Student Services Units Program Review Year Five Update - Outreach

Latest Version

This cycle is for Student Services Units to complete the Year Five Update of the Program Review cycle.

Program Overview, Engagement, VfS Goal Setting, and Assessment Update

1. Overview : Version by **Portillo, Maryam** on **02/03/2022 20:03**

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.
From March 2020 through August 2021 the college provided fully online support services due to COVID-19 . In January 2021 the Assessment Center formerly under the department of Outreach, was realigned to the Counseling department.

The Outreach department provides prospective students with opportunities to connect and ask questions of the Outreach & Welcome Services team by offering in-person services at the Welcome Center, answering incoming questions via the LMCQuestions inbox, responding to general student inquiries via the Welcome Desk phone line, and hosting informational workshops at local high schools and community-based organizations including partner Adult Education Schools. In addition to these services, the department provides both in-person and remote support for students who are applying and/or registering for classes via Application, and Registration workshops. Due to the outbreak of COVID-19, the shelter-in-place beginning March 2020 led to fully remote support services and workshops via Zoom through the end of July 2021. To support prospective and current students with general questions about enrollment or college, the department also hosted zoom drop-in hours throughout the week to provide real-time hands-on support.

As of August 2021, the college re-opened for in-person services and students have had the option to attend in-person workshops and receive support in-person at the Pittsburg Campus Welcome Center. With the transition to fully remote services, workshops that had historically been held off-campus and in-person at high school and community-based organizations were also transitioned online and offered via Zoom. This included events such as the Senior Saturdays and Summer Bridge programs that support high school seniors through the college matriculation process.

 In the summer of 2021, a call center was developed under the supervision of the Director of Transfer & Career Services to support enrollment boost efforts. With the onboarding of a new Director of Outreach July 2021, the Outreach department absorbed the call center and informally renamed it a communication center. The role of the center is to have Outreach student ambassadors support the college's enrollment efforts in the following ways: call new students who have applied but not enrolled and walk them through next steps, support calling campaigns that provide specific information to students such as calls made to encourage students to pledge for FT3, and to check-in with students who have not enrolled in one or more semesters and see if they need support re-enrolling at the college. The center was named a communication center because the work of the ambassadors currently encompasses sending follow-up emails to students with information regarding next steps, information on how to update personal information if a wrong phone number is on record and answering questions that come in via LMCQuestions. Moving forward, ambassadors will be trained to support the monitoring of the department's LiveChat page.

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.
One of the initiatives that has been proposed and adopted fall 2021 is the collaboration between the Outreach and Counseling departments to offer Educational Planning and Registration workshops to support new and returning students register for spring 2022 classes. Historically, Counseling has offered two-hour Educational Planning workshops for new and returning students to learn about the college's programs, majors, career certificates. During these two-hour workshops, students were also supported to identify courses for the semester they were registering for.

Having identified a need to help students register for classes, the Outreach department had developed workshops in partnership with Assessment that walked students through the Insite Portal, helped students through the guided self-placement process, and walked students through the registration process of adding classes to the registration cart and confirming registration status. After two cycles of registration workshops (summer 2021 and fall 2021), the Outreach team identified a need to have a counselor present at the workshops to answer questions around course selection for students who were unsure of which courses to register for.
After several discussions and working meetings, Counseling and Outreach outlined a structure to merge the two workshops into a two-hour registration support workshop for new and returning students in which attendees would not only learn about the various programs and majors at the college, but also identify the semester courses they should enroll in and receive support with the registration process. The first iteration of these workshops were held in November and workshops will be hosted weekly through January except for holiday weeks. The intention will be to have general Educational Planning & Registration workshops offered on a weekly basis with Career Education, ESL, and Nursing workshops added to the schedule.

In addition to the partnership with Counseling, the Outreach department has intentionally been supporting recruitment and onboarding of prospective ESL students. During the fall 2021 semester, student ambassadors called 150 ESL students who had stopped out for more than one semester inviting students to make an appointment with the ESL counselor Eva Padilla. The departments are also looking to offer "Introduction to ESL" workshops at the local High Schools and expand the Educational Planning & Registration workshops to extend to high school ESL students during their senior year.

With the impact of COVID-19 on several Career Education programs, Outreach has been working closely with several Career Education programs including PTEC and FLOW, the Career Education counselor Camille Santana, the Workforce Development manager Bill Bankhead, and the Dean of Career Education Dennis Franco to brainstorm and plan intentional Career Education outreach at the high schools and in the greater community. One of the initiatives that have stemmed from these discussions is the training of Outreach program coordinators in the various Career Education certificate and degree programs at the college. The objective is for program coordinators to be able to speak to prospective students about the various Career Education opportunities at the college, including the types of careers students may pursue upon completion.

As regular participants in the college's AB705 Lunch & Learn meetings, the Outreach department has supported initiatives related to encouraging prospective students to register for transfer level English and math courses. One such initiative has been an email campaign to students who have not yet registered for English or math courses encouraging them to complete the Guided self-placement and register for the appropriate course. A second initiative has been the inclusion of language in a new student calling campaign facilitated by Welcome Center student ambassadors. As part of the calling campaign, all new students receive a welcome call from a student ambassador, who in their conversation with new applicants, encourage applicants to complete the Guided self-placement as part of the steps to receive early registration.

Recognizing the crucial role that Guided self-placement plays in student success, Outreach has identified a need to collaborate closely with Assessment over the coming year to identify how to create a seamless onboarding student experience.

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.
Due to COVID-19, Outreach services and student support were offered completely remotely from spring 2020 through the end of summer 2021. As a result, high school outreach workshops and events were also offered online. Super Saturday, an event that historically took place over the course of four Saturdays in April, was instead offered Wednesday afternoons via Zoom to help students matriculate into the college via small group advising and workshops. Summer Bridge a program to support the transition from high school to college was also offered fully online.

As a result of the lack of infrastructure to provide online services and instruction, the three partner Adult Education Schools in the college's service area did not have the capacity to maintain their student populations and the Adult Transition Specialist Coordinator was unable to coordinate zoom workshops through the Adult Education Schools to connect with prospective students. As of October 2021, the Adult Schools have been working to rebuild their student population, and college informational and application workshops are starting to be scheduled to support prospective students as early as November 2021. The Adult Transition Specialist has also observed extensive personnel changes and transitions among the various community-based organizations (CBOs) that the college has partnered with. These transitions have made it challenging to connect and stay connected with the populations the CBOs serve, resulting in a decrease in the number of workshops held for prospective students hosted at community-based organization sites.

Student Outreach is actively participating in Guided Pathways vis-a-vis the Strategic Enrollment Management committee. The department is also responding to AB705 by sending out emails each semester to encourage students who have not completed the guided self-placement to follow the steps on the webpage and enroll in English/math upon receiving their placement scores. When student ambassadors from the college's communication call new students who have applied and not yet enrolled into the college, they encourage students to complete the guided self-placement as part of a process to receive an earlier registration date.

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

The Outreach department has undergone numerous structural and personnel changes between the fall of 2019 and the fall of 2021.

Positions under Outreach prior to January 2021: Director of Outreach, Data & Communications Program Coordinator, High School Outreach Program Coordinator, Welcome Services Program Coordinator, and Assessment Center Coordinator

Positions under Outreach January 2021 – December 2021: Director of Outreach (interim January – July 2021), Data & Communications Program Coordinator, High School Outreach Program Coordinator (out-of-class assignment), Welcome Services Program Coordinator (January - November 2021), Adult Transition Specialist Senior Program Coordinator (January - November 2021)

In January 2021, the Assessment Center which had previously operated under the Outreach department was moved to Counseling. During January 2021 the Adult Transition Specialist, Senior Program Coordinator joined the Outreach team having transferred from Workforce Development.

The Outreach department underwent numerous personnel changes between fall 2019 through fall 2021. In the summer of 2019, the department had a vacancy for the Data & Communications program coordinator and this role was not filled until March 2020. In the fall of 2020, there was a second vacancy in the Outreach department- the High School Outreach Program Coordinator- and the role was filled as of April 2021 via two out of class assignments filled by two different classified professionals. The role of Director of Outreach became vacant December 2020 and was filled by an interim from January 2021- June 2021. A new Director was onboarded July 2021. As of November 2021, there were two new vacancies in the outreach department for the roles of the Welcome Center Program Coordinator and the Adult Transition Specialist Senior Program Coordinator.

Due to dramatic changes in course offerings from in-person to online and hybrid modalities resulting from COVID-19, recruitment of students to work on campus as Student Ambassadors has been tremendously challenging. Prior to the shelter-in-place in March 2020, the Welcome Center and Welcome Desk were largely staffed by Outreach & Welcome Services Student Ambassadors. However, with the re-opening of the college campus for in-person services, recruitment of ambassadors has been challenging.

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

The department LSOs can be found on the college website and in the college catalog

2. Engagement : Version by **Portillo, Maryam** on **02/03/2022 20:03**

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

As of fall 2021, Outreach has been collaborating with Counseling as a department to support the development and implementation of Educational Planning and Registration workshops. During planning meetings, members of Outreach, the department chairs, and the Dean of Student Success and Dean of Counseling have identified the impetus for cross-collaborative efforts and coordinated the flow of content and delivery method of the workshops. There are also discussions taking place regarding what the spring high school Educational Planning and Educational workshops could look like for incoming students.

The AB705 lunch and learn meetings have been a monthly space for Outreach to hear from English, math, and ESL faculty and to gain insights into areas where student services can best support instruction. From these meetings, Outreach has been invited to meet with a small group of English faculty to discuss the idea of a joint Summer Bridge and English bootcamp for the summer of 2022.

With COVID-19 limiting the number and frequency of students who can tour campus, we will be hosting Career Focus "lite" Fridays in the spring semester, as opposed to the historically scheduled fall Fridays. In the planning of these events, Outreach, Early College Credit, and the Career Technical Education faculty have been collaborating to brainstorm possibilities for interactive and meaningful on-campus tours, with a focus on inviting students from local high schools who are juniors and seniors in articulated courses that could lead into a given college CE program.

In an effort to support the centralization of the college's messaging efforts to prospective, new, current, and returning students, the Director of Outreach and the Data & Communication Program Coordinator have played a core role in the work of the Student Facing Communications work group. The goals of fall and spring 2021 have included bringing together into a comprehensive format all students facing communications that are messaged to students during a given year. This will allow us as a college to see the layers of messaging students receive throughout the year, identify the efficacy through data collection & analysis, and determine whether students would benefit from additional strategic messaging. The Student Facing Communications group is composed of members of Student Services as well as Academic Affairs to ensure we collect insight and perspective on the essential communications students would benefit from receiving as students choose, enter, and stay on their learning path.

The Director of Outreach is also present at the Strategic Enrollment Management Committee, Learning Community Coordinators meetings, and Honors Advisory board meetings. In these spaces, the Director of Outreach can identify ways in which the department can best support the needs of the college's current and incoming students by hearing insights, learnings, and observations faculty share. Outreach staff are also actively involved with the college's governance and have leadership roles in SGC and Classified Senate.

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

In the fall of 2021, faculty and staff attended three community events to connect with prospective students out in the community. The college tabled at Beat the Streets- an employment, resource, health & wellness fair- the Brentwood Hometown Halloween Event in which 2000 community members attended to learn more about community resources and programs for families, and the City of Pittsburg Holiday parade in which faculty from nursing, math, and ESL attended alongside classified professionals from Student Services, and student ambassadors.

In preparation for spring 2022 events and activities, the Director of Outreach has been reaching out to local city and community partners to learn more about opportunities to table and participate in events. As a schedule of outreach opportunities is developed, these will be shared with the greater college community with an invitation to participate.

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

With the development of a communication center and the hiring of a new cohort of student ambassadors to support the college's Welcome Center, Welcome Desk, and outreach events, the department has scheduled ambassador meetings twice a month. The purpose of these meetings is to provide updates and training presentations to ambassadors, but also to hear their feedback about processes and practices they engage in. The topics of the trainings include customer service, communication style coaching, and task management. There is a question sent out to ambassadors before each meeting that is intended for them to be able to anonymously respond to questions about their tasks and duties, morale, questions about the department and college, and general questions pertaining to their roles. During the team meetings, the Outreach program coordinators can then share out their collective understanding of what they read and facilitate conversations to support and guide ambassadors as needed.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

N/A

3. Vision for Success Goals Update : Version by **Portillo, Maryam** on **02/03/2022 20:03**

a. 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 (https://www.losmedanos.edu/equity/plan.aspx)**

tudent Outreach strives to think about the strategies and activities supported by the department using an equity centered framework. A large percentage of the students we serve are low-income, first-generation and underrepresented students. Special attention is placed on the need to provide additional enrollment supports in the form of one-on-one and small group workshops to walk African American students, low-income, foster youth, and DSPS students through the enrollment process. We try to provide additional supports in the form of tabling, office hours, informational workshops, and application workshops at high school feeder schools with higher percentages of identified populations, and specifically Title I schools. As of fall 2021, Robert Delgado, the Data & Communications Coordinator has begun to connect with high school counselors about facilitating first-generation circles specifically for first-generation and underrepresented males of color. These circles are meant to reinstate the workshops that Elizabeth Ramirez, the department's former High School Outreach program

coordinator, used to facilitate at local high schools prior to the pandemic. Additionally, there are discussions in place to support the development of affinity groups focused supports for African American males, first-generation males of color, English Language Learners, including small group career exploration workshops, hands-on support through the enrollment process, and formal conversations about pursuing higher education.

As of fall 2021, Outreach has collaborated with the interim Student Success and Retention Programs coordinator and Foster Student Liaison to schedule office hours at partner high schools through the high school counselors. The purpose of the office hours would be to ensure that incoming students who qualify under the definition of foster youth could learn more about the unique support and services they could receive when attending Los Medanos College.

To support the unique and diverse needs of our DSPS students at the high schools, the outreach team will be working closely with the office of Disabled Students Programs and Services to identify strategies to connect with and onboard DSPS students from the local high schools into the college. We currently include information about DSPS in the All about LMC and Paying for College workshop that is presented at both high schools and in the greater community.

b. Please align your goals from Program Review Year Three with the accreditation and Vision for Success indicators below.

*Please copy the table below into your response and complete accordingly

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS (Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS1: 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.							
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.							
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.							
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.							
VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.							

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS (Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.	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.	Commitment to innovation and creativity.	The unit wants to increase the level of service it provides to students online. The service should be live and real time.	Abandoned In Progress Completed New Goal	After we researched and tested several free 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.	The chat service has been incorporated on our enrollment webpages, but it has not been utilized 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.	Jorge Cea Reggie Turner

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.	Increase the number of first-time students that complete English and math first year of enrollment	Student engagement and success	Using SQL reports, we will be determining the number of new freshmen that completed the assessment during their senior year of high school, who enrolled in math and English their first year and the number that of students that completed math and English their first year of enrollment.	Abandoned In Progress Completed New Goal	The unit created Assessment & Early Registration workshops for high school seniors. 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. With the realignment of Assessment from Outreach to Counseling, the Outreach department and Assessment will be meeting with Counseling to discuss how to integrate the Assessment workshops at the high schools for spring 2022. To support incoming students who did not receive support with the Guided self-placement while in high school, the Outreach department has been sending targeted communications through email campaigns around early registration steps, and a campaign around AB705 specifically targeted towards encouraging students who did not enroll in English or math their first semester to complete the placement and register for one or both courses. Student ambassadors in the Welcome Center have also been tasked with calling all new students and emphasizing that by completing the guided self-placement, students will not only know which English and math course to complete, but also be one step closer to receiving early registration steps. An email campaign is further being planned in spring 2022 to notify current students who have not yet completed the early registration steps that doing so will provide them with an earlier date to register for summer and fall classes. We are anticipating that this campaign will encourage students who have not already registered for English and math to do so, and will be collecting data following the efforts to determine if the campaign was successful.	This Assessment & Early Registration workshop initiative was piloted during fall 2019 for spring 2020 semester. It was then implemented during the spring 2020 for summer and fall 2020 semesters and in the spring 2021 semester for summer and fall 2021. As of fall 2021 the workshop is no longer facilitated by the Outreach department, however, the Outreach department continues to provide collaborative support in the area of staffing, messaging, and scheduling.	Fall 2021- Maryam Portillo Robert Delgado ------------- Prior to Fall 2021 Jorge Cea Nicole Almassey Ninnette Alfaro Elizabeth Ramirez
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 of staff from multiple Student Services and instructional areas.	Student engagement and success	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 outreach efforts.	Abandoned In Progress Completed New Goal	With the onset of State mandates such as AB 705 and Guided Pathways the focus of the college has 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.		

VSF1: Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	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.	Commitment to innovation and creativity.	Outreach wants to utilize integrated software to use in outreach activities with the capabilities to track student's progress from recruitment to enrollment. We would like to know the number of students that are recruited as a result of outreach efforts, that then enroll at the college. The software could be shared with all units that conduct outreach activities.	Abandoned In Progress Completed New Goal	At the start of Program Review, research was being conducted (by the three colleges) to identify a viable software that would be used at the college. The software identified was expensive and the District Research Office would not support. On-going cost, maintenance and data sharing issues were identified as obstacles to acquiring software. In the fall 2019, the DO created a software for the colleges to use for recruitment and tracking. Outreach was going to use the software in the outreach cycle for fall 2020 however these efforts were delayed due to COVID. As of fall 2021, the DO has hired Interact and SIG to support a district-wide enrollment recovery campaign and identify a CRM that will support outreach & marketing efforts at the three colleges.	The district contract with Interact and SIG is a three-year contract beginning fall 2021 with a goal of identifying a CRM within year two of the contract and focusing on implementation during year three. The Director of Outreach is one of the representatives from the college that will be meeting with Interact to provide information about the college's identified needs that will inform the recommendation of a CRM.	Jorge Cea (2017 – 2019) Maryam Portillo (2021-)
VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.	By September 2018, put forth the structure for an on-going professional development training series for outreach staff in the area of student communication and interactions, student equity facilitation, and student support technologies	Empowering Student Services Professionals	The plan is to continuously provide professional development to staff. The specific areas covered will be on college programs & services, student equity, and technology.	Abandoned In Progress Completed New Goal	Staff have participated in several professional development activities starting in fall 2018 through fall 2019. Workshops have concentrated in the area of work duties. Starting in the fall 2021 with a new Director of Outreach, professional development monthly meetings were instituted organically to support the team on topics collectively identified during Outreach team meetings (e.g. how to pull SQL reports, who are candidates for non-credit courses). The purpose of the professional development workshops is to provide the department with information on how Outreach can best support other Student Services and Academic departments, in addition to excellent customer service to students. A new goal for the department beginning spring 2022 will be to collectively participate in on-campus events hosted by the office of student equity.	Technology: the team will be collectively scheduling time to develop project management skills and competencies using Asana during the fall 2021 semester. Student Services: over the course of spring 2022, the Outreach department would like to have representatives from A&R, Financial Aid, DSPS, EOPS, Care, CalWORKs, the office of student retention, Center for Academic Excellence, Library, Math Lab, Workforce Development, and Early College Credit join the Outreach team meetings to present on topics that can enhance personal knowledge of practices and policies that are essential to supporting the general student population at the Welcome Center and Desk, outreach activities and events, and workshops.	Maryam Portillo

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.	In partnership with Counseling evolve the Outreach registration workshop into an Educational Planning & Registration workshop in which both Counseling and Outreach collaborate to provide students with the opportunity to receive support selecting their first semester of courses and registering by spring 2022.	Student engagement and success	We are collecting information as to how many students attend, and how many students register while in the workshop. Students that are unable to attend receive follow-up registration support from an Outreach ambassador or Outreach program coordinator.	Abandoned In Progress Completed New Goal	In fall 2021 a collaboration between Outreach and Counseling took place over the course of several weeks during which an Educational Planning & Registration workshop was designed. Outreach posted workshops on the website and set-up SARS for students to be able to register for the workshops. Outreach student ambassadors call all new applicants within a week of their application being submitted and in their calls with students invite students to register for an Educational Planning & Registration workshop to receive support selecting their first semester of courses. When students indicate an interest, the ambassador registers students for the workshops. During the workshop, an attendance log is maintained to ensure that students who did not attend will receive a follow-up phone call from a student ambassador or program coordinator to check-in and see if the student still would like support registering for classes.	The implementation of the Educational Planning & Registration workshops started 12/01/21 and workshops were scheduled on a weekly basis through the second week in February.	Counseling department chairs and Dean of Counseling Maryam Portillo Robert Delgado

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

4. Assessment Update and Effectiveness : Version by **Portillo, Maryam** on **02/03/2022 20:03**

PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY

LEARNING SUPPORT OUTCOMES UPDATE	
LEARNING SUPPORT OUTCOME	*Example:* Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
TARGET* *Indicate at least one of the following in your response:* • *Student* • *Employee* • *Service*	
MEASURE	*Example:* Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.
STATUS* *Please indicate a status from the following options:* • *Abandoned* • *In Progress* • *Completed* • *New Outcome*	
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	
NEXT STEPS	*Example:* *Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.*

RESPONSIBLE PARTIES	*Example:* *Jennifer Ma, Financial Aid Office*
ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	*Example:* *SS Theme #1: Demonstrate proficiency in the use of college online services.*
ALIGNED PROGRAM REVIEW YEAR THREE GOALS	*Example:* *Increase the FAFSA filing and completion rate for currently enrolled students.*

One of the most significant improvements that Outreach & Welcome Services has made in the area of learning support outcomes, has been the development of the Educational Planning & Registration workshops in partnership with Counseling. These workshops provide students with content that previously was covered by two distinct workshops -an Outreach registration workshop and a Counseling educational planning workshop- into one workshop condensed down to two hours. A follow-up improvement has been the connection of the workshop to a Learning Support Outcome. As of spring 2022, the Outreach and Counseling departments will be able to look at student feedback regarding the usefulness of the content received through student surveys to assess if the workshops are meeting students' needs.

As part of a department wide initiative to move towards the implementation of Asana, a work management platform, the opportunity for professional development for the whole team has been an opportunity to align on setting goals, developing milestones, and keep clear lines of communication around task completion.

LEARNING SUPPORT OUTCOMES UPDATE		
LEARNING SUPPORT OUTCOME	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.	Students that participate in the Outreach Pre-orientation Worksh the prescribed enrollment steps outlined by the college (SSSP -
TARGET* **Indicate at least one of the following in your response:* *Student* *Employee* *Service*	<u>Student</u> Employee Service	Student Employee <u>Service</u>

MEASURE	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 semester educational planning tool.	Participants will complete: *College application *Online Orientation *Assessment *Attend Senior Saturday
STATUS* *Please indicate a status from the following options: **Abandoned** **In Progress** **Completed** **New Goal**	Abandoned In Progress Completed New Goal	Abandoned In Progress Completed New Goal
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	https://email4cd.sharepoint.com/:f:/s/LMCStudentOutreach/Eu6q22tn9YxNrbuvWedJBccBqPtITYdU_GlSd4mjTtFVlw?e=IGTC1K (https://email4cd.sharepoint.com/:f:/s/LMCStudentOutreach/Eu6q22tn9YxNrbuvWedJBccBqPtITYdU_GlSd4mjTtFVlw?e=IGTC1K)	https://email4cd.sharepoint.com/:f:/s/LMCStudentOutreach/Eu6 e=IGTC1K (https://email4cd.sharepoint.com/:f:/s/LMCStudentOutreach/Eu6 e=IGTC1K)
NEXT STEPS	*This LSO was abandoned 01.2021 with the realignment of Assessment from Outreach to Counseling*	*This LSO was abandoned 09.2020 as a result of COVID-19 and the realignment of Assessment from Outreach to Counseling*

RESPONSIBLE PARTIES	Nicole Almassey Ninnette Alfaro Jorge Cea	Elizabeth Ramirez Reggie Turner Jorge Cea
ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	Student Engagement & Success	Student Engagement & Success
ALIGNED PROGRAM REVIEW YEAR THREE 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 ev 2019. The outreach model should be comprised of staff from m structure should address high school outreach, including high s early outreach for 9th to 11th graders.

Impact of Resource Allocation