

LMC Program Review Year 3 Update 2019-2020 Student Services Units

OUTREACH

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan (CCCD Strategic Plan)* adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- a. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.

The department continues to provide pre-orientation and application workshops to graduating seniors year round. We have added fall semester workshops in the month of November to capture those students that may be four-year college-bound and their college applications are completed in the fall semester. Additionally, outreach staff have scheduled office hours at targeted schools to provide a more thorough work on the college enrollment process. The student outreach staff will be more engaged with dual enrollment and articulation activities to enhance the college presence at the local high schools. In addition, there are plans to create a prospective student “call/text center” to reach out to applicants to encourage participation and course enrollment. Plans are being developed to promote the Brentwood Campus to Liberty Union School District students and graduates.

- b. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

Student Outreach staff works in collaborative efforts campus-wide across all areas of Student Services and Instructional areas. There are several signature events where Outreach is in collaboration with other campus departments to provide direct and indirect services to students including the HS Counselor Conference, HS Senior Saturday, and Career Focus Friday. HS Senior Saturday has become the event that provides direct access to programs and Learning Communities at the college. Career Focus Friday events are planned with the various academic departments to expose prospective students with their programs and career options that may become available to students. In addition, Student Outreach provides leadership college-wide by coordinating general college outreach and recruitment activities in the Outreach 360 Meetings. The partners in these meetings include Student Services departments (EOPS, DSPS, FA, Transfer, Counseling), Career Education Workforce

Development and Learning Communities. The venue is used to inform and plan joint activities and coordinate efforts around student recruitment and outreach.

- c. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

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, AB 705, Dual Enrollment and Guided Pathways. Student Outreach is actively participating in the Guided Pathways planning vis-à-vis the Strategic Enrollment Management committee.

- d. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

Student Outreach lost a staff member in summer of 2019 and the position has been vacant since then. There are plans to fill the Program Coordinator position in early 2020. In addition, the department lost the Assessment Coordinator for most of 2019 due to an OOCA. The Program Assistant stepped in to fill the role of the coordinator during that period but a position vacancy remained. Student Outreach should be fully staffed by mid-spring 2020.

- e. How does your department ensure that students are aware of learning support outcomes?

Student Outreach provides students with information and available resources to students at the Assessment and Early Enrollment workshops. Students are asked for feedback regarding the effectiveness and content of the workshops. Prospective students are made aware of the services available to them from our area at the application and pre-orientation workshops conducted at schools and educational centers. The learning outcomes for Student Outreach department are listed on the college catalog and department website

(<https://www.losmedanos.edu/studentservices/outreach/missionandslo.aspx>). Student Outreach provides on going communications to college applicants on the services available at the Welcome Center. We also have posters and banners that list the services provided at the Welcome and Assessment Center.

2. Engagement

- a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

Student Outreach and assessment staff continually meet with English and math faculty to implement AB 705 and to create the assessment instruments and self-guided placement. Faculty are invited to participate in events and workshops sponsored by the unit. In the High School Counselor Conference, faculty are invited to participate in the planning of the conference content as well as the delivery of workshops. Similarly, faculty play a key role on our Career Focus Fridays delivering the workshop content on their departments and industries to students. The office staff are also engaged in SEM committee and Guided Pathway planning work. Outreach staff coordinate activities for Dreamers and AB 540 students and are members of the Dreamers Alliance committee. Staff are also actively involved with college governance with leadership roles in SGC and Classified Senate.

- b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Student Outreach staff have developed partnership and collaborations with faculty and other college staff in large campus-wide events such as the High School Senior Saturday and Dreamer's Conference. These events serve a large number of students and parents engage our student services staff and faculty during workshops and presentations. Student Outreach coordinates the annual HS Counselor Conference where new programs, processes and polity are introduced to local high school counselors and staff. The department continues its partnership with UC Berkeley's Early Academic Opportunity Program by providing college workshops and SAT preparatory classes to Pittsburg and Antioch High students. The Outreach staff also provides leadership to the Mt. Diablo Educational Consortium which provides monolingual higher education workshops to Spanish speaking parents. The consortium includes the Mt. Diablo Unified School District, CSU East Bay, DVC and business partners

- c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.

Student Outreach conducts weekly meetings to inform, share and to discuss strategies to deliver our services. Different areas of the unit inform the group of upcoming activities for feedback and support. The unit has regular on-going meetings with part-time and student ambassadors. These meetings are designed to share changes on college procedures and to provide professional training to the part-time and student staff. The topics revolve around customer service, communication styles and general professional comportment. Student Ambassadors (student employees) play a major role in Student Outreach. Ambassadors assist students at the Welcome Center and represent the college at schools conducting classroom presentations or staffing college information tables. On-going training is provided to ambassadors in the area of customer service, communication styles, leadership and updates on college programs and enrollment procedures. Special training is provided to Student Leaders that work during the HS Senior Saturday. Typically 30 students are hired to host the prospective students and parents. The students are assigned as group leaders, workshop panel participants and logistic leaders.

- d. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

N /A

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program’s strategies to increase success for populations identified in LMC’s Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

Student Outreach strives to create an equity focused plan in all of its outreach activities and strategies. A large percentage of the students we serve are low-income, first-generation and underrepresented students and we try to incorporate a focused sensibility and targeted service on these student populations. Special attention is placed on African American students and foster youth as we bring students and guest speakers to the presentations and workshops that reflect the population we are serving. Additional school visits, application workshops, assessment and enrollment workshops are conducted on Title I schools and schools with higher percentage of African American students. The outreach staff works with African American student clubs at the high schools to provide college going information to students. African American students are targeted with additional communications to participate in the outreach sponsored events and to visit the Welcome Center for in-person services. The department works with schools to request name and mailing addresses for African American students to provide students with targeted activities provided by Umoja and EOPS. 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 attend the Senior Saturday and to participate in assessments at the high schools. The High School Outreach Coordinator, Elizabeth Ramirez, conducts First-generation circles specifically for first-generation underrepresented students of color.

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			
VFS1: Increase by 20 percent the number of CCC students annually	By spring 2019, Develop a robust online support system	Commitment to innovation and creativity.	The unit wants to increase the level of service it provides to	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	After we researched and tested several free	The chat service has been incorporated	Jorge Cea Reggie Turner

<p>who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p>	<p>for student applicants that will provide live phone and chat support and automatic 24 – 7 continuous support via instructional videos and Zoom presentations.</p>		<p>students online. The service should be live and real time.</p>		<p>chat services, we decided on a chat service recommended by Marketing and used by the library. We decided to drop the 24/7 automatic chat service. The automatic continuous chat service is expensive (currently used by Financial Aid) and does not provide the level of personalization needed at the Welcome Center. A “call/text” center can be utilized to provide enrollment follow-up services to student applicants.</p>	<p>on our enrollment webpages but it has not been utilize as much as we expected. We are working with marketing to promote the visibility and usage of the chat service. Will be testing it out during spring '20 registration.</p>	
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<p>VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p>	<p>Increase the number of first time students that complete English and math first year of enrollment</p>	<p>Student engagement and success</p>	<p>Working with the Planning Office at the college we will be determining the number of new freshmen that complete assessment, enroll in math and English their first year and the number that of students that complete math and English their first year of enrollment.</p>	<p> <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> <u>New Goal</u> </p>	<p>The unit created Assessment & Early Registration workshops for recent high school graduated students. At the A&E Workshops students will: complete assessment, understand placement, confirm major and register for courses, including math and English and 1st semester course on Ed Planning tool. There will be follow-up services for these students in late summer and the first semester to ensure student</p>	<p>Pilot during fall '19 for spring '20 semester. Implement during admission / registration cycle in spring '20 for summer / fall '20 semester.</p>	<p>Jorge Cea Nicole Almassey Ninnette Alfaro Elizabeth Ramirez</p>
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					are staying on their paths. We will test out the possibility of a “Call/Text” center to conduct follow up services to students.		
VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.	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.	Student engagement and success	Std. Outreach wanted to bring multiple units under one general outreach effort to address the multiple outreach needs: early outreach (middle schools), community outreach (churches, adults, cultural events) and general outreach (HS, Ed centers). Having multiple offices working together could streamline the	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	With the onset of State mandates such as AB 705 and Guided Pathways the focus of the college have shifted. The Outreach unit will work with the college community to address the college-wide efforts to address these larger efforts required by the State mandates.		

			outreach efforts.				
VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.	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 programmed 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,	Commitment to innovation and creativity.	Outreach wants to utilize an integrated software to use in outreach activities with the capabilities to track student’s progress from recruitment to enrollment. We would want to know the number of students that are recruited early that actually enroll at the college. The software could be shared with all units that conduct outreach activities.	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	Research was conducted (by the three colleges) to identify a viable software that would be used at the college. The software identified are expensive and the District Research Office would not support. On-going cost, maintenance and data sharing issues were identify as obstacles to acquiring software. In fall 2019, the DO created a software for the colleges to use for recruitment and tracking. Outreach will	During the spring '20 admission cycle. The DO software will be used in Career Focus Friday, outreach activities and Senior Saturday signup.	Jorge Cea

	Career Focus Fridays, campus tours, etc.				use the software in the outreach cycle for fall '20.		
VFSS: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as	By September 2018, put forth the structure for an on-going professional development training series for outreach staff in the area of student	Empowering Student Services Professionals	The plan is to continuously provide professional development to staff. The specific areas covered should be in communication,	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> <u>In Progress</u> <input type="checkbox"/> Completed <input type="checkbox"/> New Goal	Staff have participated in several professional development activities starting in fall '18 through fall '19. Workshops	I will be actively researching for targeted equity focused conferences, workshops for staff to participate. I	Jorge Cea

<p>identified by the college.</p>	<p>communication and interactions, student equity facilitation, and student support technologies.</p>		<p>student equity and technology.</p>		<p>have concentrated in the area of work duties. The department has not been as actively engage in equity minded activities.</p>	<p>will reach out to PDAC for ideas and funding. PD plans for the office will tailored per each employee and be finalized by May 2020. The PD will be focused on personal and professional growth.</p>	
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4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

One of the most significant improvements that Student Outreach has made in the service outcomes is the High School Senior Saturday. The day has consistently received positive feedback from students and parents. The day has evolved to be the premier day where students and parents learn about the college programs and learning support programs. The day has also been well received by the college student services programs and the college learning communities. HS Senior day has become an important piece for their program information sharing and a student recruitment vehicle. A significant change and improvement for Student Outreach' learning objective has been the development of the Assessment and Early Registration Workshops. The workshops evolved from student feedback on the need of having workshops to help students identify and register for their English and math class as well as other first semester courses. A series of workshops will be offered and evaluated for the fall '20 registration cycle. The department online chat service has been well received by students when engaging with our online application and class registration websites. We are in the process of evaluating the frequency and satisfaction of the online support service. Another significant change that the department has been able to accomplish is the creation of a fully automated online Multiple Measure Assessment Placement (MMAP) instrument meeting the AB 705 English and math placement requirements. While the MMAP was not an Outreach goal, it does address the online support needs for students. It also addressed the intra-departmental work and cooperation needed to improve infrastructure for student enrollment.

LEARNING SUPPORT OUTCOMES UPDATE

<p>LEARNING SUPPORT OUTCOME</p>	<p>Students that complete the Assessment & Early Registration Workshop will have access to their recommended placement, understand the different math course options based on major (career), login to InSite Portal and place recommended math and English course on their first semester educational planning tool.</p>	<p>Students that participate in the Outreach Pre-orientation Workshop at the high school will apply to LMC and complete the prescribed enrollment steps outlined by the college (SSSP – orientation, assessment and Senior Saturday).</p>	<p>Students who attend the High School Senior Saturday orientation will be provided with the available campus resources to connect with a student support program.</p>	<p>Students who access the Welcome Services will learn to navigate the college online services.</p>	<p>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.</p>
<p>TARGET</p>	<p><input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service</p>	<p><input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service</p>	<p><input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service</p>	<p><input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service</p>	<p><input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service</p>
<p>MEASURE</p>	<p>Will gather data for students: * Have access to their recommended placement *Select appropriate math course based on major /career option *login InSite portal place recommended math and English class in their first</p>	<p>Participants will complete: *College application *Online Orientation *Assessment *Attend Senior Saturday</p>	<p>We measured the student’s level of perceived usefulness of event, self-reported level of interest for learning communities and support services. The levels were consistently high over the years. In 2019 the actual number of students participating</p>	<p>The students that visited the Welcome Center were surveyed on their level of online familiarity with the services. Almost all the students reported understanding how to navigate online services. The primary reason students visited the center was to access online</p>	<p>The students that visited the Welcome Center were surveyed and results indicated that students were receiving the support needed to complete college application, online orientation, assessment and using Ed Planning tool.</p>

Student Services Program Review Year 3 Update 2019-2020 PROPOSED TEMPLATE

	semester educational planning tool.		in LC was measured. A large number of students that attended Senior Saturday participate in LCs.	services and to conduct online transactions. It was determined that the center was providing adequate access to the college online services and providing assistance as needed. The online services provided will be revisited in future to determine if changes need to be made to the services provided.	
STATUS	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> <u>New Outcome</u>	<input type="checkbox"/> Abandoned <input type="checkbox"/> <u>In Progress</u> <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> <u>Completed</u> <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> <u>Completed</u> <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> <u>Completed</u> <input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT			https://www.losmedanos.edu/student-services/enews/documents/Fall2017InStepNewsletter.pdf	https://www.losmedanos.edu/student-services/enews/documents/Spring2014StudentServicesInternalNewsletterFinal.pdf	https://www.losmedanos.edu/student-services/enews/documents/SLOInStepNewsletterSpring2015.doc
NEXT STEPS	Sample A&ER workshops and compile data on learning objectives. Long-term check English and math 1 st year completion in	Identify a sample workshops at local high schools for service outcomes – college application, orientation, assessment and	Re-visit the HS Senior Saturday event once new guided pathway activities are incorporated in Senior Day activities.	Monitor the online services in future semesters as the college online student services evolve.	Monitor the use of the Welcome Center as the college mandates change and the student onboarding evolves with future mandates.

	conjunction with College Research and AB 705 planning group.	attendance HS Senior Saturday.			
RESPONSIBLE PARTIES	Nicole Almassey Ninnette Alfaro Jorge Cea	Elizabeth Ramirez Reggie Turner Jorge Cea	Jorge Cea Reggie Turner		
ALIGNED STUDENT SERVICES THEME	Student Engagement & Success	Student Engagement & Success	Student Engagement & Success		
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Increase the number of first time students that complete English and math first year of enrollment	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.	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.		

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
First Goal: Create student outreach infrastructure	Create student engagement
Department/Unit Name	Resource Type
Student Outreach	<input checked="" 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
The Welcome Center has assumed the responsibility to distribute the college’s picture ID cards. The equipment needed to take picture IDs include a camera, printer and the computer software to create the ID cards. The equipment currently in use is outdated and is no longer supported by the company it was purchased. The college IT department has creatively maintained the equipment and software. There has been an increase in the	\$3,500.00

<p>number of students requesting ID cards. The department is issuing 3,000 ID cards per year. The departments on campus requiring college picture ID cards is increasing, kinesiology, tutoring labs and computer labs for example. The current equipment needs to be replaced to accommodate the increase demand for picture IDs on campus.</p>	
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Justification:

The Welcome Center absorbed the function of college photo ID distribution when the Student Service Center opened in 2014. The ID making machine was already a few years old and with the demand of picture photo ID required in library and labs the equipment has run its productive use. New equipment is needed or there will be no college picture IDs available to students. SSSP budget, under orientation, previous approved the use of funds for making photo ID cards for students since it's needed for assessment and for counseling appointments.