully complete the CSM Scholarship application.

Claudia explained that the target of data collection are FA students who have been disqualified due to low GPA and with course completion rate below 67%.

Newly disqualified students are reported monthly and must undergo an online workshop consisting of a pre-test, educational video about minimum academic requirements for FA eligibility, & a post-test. If they successfully complete the workshop they get a certificate which will allow them to see a counselor and complete a student educational plan (SEP). The SEP is submitted to the FA office to appeal disqualification and be considered for reinstatement to receive financial aid.

Feedback:

Analyze data as a group of months instead of individual months to get a big picture analysis of student performance. Determine if pre/post-testing tools are working or not.

### Veterans Resource and Opportunity Center (VROC)

Document: *CSM Veterans Services Program Satisfaction Survey*

Due to new veteran certifying requirements, Luis announced that the SLOs below are no longer applicable. In addition, the SLOs do not reflect the core services that the VROC offers.

SLO1: 85% of GI Bill benefit eligible veterans will complete the FAFSA

SLO2: 90% of GI Bill benefit eligible veterans will apply for the Board of Governors fee waiver

The SLOs will be changed to SAOs:

SAO1: Students will gain the knowledge to accurately identify the education benefits that their entitled to, apply, and learn procedures and requirements to maintain their education benefits.

SAO2: Students will be able to identify and understand campus and community, academic, financial and health support services that will assist their transition to college.

The focus of the new SAOs are for veteran students to understand Veteran Affairs and CSM requirements which include admission, registration, and counseling. In addition, veteran students will gain knowledge of where to get help and to be able to transition successfully into college as a full-time student.

Success criteria and implementation will be assessed by:

- a) Survey in collaboration with PRIE and Lizette. Survey will be sent out by email in March to receive responses by the end of the semester. Luis discussed the new survey.
- b) Pre- and post-testing sessions during workshops which include meeting with a certifying official to provide veteran students with info needed.

Feedback:

Very well organized presentation. The new SAOs are worded perfectly.

Pre- and post-testing do not have to be done on both outcomes at the same time. It can be done separately during different periods of the academic year. It is also important to do a *Satisfaction* survey.

The use of Transition Navigators program was suggested so that peer-veteran-students can provide the workshop themselves. The resulting workshop data should be used for outcomes assessment.

### Health Services

Document: *Matching Exercise: Campus/Community Resources and Column of Definitions*

Sara announced that the Health Services will be using a combination of learning and service area outcomes.

SAO1: Students will demonstrate the knowledge of accessing and utilizing health care resources on-campus and within the community.

The focus of this outcome is to determine if students know to what degree they can utilize health services such as knowledge of business hours, frequency of visits and level of care. For example, do they know when to see a nurse or a doctor?

SLO1: 80% of our students will utilize a component of health services and rate us with a satisfaction of good or excellent.



Surveys will be conducted by electronic form and by direct questions immediately right after every visit. For example, “Were you satisfied with the level of service you received today?”

Trends will be determined by analyzing the rate of visits by students before and after a Health Fair.

Feedback:

The above outcomes should be reversed. Key points to focus on are:

- a) How the students learned about Health Services instead of tracking its utilization.
- b) What needs to be known about the students who do not know about the Health Services.

Determine the info you want to get and determine the easiest way to collect it. Keep satisfaction surveys short.

*(Note: The Health Center was renamed to Health Services in June 2018.)*

### Child Development Center (CDC)

The CDC SLOs that will be used are:

SLO1: Parents will learn to access and utilize the campus and community, and learn to advocate for themselves and their child.

SLO2: Parents will be able to extend their children’s learning at home and understand how to provide exercise and nutrition for their children at home.

Assessment method: Pre and post-testing of campus and community resources.

Data collected will be used to determine how to increase the program by either workshops or information materials.

Data collection begins in August and gathered periodically. The results will be aggregated though the end of the academic year.

Feedback:

Address common problem areas with the tests collected by specifying action points to improve learning outcomes.

**Additional agenda item:**

**2) Identifying the purpose of the Student Services Council (SSC)**

As part of updating the Planning and Participatory Governance manuals, the Student Services Council's purpose was reviewed. Kim shared two descriptions on record regarding the purpose of the Council and sought feedback from members. The descriptions are as follows:

- 1) The purpose of the Student Services Council is to report, recommend, and advise the vice president of student services regarding the performance, functionality, and any areas for process improvement within Student Services programs.
- 2) The Student Services Council's purpose is to share information; discuss initiatives, policies, operational issues, program review and program assessment among various Student Services departments and programs; and offer recommendation(s) to other participatory governance groups.

Sylvia stated that SSC is a way to be well-informed of all Student Services programs which helps to provide more up-to-date information to students served.

Danni commented that SSC meetings reduce silos and duplication of work. Due to the sharing of information involved in Council meetings, SSC serves as a way to identify common projects among SS programs and provide an opportunity to collaborate.

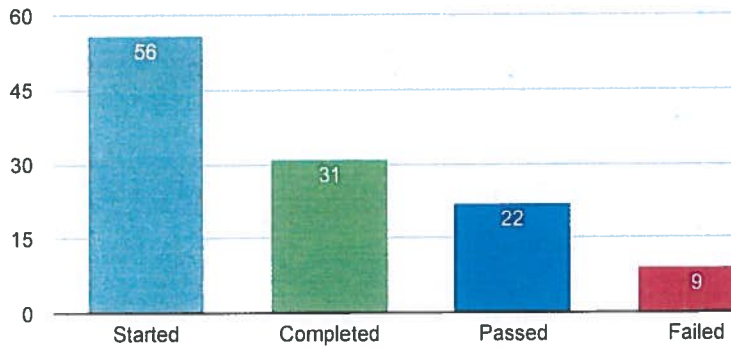
**Resolution:**

An IPC Update agenda item will always be included in SSC meetings. IPC members, who are also members of SSC, will report current IPC initiatives during Council meetings and deliver Council feedback to IPC. This process will serve as a participatory governance function between the two groups and strengthen the Council's purpose.

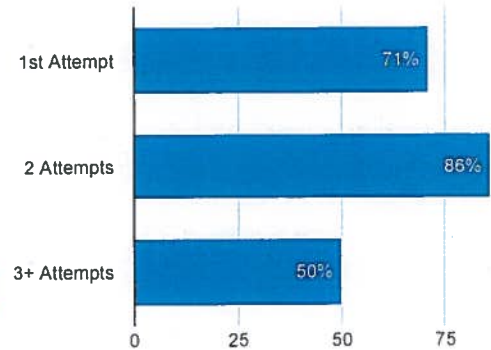
## Financial Aid Document

# The Essentials to Understanding Satisfactory Academic Progress (SAP) and What it Means to You

**1st Time Counseling Session**

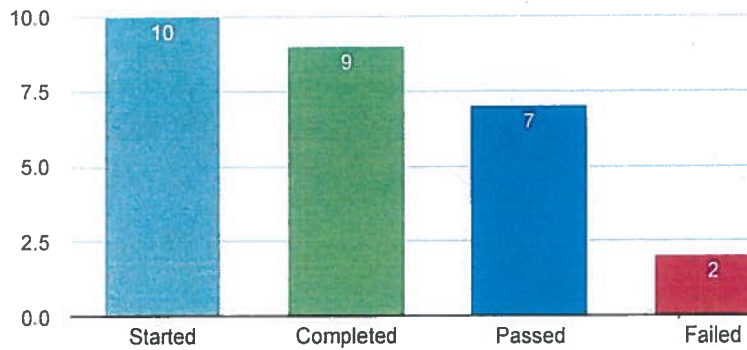


**Pass Rate**



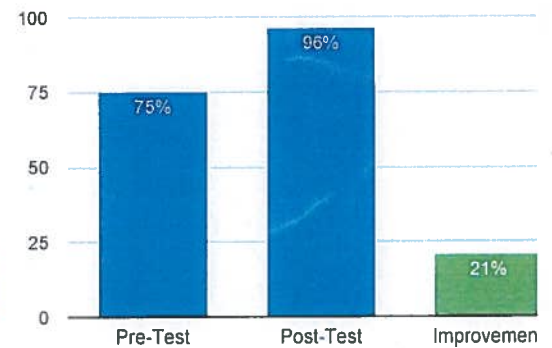
**Retaken Counseling Session**

Includes all attempts after the first.



**Average Scores and Improvement**

Includes all completed sessions.



**Question most answered correctly**

What does SAP stand for?

**Question least answered correctly**

If your program is supposed to take 60 units, how do you calculate the maximum time frame you have to complete it?

**Answers for all questions**

Question	First Attempt	Second Attempt	Third Attempt	Failure	Total Attempts
<b>Pre-Test</b>					
What does SAP stand for?	61	N/A	N/A	0	61
	40	N/A	N/A	21	61

## Financial Aid Document

Question	First Attempt	Second Attempt	Third Attempt	Failure	Total Attempts
What are the three components you are measured by to stay in school?					
How is your financial aid affected by your success as a student?	37	N/A	N/A	24	61
What does Maximum Time Frame mean?	29	N/A	N/A	32	61
What does Pace Rate mean?	56	N/A	N/A	5	61
<b>Lecture</b>					
How is your GPA calculated?	48	2	0	2	52
What factors are considered when calculating Pace Rate?	33	7	2	1	43
What percent of a full-time student's attempted units must they earn to be considered meeting Satisfactory Academic Progress (SAP)?	38	5	0	0	43
Imagine you're helping a student figure out their Pace Rate. In the fall term, they completed 12 of 15 units, and in the spring they completed 15 of 15. What is their Pace Rate?	29	13	1	0	43
If your program is supposed to take 60 units, how do you calculate the maximum time frame you have to complete it?	18	9	8	5	40
Some units are considered for Maximum Time Frame calculations, and others aren't. Which of these is correct?	30	5	4	1	40
<b>Post-Test</b>					
What does SAP stand for?	40	0	0	0	40
What are the three components you are measured by to stay in school?	38	2	0	0	40
How is your financial aid affected by your success as a student?	30	3	7	0	40
What does Maximum Time Frame mean?	36	3	1	0	40
What does Pace Rate mean?	40	0	0	0	40

## Health Center Document

Please choose the letter from the Column of Definitions and write it to the left of the correct Campus or Community Resource. Thank you. (PRE/POST)

CAMPUS/COMMUNITY RESOURCE	COLUMN OF DEFINITIONS
<b>Samaritan House</b>	<b>A</b> assists pregnant women, mothers & young children with information on nutrition and health & by providing checks to buy healthy foods.
<b>CSM Health Services Center</b>	<b>B</b> services and resources for low-income residents of San Mateo County including food, clothing, shelter, medical services, employment services, counseling and food and toys for holidays.
<b>CORA</b> (Community Overcoming Relationship Abuse)	<b>C</b> free, confidential services to victims of domestic/dating violence & abuse including 24-hour hotline, support groups, legal services & emergency housing.
<b>Starvista</b>	<b>D</b> resource for low-income housing in San Mateo County, affordable solutions to housing needs through home sharing, self-sufficiency and home equity conversion programs.
<b>EOPS</b> (CSM Extended Opportunities and Program Services)	<b>E</b> licensed marriage/family therapist & counseling interns provide free, confidential counseling to assist CSM students in handling crises & exploring personal issues thru individual, couples or family counseling.
<b>HIP</b> (Human Investment Project)	<b>F</b> offers Californians the option of purchasing high quality, affordable private health insurance at good values that cannot be denied because of pre-existing medical conditions. Tax credits can be used to reduce the cost of health insurance.
<b>4C's</b> (Child Care Coordinating Council)	<b>G</b>
<b>Covered California</b>	<b>H</b> provides eligible CSM students challenged by academic & socioeconomic barriers with individual academic counseling, assistance buying textbooks, priority registration, discounted bus passes, university fee waivers & relevant workshops.
<b>WIC</b> (Women, Infants and Children)	<b>I</b> helps parents in San Mateo County find & pay for childcare, offers free and low-cost parent education opportunities, parent support groups, parent resource library & enrolls families in health coverage programs.
<b>San Mateo County Housing Authority</b>	<b>J</b> assists low & moderate income residents with rental and housing assistance.
<b>CSM Personal Counseling Services</b>	<b>K</b> nurse practitioner & part-time physician provide CSM students with emergency care, physical exams, treats of minor illnesses, immunizations, STD screening & treatment & affordable medical/dental plans.
<b>CalFresh</b>	<b>L</b> Helps parents buy nutritious food with a convenient, debit-like card at all grocery chain stores & many neighborhood stores in San Mateo County.

Vet satisfaction survey



# CSM VETERANS SERVICES PROGRAM SATISFACTION SURVEY

College of San Mateo wants to know about your GI Bill certification experience. Your opinion matters to us and will help us to better serve our veterans, reservists, and dependents of veterans. All responses are anonymous and strictly confidential.

## About You

### 1. Service Branch:

### 2. Academic Goal:

- Personal Enrichment
- Learn a new job skill
- Improve my employability
- Transfer to a 4-year college or university
- Earn an AA or AS degree
- Earn a Certificate
- Fill a gap in my program at another college or university
- Still deciding

### 3. Major:

**4. How many units are you taking?**

- Fewer than 3.0
- 3.0 – 6.0
- 6.5 – 11.5
- 12.0 or more

**5. Do you plan to transfer to a 4-year school?**

- Yes
- No
- Undecided

**6. If you utilized the GI Bill, what Chapter?**

**7. Have you applied for Financial Aid (FAFSA)?**

- Yes
- No

**8. What is your primary means of transportation to CSM?**

- Private auto
- Carpool
- Public transit
- Bike
- Walk
- Other

**9. What is your average commute time?**

**VROC Service Quality – Based on your experience at the VROC**

**10. How often do you visit the VROC per week?**

- More than 5 visits a week
- 3 or 4 visits a week
- 2 or fewer visits a week
- None

**11. What do you primarily utilize at the VROC for?**  
(Check all that apply)

Counselling  
Computer/Printing  
Coffee and Snacks  
TV/Lounge  
Veteran Comradery

**12. When you ask, how helpful is the information you receive at VROC?**

Consistent high quality  
Generally good  
Quality varies daily  
Poor Quality

**13. How would you rate our counselling services in the VROC?**

Consistent high quality  
Generally good  
Quality varies daily  
Poor quality

**14. How would you rate our certifying services?**

Consistent high quality  
Generally good  
Quality varies daily  
Poor Quality

**15. How would you rate our information services?**

Consistent high quality  
Generally good  
Quality varies daily  
Poor Quality

**16. How would you rate the professional staff?**

Friendly and helpful  
Average  
Varies on each visit  
Poor service

**VROC Resources Quality & Needs**

**17. Is the VROC clean and inviting?**



Yes

No

**18. How would you rate our computer/printing resources?**

Consistent high quality

Generally good

Needs improvement

Poor Quality

**19. How would you rate our furniture?**

Consistent high quality

Generally good

Needs improvement

Poor Quality

**20. How would you measure the noise level at VROC?**

Too loud

Noisy but manageable

Adequate level

Quiet

**21. Do you rely on the VROC for snacks/food?**

Yes

No

Sometimes

**22. How would you rate our snack/food options?**

Consistent quality

Generally good

Needs improvement

Poor Quality

**23. Overall, how would you rate your experience at VROC?**

Friendly and helpful

Average

Varies on each visit

Poor service

**24. Would you recommend CSM VROC to another veteran?**

Yes

No

**Additional Questions (Write answer in)**

**25. What are the main struggles you encounter as a student? (Commute, admission process, academic support, info) benefit information, etc)**

**26. What additional resources/services/events would you like to see?**

**27. What would you like to see improved at the VROC?**

**28. If you could make one improvement to the CSM Veterans Services, what would it be?**

**Thank you for your participation**