



**SCHOOL RELATIONS AND OUTREACH
STUDENT SERVICES
COMPREHENSIVE PROGRAM REVIEW and PLAN
2010 to 2015**

Committee Members:

| | | |
|---------------|-----------------|------------|
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Executive Summary (brief summary, commendations, challenges, and recommendations):

Brief Summary: The Office of School Relations and Outreach (SRO) has expanded the Early Decision Program by partnering with local high school districts with the intent to serve a larger group of prospective students. The program initially served 200 high school students from Azusa, Duarte, Gladstone, Claremont and Monrovia high schools to now serving 746 students from the aforementioned five high schools plus Glendora High School in 2011. The Office of School Relations and Outreach has also implemented the Early College Program which extended from a pilot program conducted at Duarte High School in 2011. The Early College program now serves three local school districts in Azusa, Monrovia and Duarte. The School Relations and Outreach program has increased its presence in the local communities of Azusa, Glendora, Claremont, Monrovia, and Duarte by twenty five percent from attending fifteen to nineteen events. Furthermore, The Office of School Relations and Outreach coordinates and hosts campus outreach events that include Welcome Day, Parent Night, and High School Counselor Breakfast in collaboration with the Counseling and Advisement Center.

Commendations: The strengths of the School Relations and Outreach Office are tied to the in-depth connections it has established with various school districts, middle and high school personnel, and the local community to the programs and services offered at the College. The office has established excellent communications between departments concerning outreach activities such as campus tours, presentations, and on-campus outreach activities. The planning of these outreach activities has created more opportunity for collaboration between departments including the sharing of resources and information. The collaboration and involvement with most of the student services programs has significantly reduced the duplication of efforts and has increased greater opportunities to host larger outreach events as well as the creation of working partnerships that are burgeoning. The student ambassador's ability to personally interact with prospective students, high schools, and the community and college personnel is another program strength. Additionally, The Office of School Relations and Outreach has established two successful pre-enrollment programs, Early Decision and Early College that have streamlined the registration process for new students. Furthermore, the program has partnered with two local universities, Azusa Pacific University and Cal Poly Pomona, to organize an annual major's fair targeted for all eight grade students at the Azusa Unified School District that provides them an opportunity to become familiar with college and programs available to them.

Challenges: In spring 2009, California's economic slump coupled with the nation's recession created unprecedented budget cuts to all community colleges. The Office of School Relations and Outreach was affected by these cuts. The office personnel was reduced by fifty percent; as a result, the office had to implement innovative ideas to continue offering the same level of services to students with limited staff. This included applying for spring Foundation Institutional grants and partnering with other departments on campus to organize outreach events.

Recommendations: The Office of School Relations and Outreach priorities for the next five years is to extend educational programs and create innovative learning opportunities unique to various ages, interests, and goals for local residents within the District. These services will continue and will be more widely publicized through enhanced marketing. The program will focus on utilizing technology to provide timely enrollment and registration information to prospective students. In order to expand outreach services, the program will need to hire a supervisor and additional

outreach personnel. Hiring additional staff will ensure that the program provides appropriate follow-up and establishes appropriate strategies to help prospective students overcome their educational barriers. In addition, The Office of School Relations and Outreach will address the technical needs of the program by developing real time data to track student enrollment and retention.

1. Program Mission/Description:

Program Mission and Relationship to College Mission:

The Office of School Relations and Outreach contributes to the College mission of “fostering a diverse educational community and cultural learning environment” by assisting in the recruitment of multicultural and diverse student populations. The program also helps connect prospective students and families to other college programs and services that can empower them towards “success in pursuit of academic excellence, economic opportunity, and personal achievement.” The Office of School Relations and Outreach supports the value of collaboration as stated in the College vision statement by establishing strong partnerships with the community at large.

Program Description:

The Office of School Relations and Outreach is responsible for coordinating the District's outreach and recruitment activities at local area middle and high schools. The program is responsible for implementing student outreach services by encouraging high school students to choose Citrus as their first-choice college. The School Relations and Outreach Office has strong partnerships with the community at large. Additionally, the office is responsible for the student ambassador program which consists of a selected group of students with specialized skills who work together to represent Citrus College at a variety of events. The program fosters strong community relations by coordinating community events attended by the Citrus College Board of Trustees and the Superintendent/President.

Outreach and recruitment efforts are provided through the following individual programs:

Community Events

The outreach staff and student ambassadors attend community events to increase awareness of Citrus College's educational resources and create a more visible presence in the community amongst target students and their families. In addition, the office coordinates community events attended by the Citrus College Board of Trustees and the Superintendent/President.

Early College Program

Early College program provides students the opportunity to simultaneously take high school classes and college credit courses in a rigorous yet supportive environment, compressing the time it takes to complete a high school diploma and the first two years of college. The program offers high school students from District schools an opportunity to take Citrus College courses at their high school site. Early College programs provide underserved students with exposure to, and support in, college while they are in high school.

Early Decision Program

The outreach team works with high school students from Azusa, Claremont, Glendora, Duarte and Monrovia school districts to assist them in completing all the necessary admissions and enrollment steps needed to becoming a matriculated Citrus College student. The early decision students receive priority registration for one academic year. Prospective high school students interested in attending Citrus College are invited to attend an informational session and application workshop during the fall of their senior year in high school. Early decision students who complete the admissions application are then invited to take the English and mathematics assessment tests and receive a new student orientation. Follow-up phone calls to prospective early decision students continues throughout the summer to provide support and remind students about their registration date as well as re-enroll them when they are dropped for non-payment.

Parent Night

Parent night is an event intended to help inform prospective students and their families about the educational opportunities available at Citrus College. The participants attend academic and student services presentation, listen to a student panel speak about their Citrus experiences and attend an interactive college information fair with faculty and staff. The participants become aware of the resources available for academic support and also have an opportunity to attend a Financial Aid workshop.

Student Ambassador Program

Citrus College is committed to creating a welcoming community environment on campus. To help foster this environment, the Student Ambassador program helps promote community through its diverse members who, through their experience, reach out to other students with similar backgrounds. Under the direction of the School Relations and Outreach Coordinator, ambassadors are assigned to conduct tours, assist with the admissions process through application workshops, and conduct outreach presentations at district's middle and high schools.

Tours

Individual and group tours are conducted by student ambassadors to introduce students, parents, school staff and local government officials to all the programs and services available at the College.

Welcome Day

Welcome Day is an annual event hosted in the summer that offers incoming students the opportunity to discover more about the College campus, learn about resources for academic and personal success, and become acquainted with faculty and staff. New Citrus students attend a student panel to hear about their Citrus experiences, find out about college academic requirements, and get assistance from student services programs.

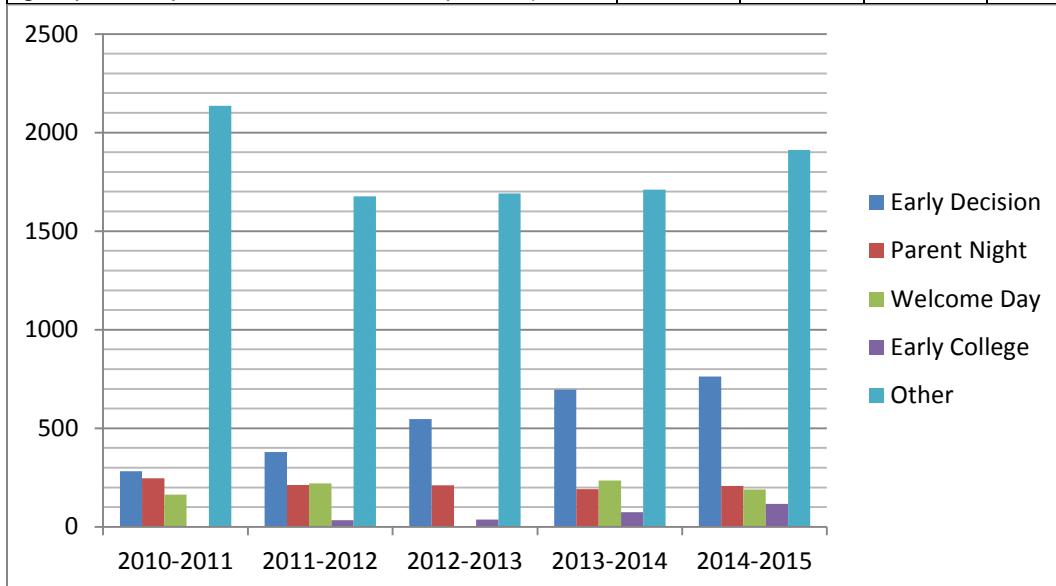
A. Awards and special recognition

N/A

B. Students

1) Approximate numbers of students served annually (include student characteristics and trend data if available).

| School Relations and Outreach Events | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|--|-----------|-----------|-----------|-----------|-----------|
| Early Decision Days | 283 | 380 | 547 | 696 | 764 |
| Parent Night | 246 | 212 | 211 | 191 | 208 |
| Welcome Day | 163 | 221 | N/A | 235 | 189 |
| Early College | N/A | 34 | 37 | 74 | 116 |
| Students served at various events (college fairs, group tours, presentations, workshops, etc.) | 2,135 | 1,677 | 1,691 | 1,711 | 1,911 |



2) Describe eligibility requirements for participation in the program.

All prospective students must comply with minimum eligibility requirements set forth by California Community College Chancellor's Office to receive services provided by The Office of School Relations and Outreach.

C. Staffing

1) Staff preparation and training.

The Office of School Relations and Outreach is comprised of the following members:

- 1 Coordinator (F/T Classified)
- 1 Outreach Liaison/Recruiter (P/T Classified)
- 1 College/High School Liaison (P/T Professional Expert)
- 8 Student Ambassadors (P/T Student Workers)

Coordinator

The position requires a Bachelor's degree. Experience in coordinating a complex program involving communication, tact and excellent organizational skills. Knowledge of, and experience in California higher education systems. Knowledge of and/or experience in outreach programs.

Outreach Liaison/Recruiter

The position requires a high school diploma, supplemented by college-level course work, and experience in working with the public involving communication skills, organization and tact.

College/High School Liaison – Professional Expert

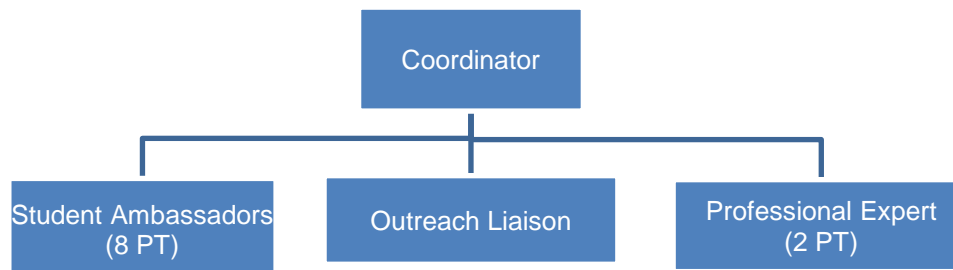
Master's Degree in Communications or related field and experience working in an outreach and recruitment capacity within the community college district.

Student Ambassadors

Must be a second semester student, enrolled in a minimum of six units while maintaining a 2.75 grade point average (GPA) and completion of, or current enrollment in Speech 100 (or equivalent).

2) Faculty minimum qualifications, diversity, and credentials. N/A

3) Organizational chart with vacancies.



D. Facilities/Location

The Office of School Relations and Outreach is conveniently located on the second floor of the Student Services Building, Room 212 (SS 212).

2. Key Functions/Goals:

Program Goals and Objectives:

The Office of School Relations and Outreach's primary goal is to promote higher education as a means of achieving personal, career and life goals with the following objectives:

- To inform high school students, teachers, counselors, families, and the public about educational opportunities at Citrus College.
- To foster positive relationships with educational partners from K-12 school districts.
- To coordinate activities at high schools such as: visits, college fairs, presentations and workshops.
- To organize events on campus providing students and families information about the college planning and admission process.
- To encourage high school seniors to attend Early Decision assessment as a catapult to their student success.
- To expand Early College to provide students access to college courses while still in high school.
- To increase students accessibility to Citrus College by providing campus tours.

- The program is committed to providing students and families with valuable information about the college planning process.
- To expand Citrus College visibility in the community by participating in community events.

Program Metrics:

| Fiscal Year | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| Individual | 2,135 | 1,677 | 1,691 | 1,711 | 1,911 |

A. Explain how this program coordinates with Instructional and Student Services programs, Institutional Research, and TeCServices (TeCS).

The Office of School Relations and Outreach collaborates with the Office of Institutional Research, Planning and Effectiveness (IRPE) in gathering data pertaining to demographics, graduation rates, student dropout rates, enrollment yield rates, and other information to identify prospective students' educational needs. In addition, the office works directly with TeC Services to coordinate analysis and collection of English and math assessment placement results from Early Decision and off-site placement. TeC Services is critical in maintaining the email, phone and computer systems efficiently.

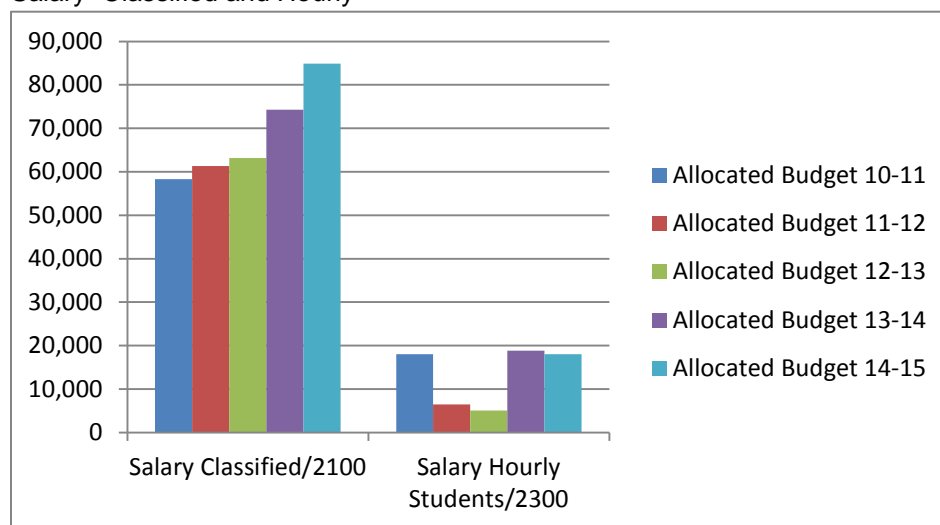
B. Describe how this program works with the business office to monitor budgets and fiscal reporting?

The Office of School Relations and Outreach works closely with the Interim Executive Dean, and Fiscal Services to monitor expenditures. The department is primarily funded by general funds. When appropriate grant money is utilized to promote grant funded activities such as Science Technology Engineering and Math (STEM).

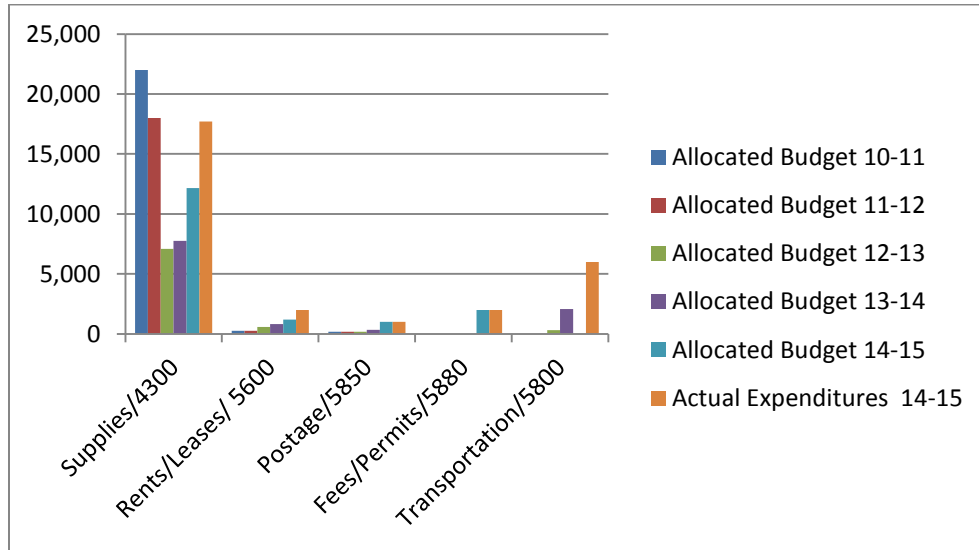
Due to the 2011 state budget cuts, The Office of School Relations and Outreach was required to downsize from three outreach liaison to one, which reduced two part-time staff positions. The office restructured operations and outreach services to continue serving the District school students with one part-time outreach liaison and the coordinator. Within the last three years, 2012-2015, the annual expenditures have exceeded the allocated budget of \$12,000 every year. The office has established partnerships with student services and instructional programs to plan outreach events and share the cost in order to be able to afford and offer essential outreach events to help students and parents connect to the College. In addition, the office applied for a mini-grant in both spring 2013 and 2014 from Citrus College Foundation and was awarded \$2,500 to coordinate Parent Night.

Budget Allocation vs. Actual Expenditures

Salary- Classified and Hourly



Supplies/Rental/Postage/Fees/Other (Transportation)



C. List how this program is integrated with the student equity plan and strategic plan.

The School Relations and Outreach Office is integrated with Citrus College's Strategic Plan 2.1.1: Develop and implement an institutional student recruitment campaign to reach potential students. This plan, which will utilize various recruitment/marketing modalities, will aim to brand the college and its uniqueness. The office developed and implemented a marketing plan in collaboration with Office of External Relations. The marketing plan focused on reaching out to the District's potential students and their families emphasizing Citrus College's program and services. The office utilizes the College's logo and yearly slogan in the outreach plan to strengthen the College's brand recognition in the community and communicate the institutional mission statement.

School Relations and Outreach promotes a strong commitment to serving a diverse student population which is directly aligned with the College's Student Equity Plan. The office facilitates college access through the Early Decision program guiding prospective students through the enrollment and registration process. The program serves a large Hispanic population which is reflective of the local community, aiming services to mitigate disproportionate impact by connecting students to academic and support programs and services.

3. Program Self Evaluation:

A. Access – Describe how this program is accessible to students.

- 1) Compare demographic data from the college to the program, including ethnicity, gender, age, and students with disabilities (provide trend data and analysis if available).
The services provided by the Office of School Relations and Outreach are available to everyone. There is no current tracking mechanism in place to identify whether or not the student population is truly represented by gender, ethnicity, age and students with disabilities. However, it appears that the participant demographics attending outreach events are similar to Citrus College student demographics.
- 2) Describe the effectiveness of the program in enabling success for underprepared and underrepresented students.
The Office of School Relations and Outreach provides pre-enrollment and enrollment services to a large Hispanic and other underrepresented students attending high schools in Azusa, Gladstone, Duarte and Monrovia. These four Districts serve a significantly large underrepresented Hispanic population in which their student enrollment is over fifty percent Hispanic. The School Relations and Outreach goals are to increase college participation through access and outreach partnerships that encourage underrepresented students to pursue and successfully complete a post-secondary education. In addition, the office connects prospective students to the programs and services available to attain academic success through events such as Parent Night, Welcome Day, and Early Decision. Additionally, the office establishes strong relationships with the local school district to identify the needs and challenges of a

diverse student groups by implementing programs that address and mitigate their specific obstacles. The staff also informs AB540 students of their educational rights and opportunities. Furthermore, the office participates in events at Azusa Unified School District such as Azusa 8th Grade Major Fair that introduces underprepared students to the college experience at an early age. The staff also collaborates with the Elementary Promise Scholars Program from the San Gabriel Valley by offering the students tours and presentations at the college working to ensure all students have opportunities to achieve their college and career dreams through exposure to post-secondary education opportunities.

High School Hispanic Demographics/Free and Reduced Lunch/English Learners

| High School | Enrollment | Hispanic or Latino | English Learners | Free and Reduced Price Meals |
|----------------|------------|--------------------|------------------|------------------------------|
| Gladstone High | 1,296 | 93% | 16% | 81% |
| Azusa High | 1,399 | 90% | 19% | 82% |
| Duarte High | 1,099 | 73% | 12% | 71% |
| Monrovia High | 1,734 | 58% | 5% | 53% |
| Claremont High | 2,370 | 37% | 2% | 34% |
| Glendora High | 2,412 | 36% | 3% | 23% |

Source: [tp://dq.cde.ca.gov/dataquest/DQReports](http://dq.cde.ca.gov/dataquest/DQReports)

In addition, percentage of students served by Early Decision have shown to place below transfer level as shown in chart below.

| High School | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | |
|-------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
| | Math% | English% | Math% | English% | Math% | English% | Math% | English% | Math% | English% |
| Azusa | 72 | 76 | 85 | 85 | 68 | 85 | 79 | 57 | 64 | 73 |
| Claremont | 56 | 67 | 56 | 57 | 54 | 63 | 62 | 64 | 58 | 63 |
| Duarte | 53 | 75 | 80 | 95 | 72 | 77 | 53 | 70 | 56 | 78 |
| Gladstone | 72 | 76 | 68 | 75 | 81 | 93 | 80 | 57 | 70 | 82 |
| Glendora | N/A | N/A | 42 | 62 | 36 | 48 | 54 | 34 | 36 | 52 |
| Monrovia | 55 | 70 | 71 | 72 | 56 | 75 | 64 | 55 | 54 | 71 |

B. Student Success – Review how well the students are completing their educational goals compared to the total college population (provide trend data and analysis if available).

- 1) Number of degrees and certificates awarded.
N/A
- 2) Number of transfer-prepared students.
N/A
- 3) Number of transfers.
N/A

C. Achievement of non-credit educational goals.
N/A

D. List exemplary practices and services offered that could be shared with other departments.

The Office of School Relations and Outreach works closely with Azusa, Claremont, Duarte, Glendora and Monrovia School Districts and with Citrus College departments such as Counseling Center, Honors, Disabled Student Programs and Services, Admissions and Records, Financial Aid, Extended Opportunity Program and Services and prospective students. The program has built strong ties by collaborating in the development and

implementation of student success programs and services not only in the external community but also within the Citrus College community. The program fosters collaboration in an inclusive manner by sharing information and resources with all partners. The office plays a significant role in connecting diverse audiences to services and programs on campus that could meet their educational needs. Furthermore, the Student Ambassador Program provides prospective students with peer-to-peer communication. The office collaborates with both academic affairs and student services to organize events aimed to inform students, school administrators and the community at large of the programs and services available at the college.

E. Compliance

- 1) Provide an overview of how this program meets applicable minimum requirements of law.
Under compliance with Family Educational Rights and Privacy Act (FERPA), personal identifiable information of students is kept confidential and protected. Information regarding FERPA is posted on flyers and brochures developed by the outreach program.
- 2) Describe compliance initiatives undertaken since last program review.
The Office of School Relations and Outreach continues to abide by FERPA regulations. All student information is kept confidential.

F. Environmental Impact How has the program contributed to a greener campus environment (i.e. increased awareness, impact on the campus footprint, strategies to reduce consumption and energy, waste reduction, recycling, sustainability)?

The Office of School Relations and Outreach contributes to a greener campus environment effort by reducing the use of printed material and redirecting outreach efforts towards familiarity and navigation of the College and program's website. Reference guides (albeit paper) are available upon request to school counselors, staff, and administrators. In addition, the program created a student information guide which collapses informational material from various programs and services into one comprehensive resource, thus reducing paper use, time and energy.

G. Data Reporting

- 1) Describe data gathering and submission processes, including challenges in submission.
This program does not receive data from the California Community College Chancellor's Office. The Office of School Relations and Outreach receives students' English and math assessment placement levels from Early Decision events as well as fall enrollment reports sorted by high school of attendance. The data received from the Technology Department is fairly accurate. When discrepancies occur, the coordinator communicates with the appropriate TeCS staff for corrections. The most useful way to look at data available is to focus on local data that involves our primary feeder high schools and local community colleges which compete for the same students.
- 2) Explain changes in data collection, access, and submission since last program review.
NA

H. Technology Needs

- 1) List technology needs that currently exist in the program (include justification).
One of the program challenges is tracking the progression of the various admissions and enrollment stages from being an Early Decision student into becoming a Citrus College student. The program should be able to track student progress and completion at Citrus by: term to term, year to year, and degree and program completion. Therefore, the office needs the outreach component in Banner to be activated that will enable the recommended tracking of Early Decision students' success.
- 2) Describe and list anticipated technology needs.
The millennium generation utilizes technology as their main source of connecting. The program needs to purchase tablets to utilize at college fairs and presentations to allow students fast access to the college's information such as application, class schedule, degrees and certificates, etc. Also, the translation equipment utilized for events is not functioning; therefore, new equipment must be purchased to serve the large number of Spanish speaking parents. The office desktops are outdated; therefore; new computers are needed to increase productivity and compatibility with modern software.

I. Explain how faculty, administrators, staff, and students interact with this program.

Student input is a valuable component to program improvement. Prospective students are encouraged to complete contact cards and surveys at each outreach event. The data collected from surveys at these events are then utilized to gauge the effectiveness of the Student Learning Outcomes and to make appropriate modifications as needed. Furthermore, the office engages in an open dialogue with prospective and current students to gain a better understanding of student's needs and their expectations from the college. The qualitative data collected has consistently reflected that prospective students face many barriers when planning to attend college fluctuating from financial, lack of information and of parental support, feeling underprepared, and insufficient knowledge of higher education. Their main expectations from the college are to be guided, encouraged, valued and receive financial assistance.

The office partners with faculty, administrators and staff to frequently coordinate several on-campus outreach events throughout the year such as High School Counselor Breakfast, Parent Night, Early Decision and Welcome Day to increase student access and success at the College.

Program Self-Evaluation Recommendations

Using data, describe changes that need to be made to improve program services to students. Include timelines, resources needed, and personnel responsible for implementing the plans. All recommendations must be numbered and referenced in section 6.

- 1) The Office of School Relations and Outreach has expanded since its inception in 2006 to include: the supervision of the Student Ambassador program; expansion of outreach events; expansion of community events; Early Decision, and Early College. Initially, the office annually coordinated Parent Night and Early Decision. In 2009, Welcome Day was added to the program. Additionally, the Early Decision Program expanded from serving 200 to 746 students within five years. In addition, the Early College Program began at a single school district, Duarte High School, and has expanded to include two other high school districts in Gladstone and Monrovia. Furthermore, the coordinator has been tasked with the responsibility of implementing several new initiatives that encompass outreach, recruitment, pre-enrollment, and retention. Therefore, due to the current expansion and the scope of the program a supervisor position is required.
- 2) Recommendations for the program include: increase outreach staff to sustain and support outreach efforts. Update technology to be able to meet modern technology needs such as 3G and 4G Wireless Broadband. Millennials are a huge market and extremely connected through technology and social media, therefore, the outreach staff must be social media savvy in Twitter, Instagram, and Facebook. The School Relations and Outreach staff should attend social media and digital marketing trainings to learn ways to effectively reach out to students in multiple communication platforms to include social and visual media.
- 3) Currently the 49% outreach liaison responsibilities have expanded from general outreach responsibilities to include communicating via social and visual media. As a result, the expansion of duties requires a full-time outreach liaison position to be able to fulfill the full range of responsibilities.
- 4) Updated equipment including desktop computers and tablets are required to be able to connect the students to the College's resources by producing high quality social and visual media in a timely and efficient manner. This will allow the staff to assist the students with the application process on site.
- 5) Utilization of social media is crucial to communicate with millennials; therefore, outreach staff must be trained in the latest technology and software to leverage, engage and build a foundation with this target population of prospective students from high school. Furthermore, the office staff must utilize social media as a productive approach to recruitment strategies.
- 6) Citrus College serves a large Spanish speaking population. As a result, translation equipment is necessary to communicate effectively with the students and their families. Additional funds to provide translated materials and a hire a translator to assist at outreach events are also a necessity.

4. Assessment of Outcomes:

Assessment: *How did you assess the outcomes? What method did you use?*

Result: *What was the product or consequence of your assessment?*

Change: *What will you do differently as a result of what you learned from the assessment?*

| <i>Populate with the existing Unit Outcomes</i> | | | | |
|---|---|---|--|--|
| | <u>Outcome</u> | <u>Assessment</u> | <u>Result</u> | <u>Change</u> |
| 1 | Prospective students from local high schools will be able to navigate the admission and enrollment process and be aware of the programs and services seeking help without being prompted. | Assessment by survey and data collection gathered at Application Workshops. | In analyzing the student survey administered at the end of Application Workshops: The students answered five questions. Sixty-one percent (61%) of the 810 surveys reflected on question five that they were more prepared to navigate the admissions and enrollment process after attending the workshop. The goal was that at least sixty percent (60%) of students surveyed would have a better understanding of the admissions process. | Based on the results Outreach should continue offering services to all the district high schools. |
| 2 | Prospective students and their parents/guardians will have updated information of all upcoming events and deadlines at Citrus College through email, follow-up phone calls, and social media. | Assessment by survey and data collection gathered at Parent Night | In analyzing the student survey administered at Parent Night: The students answered five questions. Eighty-nine percent (89%) of the 210 surveys reflected on question one that students and their parents found out about outreach event through emails and social media. The goal was to find out which method of communication was more effective. | Based on results Outreach should continue updating social media and sending email reminders to prospective students and their families. |
| 3 | Students who attend the various outreach events will be more prepared to be successful in college. | Assessment by survey and data collection gathered at Welcome Day/Parent Night | In analyzing the student survey administered at Welcome Day and Parent Night: The students answered five questions. Seventy-six percent (66%) of 163 students surveyed at Parent Night and Welcome Day reflected on question five that they felt more prepared to be successful in college after attending one of these events. The goal was that at least 60% of students surveyed felt better prepared to be successful at Citrus College. | Based on results, Outreach should continue planning recruitment events at Citrus College to connect the students to our programs and services. |
| 4 | Early Decision participants will be able to identify support services that will contribute to their timely registration. | Assessment by survey and data collection gathered at Early Decision | In analyzing the student survey administered at Early Decision: The students answered four questions. Ninety-four percent (94%) of the 487 students surveyed reflected on question two that they felt that they were able to identify support services. | Based on results Outreach will continue carrying out current practices. |

A. Describe your progress in the development and implementation of Student Learning Outcomes.

Prompt: You may also include an analysis of workload/scope of work, and/or additional data (CCSSE, ARCC, surveys) to address this topic. Use existing data and/or document with a survey.

- 1) What process was used to develop the SLOs?
 Student Learning Outcomes (SLOs) remain a challenge for students participating in outreach and recruitment activities because they come in contact with outreach staff in a myriad of settings from a casual contact at a fair to a more structured environment such as presentations, campus tours, and community events. Since some of the contact is casual, it is challenging for the staff to record the results of many of their interactions with the prospective students. The department is committed to developing meaningful SLO's; therefore, staff collects data at all events.
- 2) What activities are used to achieve the SLOs?
 Quantitative and qualitative data is collected at all events through paper survey. Surveys are conducted at the end of Parent Night, Early Decision and Welcome Day.

B. How is the program assessing the outcomes?

The most useful way to look at data is to analyze the data provided by Azusa, Claremont, Glendora, Gladstone, Duarte and Monrovia high schools to focus on addressing the needs and challenges of the college's primary feeder high schools. The program assesses the outcome by analyzing survey results as well documenting qualitative information collected and documented throughout the year.

C. How is the assessment information used to improve services?

High school of origin information is very useful because it provides data on how many students from each district high school attend Citrus College. The results are utilized to improve services by focusing on the areas that need improvement and adapting the information to each specific school according to their needs and challenges.

5. Previous Recommendations/Goals:

Prompt: Provide an outline of the previous recommendations. Insert title of person(s) responsible. Status should be Completed or In Progress. If goal is in progress, explain why under status. Indicate completion date by Month/Year.

| | Previous Recommendations/Goals | Person(s) Responsible | Status/ Progress | Completed |
|---|--|----------------------------------|--|-------------|
| 1 | Activate outreach component in Banner to streamline Early Decision. CCSP 2.1.1 | Coordinator and Outreach Liaison | In Progress – Pending TeCS to activate the component | Pending |
| 2 | Reinstate Welcome Day to help students connect to programs and services available at Citrus College. CCSP 2.1.1 | Coordinator and Outreach Liaison | Completed | August 2014 |
| 3 | Hire a full-time Outreach Liaison to meet new student outreach needs. CCSP 2.1. | Coordinator | Request denied | Incomplete |
| 4 | Expand outreach efforts to middle school students to develop a college-going culture. EFMP pg. 352 | Coordinator and Outreach Liaison | Completed | March 2014 |

6. New Recommendations/Goals:

Prompt: List new recommendations/goals in order of priority. Indicate estimated completion date by month/year. If applicable reference the Citrus College Strategic Plan (CCSP) objectives that require funding and the Educational Facilities Master Plan (EFMP) goals, using the following format. Example: CCSP 2.3.2 / EFMP pg. 361

| | New Recommendations/Goals | Person(s) Responsible | Estimated Completion | Budget Priority |
|-----------------|--|------------------------|----------------------|-----------------|
| 1 st | Create and hire a supervisor for School Relations and Outreach to meet the scope and needs of the program. | Interim Executive Dean | 2015 | 2 |

| | | | | |
|-----------------|--|--|------|---|
| | CCSP 2.1.1 | | | |
| 2 nd | Increase outreach staff to sustain and support outreach efforts. Establish a full-time Outreach Liaison position to meet the demands of the program and a new position to staff the information booth to provide information, assist with application process, schedule tours, and respond to inquiries from prospective students and the community at large. CCSP 2.1.1 | Coordinator and Interim Executive Dean | 2017 | 2 |
| 3 rd | Update computers and purchase tablets to connect the students to the College's resources by producing high quality social and visual media in a timely and efficient manner. This will allow the staff to assist the students with the application process on site. CCSP 2.1.1 | Coordinator | 2016 | 2 |
| 4 th | Update technology and software such as Banner outreach component. Utilize social media as a productive approach to recruitment strategies. Add a college's virtual tour to the Schools Relations and Outreach website. CCSP 2.1.1 | Coordinator and Outreach Liaison | 2016 | 3 |
| 5 th | Purchase new translation equipment to communicate effectively with the students and their families. Additional funds to provide translated materials and a hire a translator to assist at outreach events are also a necessity. CCSP 2.1.1 | Coordinator and Interim Executive Dean | 2017 | 2 |

7. Resources Requested:

Prompt: All requests should be linked to new recommendations (above). Include the reference number in the "Discuss impact on goals / SLOs" field below. Use the Link to Planning Key found on the General Budget Guidelines page below to complete the Link to Planning column.

Certificated Personnel (FNIC)

| Position | Discuss impact on goals/SLOs | Cost | Priority 1,2 or 3 | Link to Planning |
|----------|------------------------------|------|-------------------|------------------|
| N/A | | | | |

Classified Personnel

| Position | Discuss impact on goals/SLOs | Cost | Priority 1,2 or 3 | Link To Planning |
|-------------------------|--|---|-------------------|------------------|
| Supervisor – 100% | Goal: Due to the expansion of the office since its implementation in 2006, the coordinator position has acquired more responsibilities leading to the need to upgrade the position to effectively oversee all services. Impact: A supervisor position will oversee the Outreach Liaison, support staff, and student workers. In addition, a supervisor will be a nonexempt position. New Recommendation #1-5 | Salary \$74,808 Benefits \$12,760 Health \$20,849 <hr/> Total: \$108,417 | 2 | CCSP 2.1 |
| Outreach Liaison – 100% | Goal: Presently the Office of School Relations and Outreach is functioning with two less outreach liaison positions than | Salary \$41,262 Benefits \$8,817 Health \$20,849 | 2 | CCSP 2.1 |

| | | | | |
|--|--|-----------------|--|--|
| | <p>previous years. A full-time liaison is needed to fulfill the scope of work.</p> <p>Impact: Hiring a full-time outreach liaison will help expand outreach services to meet the college's enrollment goal.</p> <p>New recommendation #1-5</p> | Total: \$70,928 | | |
|--|--|-----------------|--|--|

Staff Development (Division)

| Item | Discuss impact on goals/SLOs | Cost | Priority 1,2 or 3 | Link To Planning |
|----------------------|--|----------|-------------------|----------------------------|
| Social Media Classes | <p>Goal: to leverage technology to reach out to students at their level of communication</p> <p>Impact: Faster access to Citrus College information.</p> <p>New recommendation #2, 5</p> | \$595.00 | 3 | CCSP 2.1.1 |

Facilities (Facilities)

| Describe repairs or modifications needed and location* | Discuss impact on goals/SLOs | Cost | Priority 1,2 or 3 | Link To Planning |
|--|------------------------------|------|-------------------|------------------|
| N/A | | | | |

* Include building and room number

Computers / Software (TeCServices)

| Item | Discuss impact on goals/SLOs | Cost | Priority 1,2 or 3 | Link To Planning |
|------|------------------------------|------|-------------------|------------------|
| N/A | | | | |

Equipment

| Item | Discuss impact on goals/SLOs | Cost | Priority 1,2 or 3 | Link To Planning |
|-----------------------|--|---------------|-------------------|----------------------------|
| Tablets | <p>Goal: To allow prospective students rapid information to the college's resources.</p> <p>Impact: Connect student to Citrus College's program and services efficiently.</p> <p>New recommendation #1-5</p> | \$750.00 each | 3 | CCSP 2.1.1 |
| Translation Equipment | <p>Goal: To communicate effectively with Spanish speaking parents.</p> <p>Impact: Help the parents understand the resources available for their students.</p> <p>New recommendation #5</p> | \$3000 | 2 | CCSP 2.1.1 |
| Desktops | <p>Goal: Office desktops were purchased in 2005. The operating system isn't compatible with today's technology.</p> <p>Impact: Increase productivity and compatibility with modern software</p> <p>New recommendation #1-4</p> | \$3400 | 2 | CCSP 2.1.1 |

Supplies (Division)

| Item | Discuss impact on goals/SLOs | Cost | Priority 1,2 or 3 | Link To Planning |
|-------------|-------------------------------------|-------------|------------------------------|-----------------------------|
| N/A | | | | |