STUDENT SERVICES FULL PROGRAM REVIEW

Program Name: _Outreach_   **Academic Year:** _2015-2016_

I. Program Overview

   1. What is the mission of the program?

> Our mission is directly aligned to COM's priorities as expressed in our mission statement of providing access and supporting success for the wide range of learners including those seeking certificates, associates degrees, transfer to 4-year institutions, basic skills and ESL, and lifelong learning. We inform, interact, and listen to community needs to inform the College of local interests and priorities.

   2. What are the goals of the program?

> 1. To communicate the benefits of COM programs, pathways, and services to prospective students and families, especially under-served populations, through schools and community agencies.
> 2. To provide information and support for prospective students through personal assistance, written materials, presentations, events, site visits, college fairs, community events, panel discussions, community partnerships, and campus tours.
> 3. To provide navigational support in the application, testing, and registration process so that new students can make informed decisions in order to achieve their educational goals.
> 4. To build, strengthen, and leverage strategic partnerships with local school districts, community based-organizations, local businesses and civic leaders to maintain the College's profile within the community as a valuable resource and asset.

   3. How does the program mission tie in to the Student Services' and institution's mission?

The Student Success framework guides our work with prospective students so that they understand not only the steps in the process, but the importance of the placement test (and preparing for the test), developing a Student Educational Plan, and orientation. To strengthen our onboarding, we will pilot the SSC Navigate platform at College Success Saturday. The new framework will provide real world and real-time assistance to students in their educational and career development and planning. K-12 collaboration has been fortified by strategic partnerships such as Marin Promise (college readiness and enrollment), COMPASS ("College of Marin Providing Access and Supporting Success") Program with our high school partners and related math articulation work, and Career Pathways Grant work. The Adult Education Block Grant also strengthens our connections with community partners and provides funding for basic skills, career pathways, and parent education programs.

4. Briefly describe the program and the services it provides in order to achieve its goals and SLOs.

1. K-12 collaboration has intensified in the past 4 years supported by Student Success mandates and funding, focusing on key school sites with highly diverse populations building a pipeline starting in elementary school through middle onto high school. To date, we have met with 3rd grade classes supporting site-based college-bound programs and we work with middle schools providing campus tours, career fairs and shadowing opportunities to help students connect their academic experiences with careers. The Jumpstart Promotion has removed the financial barrier of enrollment fees for students, increasing the number of HS students in the program.
2. Our community partnerships through COMPASS, Marin Promise, Northern California Career Pathways Alliance and Adult Education Block Grant, Marin Youth Council, Canal Alliance, Marin City CBO's, and Novato Advisory Council provide invaluable opportunities to identify key areas of need and to work collaboratively to develop solutions.
3. The Student Ambassador Program remains an invaluable marketing and delivery system, providing the authentic student voice and face among the community and within the College.
4. We measure our effectiveness using various forms of assessment including informal pre- and post -assessments of familiarity of college programs/services/process, as well as written surveys.

5. Describe barriers that student might have in accessing your services.

Circulating our information about events and programs is a continuing challenge, but recent increase in the use of social media and multiple communications systems should provide greater access and information to the community. Recent strategies have included Open Houses, such as "Super Saturday Festival" providing Student Services as well as Express Transfer, New Student, Concurrent Student, and Financial Aid Workshops, campus tours, information tabling by faculty, staff, and student groups, Facebook and Instagram presence, Constant Contact messages, postings on school site list serves, presentations at ELAC, PTSA, community meetings, coordinating faculty classroom and community presentations, etc.

This year, due to Federal Work Study and increased Student Success and Student Equity funding, we were able to increase our Student Ambassador team to 10, providing greater capacity to participate in school/community functions, helping us to provide high touch especially in terms of CCCApply. The Ambassadors' work is aligned to Student Success goals in terms of application, testing, Student Ed Plan, Orientation, and priority registration information and support. 9 out 10 Ambassadors are bilingual (Spanish, Vietnamese, Urdu) and they are very effective among the diverse student and adult populations. They are well-versed in immigration legislation, Dream Act, learning communities, and equity-related programs and resources. Their critical role in our Outreach work also provides the "high touch" needed to build trust and meaningful relationships out in the community.   They are in many ways, our most effective communication strategy and tool.

6. Describe retention/intervention strategies that you use to increase student success:

1. Early and sustained messaging regarding the value of higher education
2. High touch support for students interested in concurrent enrollment
3. Tracking and follow-up messaging to sustain contact and support
4. Comprehensive application, testing, Ed Planning, and orientation support culminating in the priority registration event in May, College Success Saturday for graduating seniors
5. Intentional encouragement to enroll in a learning community, starting with Summer Bridge, Puente, Umoja, First Year Experience, to sustain the support and sense of belonging once students enroll and new college students.

7. Is the program required to meet special regulations/ standards? Describe.

N/A

II. List all staff members in the program. Include their names, titles, classification, FTE equivalents, qualifications, and funding source.

Name	Title	Classification	FTE	Qualifications	Funding Source
Anna Pilloton	Director of School and Community Partnerships	Management	1.0	K-12 experience, former ED of Marin K-14 collaborative, governance and community leadership	General funds
June Yokell	Outreach Office Tech	Classified	.5FTE	COM experience in various departments	General funds Note: June plans to retire as of February 29, 2016
Student Ambassadors		Work Study/ Student Hourly	N/a, 10-15 hours/ wk, $14/hr	By application: knowledge of college program/services, presentation, problem-solving, leadership skills, 7 Ambassadors are bilingual in Spanish, Urdu, or Vietnamese	Federal Work Study and Student Success/Equity funds

III. What are the demographics of the students in the program and how do these demographics compare to the overall college population?

Fall 2015 figures taken from PRIE Student Characteristics Report and CA Department of Education K-12 Enrollment and Ethnicity Reports

Ethnicity	Marin K-12 students		College	
	#	% of Total	#	% of Total
American Indian	153	0.5%		0.3%
Asian	1976	6.0%		8.2%
African American	723	2.2%		5.3%
Hispanic	9089	27.3%		26.5%
Multi-Racial	1394	4.2%		5.4%
native Hawaiian	n/a	n/a		n/a
None/Unknown	638	1.9%		2.4%
White	19,234	57.9%		51.9%
Totals	33,207	100%	5594	100%

The prospective student pool crosses all ages, ethnic, and socioeconomic lines. College Fairs serve the general student populations, and many of our workshops, campus tours, and special presentations focus on specific underserved populations, e.g., 10K Degrees, Canal Alliance University Prep, Huckleberry Wellness Academy, Conservation Corps North Bay, Marin City College Prep Center, Tamalpais HS Bridge the Gap, San Rafael HS California Dream Team, AVID classes in the San Rafael and Novato Unified School District, etc. We use tailored strategies and resources for these special populations involving diverse and specialized faculty and staff members in the process, and have developed strong relationships with program staff and school personnel. Based on the COM Student Characteristics Report for Spring 2015, "ethnic minority students comprise 48.1% of the student body" as compared to K-12 Enrollment by Ethnicity for 2014-2015 as reported by the California Department of Education which indicates that 42.1% of Marin County students are of color. Our work with adult populations consists of Business Showcases, presentations at community meetings, workshops and application sessions at CBO's, etc.

IV.   **Measuring Student Progress**

    1. How is student progress tracked within the program? How well are students progressing through the program? Include data to support your assertions, if it is available.

Student Learning Outcomes Matrix

I	II	III	IV
Course or Program Learning Outcomes	**Assessment Method** Include assessment method and who, what, when, how	**Assessment Results Report** Include main findings, date and report authors	**Use of Results** How will instructors modify instruction and/or assessment if appropriate? Include date of discussion and date of implementation.

Outreach conducts pre- and post surveys for student groups (elementary, middle, high school, GED, re-entry students) checking for awareness and understanding of benefits of program and support services. We collect a variety of data sources including attendance, participation, follow-up and completion of registration steps that is submitted in an annual BFAP report.

Measurements Used
(a) Measure baseline, recall and understanding of Student Services, navigational strategies, and programs, e.g., steps in registration process, career technical programs, financial aid instruments, using informal measure and/or a pre- and post-evaluation.
(b) Measure impact, recall, and understanding of Student Ambassadors' work within the Outreach context using a pre- and post-evaluation for campus tours, group presentations, classroom sessions, etc.

"Closing the Loop"
(a) Measures are shared and discussed among Outreach Staff, community partners (e.g., 10K Degrees, etc.) as well as Student Services offices. Analysis informs our planning for HS site presentations and workshops, College Success Saturday, parent meetings, CBO sessions, etc.

(b) Based on the evaluations and reflection, the team modifies processes in terms of content, delivery, materials, coordination, preparation, and follow-up.

(c) Ongoing professional development is provided for Student Ambassadors to maximize their leadership skills and to build capacity for the program. Each summer, several Ambassadors attend the Leadershape Conference funded by Student Equity funds and bring back strategies and lessons learned to share with the team at our Fall Retreat.

(d) We will distribute a Communications Strategy Survey among local educational leaders and counselors to enhance our dissemination of information and increase engagement especially among target student populations.

One key metric that we measure is the "Capture Rate", the percentage of high school seniors who enroll as first-time college students at COM upon graduation:

High School	Capture Rate 2014	Capture Rate 2015
Madrone	69%	58%
Marin Catholic High School	3%	6%
Marin Oaks High School	31%	18%
Novato High School	8%	17%
Redwood High School	14%	23%

San Andreas High	14%	22%
San Marin High School	4%	10%
San Rafael High School	29%	41%
Sir Francis Drake	18%	31%
Tamalpais High School	12%	18%
Tamiscal	44%	80%
Terra Linda High School	23%	28%
Tomales High School	2%	0%
Total	**15%**	**22%**

The proposed capture rate for 2016 is 30%

V.   Planning Agenda

Based on the information above, what changes or new initiatives should be enacted to improve the program and meet your goals?

We will continue to build stronger connections among our district and community partners to integrate our strategic initiatives. Within our Marin Promise work we will develop a common language/vocabulary for promotional materials across multiple communication systems, e.g., webpage, social media, written materials, Constant Contact, Navigate, etc. Consistency, clarity, integration, and follow-up will be standards for our work, and we will work internally to streamline/standardize processes and procedures for our growing initiatives, e.g., COMPASS and satellite classes. Work with faculty, Student Services staff, and others will be vital to ensuring efficient and effective delivery of programs and services.
Specifically:

1. Develop more efficient means of capturing student information for follow-up work from application to testing to SEP's and orientation so that we can identify gaps in the process to prevent "summer melt" or stalled registrations.
2. Streamline and standardize process for vetting new COMPASS sites, satellite classes, hybrid DE classes, articulated credit classes, and other special arrangements with local high school sites and CBO's.
3. Develop satellite proposal checklist for HS and CBO's that captures need, estimated headcount for class, availability of classroom, support, optimal time of day, etc.
4. Clarify with Enrollment Services, Assessment and Testing, Counseling, Cashiers, etc. regarding applicable fees (paid by student or district?), books, and materials fees.
5. Ensure that HS sites and CBO's fully understand the application and registrations process and requirements so that they support students at their sites to expedite paperwork, venue, logistics, access, etc.
6. Develop with the Dean of Student Success a new job description for a Student Success Specialist/Coordinator who would be cross-trained in Counseling, Enrollment Services, Student Activities, and Outreach, with up to date tech skills in data collection and analysis, logistical/event support and coordination, student-centered attitude, strong customer service affect, to strengthen cohesion and coordination among Student Services.

1. Given the current budget environment, what efficiencies do you see within the service area that could result in reduced costs but improved services?

With the planned retirement of the Outreach office Tech at the end of February, and other possible openings in other Student Services offices, a consolidated Specialist/Coordinator as described above would improve efficiency/coordination. Outreach is supportive of the development of such a job description and hopes that the position could be filled by Fall 2016.

2. Based on recommendations above, what resources will the program save, reallocate or require to accomplish its plan and meet its goals (resources, timelines, partnerships, staffing, equipment, facilities, etc.)?

> The .5FTE salary in place for the Office Tech would be consolidated into the new position, resulting in greater value and support in the expanded position.
>
> We will work with IT to develop an online form (to replace the fee-based Adobe form that has been in place, but is no longer available) so that students can register for events and also to track attendance at events, fairs, and workshops.

VI. Evaluation

1. What changes were made to the program in the last year based on the recommendations made by the last program review? Please describe. Is the program required to meet special regulations/ standards? Describe.

1. Thanks to Student Success and Equity funds, we were able to expand the number of Student Ambassadors, especially bi-lingual Ambassadors.
2. We improved cohesion in our scheduling and support systems with high schools thanks to greater coordination among college access partners which resulted in increased capacity to offer financial aid workshops (Cash for College with 10K Degrees), summer programing with Huckleberry Wellness, office hours for 10K Degrees and Canal Alliance University Prep in the Outreach Office, etc.
3. We have increased the number of "open house" opportunities and events to bring more community members and prospective students to the campus now that the new Academic Center is completed.
4. We recently presented the Outreach workplan and strategies to the Department Chairs to solicit their questions, suggestions, concerns so that we can strengthen our communication, problem-solving, inclusion, and coordination with the faculty.
5. Pathways and Adult Ed Block Grant work has increased our articulation, coordination, and two-way communication with High School and COM CTE faculty and programs as well as College Skills.
6. This year's College Success Saturday will include the pilot of SSC Navigate, a Student Success and Career platform that will be a valuable resource for our students. Student Ambassadors field-tested the new platform and were excited about its implementation and felt strongly about the structure and link to valuable information and resources for time management, majors and careers.

2. What if any were the barriers/constraints the program faced when implementing those changes?

Constraints related to funding the Student Ambassadors' Program were solved with the institution of Student Success and Equity funding, and a redesign of the Federal Work Study job descriptions that increased the hourly rate for Ambassadors, increasing and improving our pool of applicant pool. We deeply appreciate the foresight and support from Dean of Enrollment Services Emily Sillcocks and the Dean of Student Success Derek Levy.

3. Based on data, how effective was the change in improving program performance in student retention, success, and progress?

Based on the capture rate alone, we recognize the correlation between a more cohesive, deliberate and coordinated communication and engagement strategy, as the percentage of HS seniors enrolling as first-time college students went from 17% in 2014 to 22 % in 2015. Our continuing challenge is gathering accurate data throughout the season among the various contact points so that we can follow-up with students and track their progress along the continuum. We know that working with IT to develop an online form and also tracking social media this year will result in a better system and will provide a baseline as we expand our communication strategies and vehicles.

4. What was learned from these changes that would facilitate future program improvements?

We have a clearer idea of what programs have the greatest impact on students' decision-making, etc., priority registration when its benefits are clearly described, Summer Bridge with its continuing record of improving placement saving the student time and money, College Success Saturday, and the Jumpstart Program are all key milestones for students. Our Pathways and Adult Ed Block Grant work with apprenticeships, short-course skill-builder certificates will also have an impact on re-entry students and will help them to connect classroom learning to careers.

Regular Student Services Team meetings have been invaluable in strengthening communication among the offices as we are more aware of current issues, needs, questions, changes, etc.

Our team has analyzed the variety of contact points in our master schedule, which has helped us to see the connections among our community partners, our structural schedule, and communication opportunities. This analysis has also helped determined where best to apply our efforts. For example, we have intentionally increased the number of open houses, parent education presentations, and brown bag lunch opportunities as we experienced greater engagement and an increase in specific questions and requests for tours from such events.

Name: Anna L. Pilloton   Title: Director of School and Community Partnerships

Signature_____ Date January 25, 2016_____