

LMC Comprehensive Program Review

Student Services Units

Fall 2017

Program: Student Outreach

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

1 EVALUATION/ANALYSIS (FOR ALL PROGRAMS)

1.1 ANNUAL REVIEW UPDATE ANALYSIS

Analyze your annual reviews (objectives and improvements) over the past 3 years.

After analyzing the past 3 annual reviews, I am happy to report that Student Outreach has met most of its goals, met the challenges brought by the new college initiatives and State mandates and in some areas surpassing expectations. Outreach has been able to keep up with the ever-changing student demographics as well as the numerous new State requirements. These mandates expanded the role and areas where Student Outreach provide service, specifically in 3SP core requirements, Adult School Partnerships (EABG), Work Force Development partnership (CPT1 and CPT2), ESL and Dual Enrollment. While many of these partnerships and initiative were not included in the annual goals and reviews, the Outreach provided leadership, implementation support and direct student service for these initiatives. An excellent example of such work is the development of Career Focus Fridays. Four years ago, a partnership was established between CTE Departments, Student Outreach, Work Force Development unit and CPT personnel to host 200 high school students at the college. The students were scheduled to visit the various CTE programs establishing Career Day at the college. Because of the success of this Career Day at the college, Student Outreach with the support new staffing expanded the one day even in to a series of career days on Friday. For the past 3 years the partnership with CTE continues but Career Focus Fridays has become a student outreach activity. Under the leadership of the K-12 Liaison, Kelly Green, the Focus Friday has expanded to 5 Fridays throughout the year, targeting 5 industrial areas in our CTE and STEM programs. The partnership has grown to include CTE, 3SP, STEM and other Student Services programs. There has been some discussion to explore providing services to middle schools in the future. The plan will be introduce in 2019 to explore possible funding sources.

Based on the data reviewed, the office is interacting with prospective students at the high school in many venues. The office continues to provide pre-orientation and application workshops to graduating seniors in spring semesters. We have added fall semester workshops to capture those students that may be four-year college-bound and their college applications are completed in the fall semester. We are using outreach ambassadors to staff LMC tables during lunch at the local high schools. The lunch time tabling has expose those students that do not participate in the on-going presentations and workshop scheduled by high school staff. The tabling provide information in a more causal manner to prospective students. Additionally, outreach staff have scheduled office hours at targeted schools to

provide a more thorough work on the college enrollment process. The Dual Enrollment classes have also enhance the college presence at the local high schools.

The data review also provides evidence of work that outreach needs to address further. The office has been aware of the lack of participation for outreach activities from African American students and in some areas the lack of males of color. Additional efforts have been developed to reach more African American students and males of color to participate in outreach sponsored activities at the high schools and at LMC. We've had some positive success attracting more students to these activities and our goal is to have this success translate in to more students at the college. Based on data provided by the PSLO in 2016, African American students comprised 16% of students participating in the Saturday an increase from the previous reports of 11% - 12% in previous years. We further discovered that with the increase of African American and male students of color participation, the completion of required 3SP enrollment steps are not in par with other students. We need to place more resources to have African American students and males of color engage the college enrollment activities and complete the 3SP core activities early. Early completion guarantees early registration and it may support college persistence and success.

Student Success and Support Programs (3SP) Changes

The role of Student Outreach has changed and most of these changes were brought by the onset of 3SP requirements. In the past four years, Outreach had to update and fine tune the enrollment process (for high school and non-high applicants) for incoming students, change the marketing of these new processes and change the websites and online process for new students. These updates have evolved over the past 4 years.

2014-15: Develop a clear communication and webpage process to assist new student applicants through new Success Act.

Student Outreach with the guidance of the college webmaster updated the admission and enrollment webpages in the college websites. The websites guide students through the application and enrollment steps were designed with special attention to the new 3SP requirements. Feedback received from students were positive and that the webpages provide clear steps and students understood the required 3SP steps. The online orientation was also included in the enrollment pages. Working with the college web master to ensured that all the new sites were well designed and easy to find. The webpages were made ADA compliance and mobile friendly. These new webpages and enrollment steps were promoted in a marketing strategy that included emails, flyers and posters. The webpage navigation and clarity were tested in the Welcome Center by students visiting the center.

2015-16: Develop a communication and monitoring system for 3SP requirements for new student applicants.

Outreach developed a communication and monitoring system with specific attention to the 3SP requirement. The monitoring system was piloted in the spring application cycle with graduating high school applicants. Working with District IT, the office created rosters of student applicants and rosters of applicants with completed 3SP core requirements. A series of emails were developed to send to students as they completed the 3SP and enrollment steps. The high school students receive personalized emails that include their student ID numbers. The monitoring system is very labor intensive.

2016-17: Alternative assessment venues for high school students (including multiple measures)

Alternative assessment venues and procedures were piloted at the high schools. The high school transcripts were collected from all students going through the assessment process at the high schools. The multiple measure forms and process were piloted at the high schools as well. Valuable strategies were learned from these piloted procedures that were used in the wider future multiple measure implementation procedures.

The communication and monitoring system was updated by using friendlier emails system that provides graphics. The emails can have imbedded videos, hyperlinks and additional follow-up questions. The email system also provides monitoring analytics to make it easier to monitor 3SP completion.

Student Equity Focus

Student equity has always been a priority for Student Outreach. The work conducted under the HSI Exitó Grant provide resources for underrepresented students and particularly to the Latino students. Following recommendations from the college Strategic Goals and Equity Plan, the office planned outreach activities to engage and increase access to African America students.

2014-15: African American student recruitment

Outreach strategies were employed to increase the number of African American high school students to apply and enroll at the college. Working with local high schools, African American students were targeted to have them attend the Senior Saturday and to participate in assessments at the high schools. Past trends have indicated that students that are assess at the high schools and attend the HS Senior Saturday have higher enrollment rates. There was a 20% increase in the attendance of African American students in 2014 Senior Saturday. The African American males increased three-fold due in part to the low attendance in previous years. Outreach activities were conducted at Pittsburg and Deer Valley schools in partnership with the schools after school programs targeted at African American students.

2015-16: Continued efforts to attract African American students

The efforts to attract students to the Senior Saturday continue with positive results. Additional college units began working with African American students at high schools which provided more students to

apply to the college and attend the HS Senior Saturday orientation. There was an effort to increase the participation of African American students in the Summer Bridge program by recruiting students directly from the Saturday orientation. Under the guidance of Annica Soto and the partnerships with EOPS and Umoja the number of African American students tripled in Summer Bridge. The partnerships continued and SB students were connected to both EOPS and Umoja for continued support. The number of male students of color doubled from previous years.

2016-17: Go Day for 3SP completion

GO Day was created and piloted to promote the completion of the 3SP core requirements and to encourage enrollment via the Ed Plan express registration sessions. An unexpected benefit to GO Day was the large number of African American students that attended the registration sessions. Traditionally African American students do not engage the enrollment and registration process early and it was verified during the pilot run for GO Day.

GO Day in 2017 was planned in conjunction with Retention Services, Umoja and Athletics with specific assessment sessions and registration sessions targeted at African American students. GO DAY will become an on-going annual event for Student Outreach.

2015-16: LMC Transition Program at Pittsburg High

The Transition Program pilot continued at Pittsburg High in spring '15. The Transition Program spearheaded by Dean Dave Belman served 70 high school students by providing them the opportunity to earn 5 college credits while enrolled in high school. The students enrolled in a Drama 16, a 3 unit transferable GE class, and Counseling 032/030 both one-unit classes. The students enrolled in these classes were predominately Latino and African American students. A goal of the program was to have students complete the 3SP core requirements and enroll at the college. There was a 95% 3SP completion and a 72% enrollment rate for this cohort, thus increasing the African American student enrollment.

2016-17: LMC Transition Program at Antioch High

The Transition Program was piloted at Antioch High during the fall '16 semester. Two Counseling 032 classes were offered during school and after school. The target student population for the transition program are underserved students at the high school. Students from Live Oak, a continuation high school, were invited to participate in the after-school section. Under the guidance of the Transition Specialist, Kelly Green, the program was expanded to the 3 comprehensive high schools in the Antioch School District. The transition program was used as a model for the Dual Enrollment work at LMC.

1.2 ASSESSMENT SUMMARY

All the Student Outreach PSLOs have been evaluated at least once in the past 5-year cycle except for one PSLO which was eliminated. The eliminated PSLO addressed Spanish speaking students and parents receiving enrollment support services at the Welcome Center. The end of the HSI Exito Grant, staffing restrictions and inability to track data required the elimination of the PSLO. A new PSLO that addresses the creation of Ed Plans during the New Student Ed Planning Workshops has been created. The new PSLO5 will be evaluated during the fall '18 registration cycle.

Existing PSLO:

PSLO1: High school students who participate in the pre-orientation outreach workshops will be given college information and will be able to complete the college application, English and math assessment, and the new student orientation. This PSLO was evaluated in 2012 and will be evaluated in 2018.

PSLO2: Students who attend the High School Senior Saturday orientation will be provided with the available campus resources to connect with a student support program. This PSLO was evaluated in 2017.

PSLO3: Students who visit the Welcome Center for admission questions will be provided with information to complete the Student Success and Support Programs services: application, orientation, assessment, and educational planning. This PSLO was evaluated in 2015.

PSLO4: Students who access the Welcome Services will learn to navigate the college online services. This PSLO was evaluated in 2012 and 2015.

New PSLO:

PSLO5: Student who attend the New Student Ed Planning Workshop will develop a first semester educational plan. This PSLO will be evaluated in 2018 for the fall '18 enrollment cycle.

The results from the evaluation of the unit's PSLOs have provided instrumental feedback to make changes to how Outreach, the Welcome Services and Assessment provides service to our students. The Outreach PSLO evaluations are available on the Planning and Student Services webpages.

1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success.

Much of the professional training that Outreach has sponsored has been in the area of technical training. We have had training in technical areas such as SARS and Hobsons Starfish software. There has been workshop that focused on working with students in the area of difficult people with emphasis on behavior issues and students with disabilities. The staff have been encouraged to participate in the

professional workshops sponsored by the Equity and Inclusion Dean. More work is needed to provide a more comprehensive professional development in the department. Efforts on in place to increase the number of trainings conducted on communication, student development and cultural humility and equity facilitation.

1.4 COLLABORATION

Student Outreach works in collaborative efforts campus-wide across all areas of Student Services and Instructional areas. There are several signature events where event where Outreach is in collaboration with other campus departments to provide direct and indirect services to students.

High School Counselor Conference: For the past several years, the office works with Student Services and Instructional Departments to host the Counselor Conference. Counselors and staff from our local high schools attend the conference to learn what's new, what's changed and what new programs have been created at LMC. The conference has become an excellent venue for student service and instructional departments to introduce changes and to communicate the innovative work being done at the college via workshops or presentations.

High School Senior Saturday: These HS Senior Saturday have become the de facto College Preview Day. The day serves as a day for Student Services to show incoming students how their services will assist them in their college success. The day has also evolved in to a Learning Community instruction and recruitment day. Instructional departments are invited and many have attended specially areas in CTE, math, English and STEM. For the past 3 years, we have average 600-700 incoming freshmen to these Senior Saturday. The impact that the college has had on new students in all areas of student services, Learning communities and instruction has been gratifying. An added component to these Senior Saturdays has been the parent participation. An average of 250 parents attend these days and are similarly exposed to the support systems available to students.

Career Focus Friday: AS described earlier, Career Focus Friday is a partnership between CTE faculty, STEM programs and faculty, and Student Services. The days show case up to 200 students programs at LMC (grouped by industry clusters e.g. Health and Service fields) by providing workshops from faculty in their areas as well as workshop general student support areas.

Math and English Assessment Work: Student Outreach has provided the leadership to bring together English and math faculty leads to address the new course placement protocols with the onset of common assessment and multiple measure initiative. The assessment staff has work closely with math and English faculty to establish placement rules and policy. Procedures were developed by the office to satisfy college and State requirements. This work have foster additional work outside student assessment in the area of high school and college faculty relationship building. The office schedule

meetings for LMC faculty to meet with high school teachers to discuss math and English acceleration and placements. Outreach has also play a role with Deer Valley High CAAP grant work with LMC’s math department.

2 LONG TERM GOALS (HOW TO GET THERE)

2.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

| College Strategic Directions 2014-2019 | Integrated Planning Goals |
|---|--|
| <ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources. | <ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students. |

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

| Goals | Aligned College Strategic Direction(s) | Aligned Integrated Planning Goal(s) |
|---|--|---|
| <p>Create a self-sustaining outreach infrastructure to handle the ever changing demands in student outreach by spring 2019. The outreach model should be comprised with staff from multiple Student Services and instructional areas. The structure should address high school outreach, including high school graduating seniors, dual enrolled students, and early outreach for 9th to 11th graders. The structure should include solid, but easily manipulated, efforts for underserved student population. Update program review for 2019 to include staff request for non 3SP outreach efforts. The staff will create an outreach component for the general adult learners and the greater East county community at large by fall 2020.</p> | <p>Increase equitable student engagement, learning, and success.</p> | <p>ACCESS: increase access through enrollment of students currently underserved in our community.</p> |
| <p>By spring 2019, Develop a robust online support system for student applicants that will provide live phone and chat support and automatic 24 – 7 continuous support via instructional videos and Zoom presentations. This automated support will guide students through the college orientation and assist students in identifying their goal by selecting career/major pathways available at the college for the fall '19 application cycle.</p> | <p>Invest in technology, fortify infrastructure, and enhance fiscal resources.</p> | <p>IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> |
| <p>By September 2018, put forth the structure for an on-going professional development training</p> | <p>Strengthen community engagement and partnerships.</p> | <p>LEARNING CULTURE: Enhance staff, faculty and administration's</p> |

| | | |
|--|--|---|
| <p>series for outreach staff in the area of student communication and interactions, student equity facilitation, and student support technologies. By February 2019, identify the training and conduct at least 2 workshops in communication and equity. Utilize the training to enhance the structure and facilitation for the student outreach ambassadors.</p> | <p>Invest in technology, fortify infrastructure, and enhance fiscal resources.</p> | <p>understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p> |
| <p>By fall 2018, Student Outreach will identify a student tracking and communication software for the college dual enrollment and articulation work. The system will be programed to track students through their high school tenure and send grade appropriate communications to students. The tracking system will identify those students that have engaged the college during their high school years vis-à-vis Dual Enrollment, Career Focus Fridays, campus tours, etc.</p> | <p>Invest in technology, fortify infrastructure, and enhance fiscal resources.</p> <p>Strengthen community engagement and partnerships</p> | |

To consider: If applicable, describe how these goals are designed to increase student engagement in 3SP and equitable student outcomes.

The goals outlined above will align the work that outreach is doing with K-12 Dual Enrollment and Articulation.

The goals will increase 3SP engagement and completion as well as close the equity gaps that exist in 3SP.

2.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

Describe existing level of staffing for each program or service: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?

Does the existing level of staffing impact available hours of service? The ability to provide a full-level of service? If additional staff are needed, identify how your program/service would benefit (i.e. what

additional services could be offered, longer business hours, etc.) and how additional staffing would support long term goals.

Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).

| Faculty/Staff Resource Request | | | |
|---|--|---|------------------------|
| Department/Unit Goal - Reference # | | Strategic Objective - Reference # | |
| | | | |
| Department/Unit Name | | Position Name/Classification | FTE |
| | | | |
| Position Type | Funding Duration | Funding Source | Est. Salary & Benefits |
| <input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student | <input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time | <input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/> | |
| Justification: | | | |
| | | | |

2.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

Describe how your program/service is structured within your existing space. For example, where is it located in relationship to other services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.

Describe the current equipment/technology needs for your program/service, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your program and/or service?

| Operating Resource Request | |
|------------------------------------|-----------------------------------|
| Department/Unit Goal - Reference # | Strategic Objective - Reference # |
| | |
| Department/Unit Name | Resource Type |
| | |

| | |
|----------------------------|---|
| | <input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other |
| General Description | Est. Expense |
| | |
| Justification: | |
| | |

2.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.

| Professional Development Resource Request | |
|--|---|
| Department/Unit Goal - Reference # | Strategic Objective - Reference # |
| | |
| Department/Unit Name | Resource Type |
| | <input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other |
| General Description | Est. Expense |
| | |
| Justification: | |
| | |

3 FOR UNITS/PROGRAMS WHO OFFER COURSES:

3.1 COURSE SUCCESS/RETENTION ANALYSIS

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

| | African-American | Low Income Students | All students in program/discipline |
|---|------------------|---------------------|------------------------------------|
| Completion Rate (program/discipline) | | | |
| Success Rate (program/discipline) | | | |

3.2 CURRICULUM UPDATE

Summarize the status of your curriculum including an analysis of the status of your COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, sequencing, and time to completion.

3.3 CSLO UPDATE

Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.

3.4 COURSE OFFERING ANALYSIS

Analyze your course/section offerings and trends, and report any new course or program plans.

4 FOR PROGRAMS WITH ADVISORY BOARDS:

4.1 ADVISORY BOARD UPDATE

Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.