

Q1.

Welcome to COA's online portal for completing your Annual Program Update (APU) for 2018-19. Your work will be saved at the end of each section. If you partially complete a section, that section's responses will not be saved. Prior sections will be saved, should you need to stop and leave the portal for a period of time and then come back to it.

If you have any questions about the portal during the process, please email Dominique Benavides, District Research Analyst, at dbenavides@peralta.edu

You may also contact your dean for support regarding the process or timeline as you are completing your APU.

Thank you!

Q2. Please select the discipline, department or program:

Outreach ▼

Q3. Please provide the names of the Program Review Team who participated completing this Program Review:

Natalie Rodriguez

Q4. The mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

The mission of College of Alameda Student Services Division is committed to guiding, empowering, and inspiring students to achieve their academic, career and personal goals through a student centered and caring approach.

Q5. Please enter your department or unit purpose statement:

Outreach serves as the first point of contact, engages students and potential students, provides resources, options, and aids students, regardless of their circumstances and/or background in completing a successful enrollment process.

Q6. Please specify the date of your program's last Comprehensive Program Review (month and year):

Q7. Cut and paste the program goals from your program's most recent Program Review documents. Program goals can be found on the Student Services Program Reviews & Units Plan page <http://alameda.peralta.edu/planning-documents/sample-page/student-services/>

College of Alameda expects to double the number of individuals that it will assess in the next 3 years. This is due to the fact that the new center allows for year round testing and the space has been solely developed to support Assessment efforts, as well as to the documented success of outreach efforts thus far. The numbers of entering students assessed doubled between 2013 and 2015, and this trend is expected to continue. Likewise, numbers of students served in each core service area are expected to increase, although an increase of 100% is not expected. Goal 1. Support Services: The SSSP Administrative Unit expects to be able to serve increased numbers of students in each core service area annually. Activities and Rationale: 1. Assess all non-exempt entering CoA students; 2. Ensure completion of mandatory online orientation for all non-exempt entering students; 6. Expand Mobile Assessment testing to adult schools, expand Mobile Assessment testing in high schools. • Goal 2. Assessment (of SAOs or AUOs): The SSSP Administrative Unit expects to minimize errors or omissions in each data collection mechanism. Activities and Rationale: The SSSP Unit has tasked itself with developing an internal information system to support clean data collection related to each core service area. Shrink data discrepancies each year. 7. Ensure integrity of data collection systems and data synthesis, through database retrieval tools and procedures that are consistent and verifiable, and through careful scaling of department resources. • Goal 3. Student Success and Student Equity: The SSSP Unit plans to examine core services data disaggregated in order to identify any student equity or differential success rates among populations, in order to strategize customized outreach for equity populations. Activities and Rationale: 3. Provide targeted support and information to the public regarding applying to the college, assessment testing, orientation, and counseling (ensure information is consistently updated, platforms consistently re-evaluated). • Goal 4. Student Success: The SSSP Unit plans to streamline messaging and media platforms, as well as interdepartmental collateral and shared knowledge relating to the seven steps of pre-enrollment, and collaborate with any on-site orientations to ensure that students complete additional necessary tasks for success (setting up Peralta email, using Student Center, and logging into Moodle). 29 Activities and Rationale: 4. Increase pre-enrollment numbers served (and retention to enrollment at CoA); 5. Increase enrollment numbers served overall (all SSSP core services) (and retention to graduation of those served); 8. Collaborate with Counseling and Dean of Enrollment Services to revise format of Fabulous Friday to ensure students complete necessary tasks as well as benefit qualitatively from the day. • Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships: The SSSP Unit plans to enhance each existing partnership through adding one additional Mobile CoA service or type of workshop (customized to partner needs), as well as formalize our partnership model and expand it to build sustainable partnerships with continuation and adult schools. Activities and Rationale: 3. Provide targeted support and information to the public and CoA partners regarding applying to the college, assessment testing, orientation, and counseling (ensure information is consistently updated, platforms consistently re-evaluated); 6. Expand Mobile Assessment testing and Counseling to adult schools; expand Mobile Assessment testing and Counseling in high schools; offer online orientation sessions off-site with partners.

Q8.

Please discuss the relationship and engagement with other support services, programs, and/or administrative units and any influences these relationships have on the ability of the department, program or administrative unit to meet its goals.

The Outreach Department receives support services and has established a relationship with many departments across the campus. Mobile CoA would not be as successful as it has been in the past without the help of the Counseling, Assessment, and Admissions and Records departments. In terms of tabling events and tours, Outreach relies heavily on the aid of CTE, Financial Aid, DSPS, EOPS, the Transfer Center, and the Learning Resource Center. When it comes to event coordination, Outreach would not be successful without the aid of the Business Office, Custodial Staff, and the IT department.

Q9. Please review and reflect upon the data for your program using the [Student Services Dashboard](#). Then describe any significant changes and discuss what the changes mean to your program. Focus on the most recent year and/or the years since your last comprehensive program review.

During last year's APU Outreach was able to use the dashboard data to review and reflect upon our program given that the data was based on enrollment. This year's dashboard data strictly shows completion data, therefore rendering it ineffective for Outreach purposes.

Q12. Using the [Student Services Dashboard](#), please review the completion rates for your program and comment upon it. Do performance gaps exist in the completion rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? Note: groups whose completion rate is 3% or less than the College completion rate reflect a disproportionate impact.

While Outreach does not have a specific program on the student services dashboard, our work heavily impacts the recruitment for all programs on the dashboard (EOPS, CARE, CALWORKS, AB540, DSPS, Foster Youth, etc.) given that we are largely responsible for promoting these programs in the community as well as at partnership sites. From looking across the data for the different programs, yes, performance gaps do exist in the completion rates for disproportionately impacted students, particularly amongst American Indian, African American, Latino, and DSPS students.

Q22. If differences exist, please detail the differences and describe the activities your program is making to address the differences. How will your program evaluate the effectiveness of these activities?

The Mobile CoA program allows the department of Outreach to serve a diverse student population throughout the Bay Area. Out of the 253 students that were served through Mobile CoA services, a large portion of our students were students of disproportionately impacted backgrounds. Despite not having collected demographic data, the locations that we were targeting have a history of serving students with impacted backgrounds. Our work with these demographics included assistance with the College of Alameda application, orientation, assessment, and counseling. In addition, an abbreviated SEP was created for many of the students at their home campus. Moving forward the Outreach department will continue to work on solidifying and strengthening relationships with current partners as well as establishing relationships with new partners. Outreach will do so by being more present at community events and on campus at our partner school sites. Student workers, known as Peer Outreach Advisors, will play a heavy role in establishing relationships with partners given that all of our student workers have unique ties to many of these disproportionately impacted backgrounds. Outreach now has bilingual staff (Spanish/English, Cantonese/Mandarin/English), African American Staff, Chinese Staff, as well as a young parent. By sharing their personal experiences with new and potential students the Outreach Peer Advisors will serve as the best marketing tool for the college. Moving forward Outreach will begin conducting retention work by following up with students (via phone calls and e-mail communications) recruited through Mobile CoA to ensure that they are not leaving the college.

Q13. Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

The Outreach Department has the opportunity to grow and learn from past assessment data. While we did not achieve our Mobile CoA PLO (Prospective high school students who participate in Mobile CoA will have knowledge of how to complete the College of Alameda enrollment process.), we learned that our success might depend on promoting the related survey from the beginning of the Mobile CoA process as well as distributing the survey to students earlier. We have however, met our tour PLO (Through general campus tours visitors will learn about CTE programs, campus services, and resources.). For our Mobile CoA PLO, our goal was that at least 80% of students served would be confident in their knowledge of the College of Alameda enrollment process. Of 133 surveys that were distributed, only four (4) yielded responses. Of those four (4), 75% of the respondents believe that they know the College of Alameda enrollment process "somewhat well" after participating in Mobile CoA. For our tour PLO, our goal was that at least 80% of the visitors who completed the survey would feel confident in their knowledge of CTE programs, campus services, and resources. Of the 68 College of Alameda tour participants in Spring 2017, Fall 2017, and Fall 2018, all 68 completed tour surveys. Of those 68, 83% of the participants felt that the campus tour survey was informative and that their questions were answered. Mobile CoA survey data will be evaluated at the Spring semester every other academic year. It was most recently evaluated in the Spring 2017 semester. In the near future Mobile CoA partners will also be receiving surveys at the conclusion of services at their site. Campus Tour survey data will be evaluated in the Fall semester every other academic year. It was most recently evaluated in the Fall of 2018.

Q14. What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where is there evidence of this dialogue?

Hourly employees and student staff who participate and conduct both Mobile CoA and Campus Tours are encouraged and expected to join the conversation via weekly team check-ins (that take place every Friday), survey editing, and survey distribution.

Q15. For all programs with Counseling: What has the department done to improve course completion and retention rates? What is planned for the future?

Outreach partners with the Counseling department during Mobile CoA efforts. At the time of Mobile CoA counseling sessions counselors develop abbreviated SEPs with the students. The Outreach department assists students in enrolling in courses immediately after their counseling session. Students who do not immediately enroll in courses following their counseling sessions receive numerous follow up calls and are scheduled for appointments to come in and seek enrollment help as necessary. Outreach regularly refers students to counseling for assistance when appropriate to do so.

Q16. What is the department planning to do to improve course completion and retention rates in the future?

In order to improve course completion and retention rates in the future the Outreach Department will work in closer partnership with all on campus support programs and services, referring students to particular programs and services when appropriate to do so.

Q17. Personnel: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success:

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCCD goal (letter)
<p>Request 1:</p> <p>20 hours a week for hourly staff assistant (currently we have one hourly staff assistant who is only allowed to work 10 hours a week).</p>	No	Student Success and Student Equity, Increase equitable access in surrounding communities. Demonstrate annual increase in off-site efforts to engage, educate, and facilitate college readiness in the surrounding communities.	Yes. An additional hourly staff person would aid in the distribution of surveys and collection of data for assessment purposes.	With a larger team, particularly with a non-student staff person, the Outreach Department is more likely to be able to serve a larger number of school and community based organization sites through Mobile CoA and other outreach efforts.	2, 5, 6, 7	A, B
<p>Request 2:</p> <p>Additional hourly staff assistant (2 hourly staff assistants total).</p>	Yes	Student Success and Student Equity, Increase equitable access in surrounding communities. Demonstrate annual increase in off-site efforts to engage, educate, and facilitate college readiness in the surrounding communities.	Yes. An additional hourly staff person would aid in the distribution of surveys and collection of data for assessment purposes.	With a larger team, particularly with a non-student staff person, the Outreach Department is more likely to be able to serve a larger number of school and community based organization sites through Mobile CoA and other outreach efforts.	2, 5, 6, 7	A, B
<p>Other:</p> <p>Additional funding for student workers</p>	Yes	Additional funding for student workers	Yes. Student workers are the driving force and do much of the heavy lifting in the Outreach Department. They are often the first point of contact and face of the college. In terms of assessment, they are responsible for the distribution and collection of all tour surveys.	The larger and more secure the team, the more ground that Outreach is able to cover. With 5 student workers Outreach was able to conduct multiple Mobile CoA sessions simultaneously.	1, 2, 5, 6, 7	A, B

Q18. Technology and Equipment: Please explain how the new technology or equipment will contribute to increased student success:

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCCD goal (letter)
<p>Request 1:</p> <p>2 Portable Printers</p>	Yes	Increase equitable access in surrounding communities. Demonstrate increase in off-site efforts to engage, educate, and facilitate college readiness.	Yes	Having portable printers will ensure that each student gets a printed copy of his or her online orientation completion page, assessment results, and class schedule in the event that a printer is not working at the corresponding site. This will prevent student from losing interest which happens often when we are not able to deliver on our promise of providing all enrollment services onsite.	1, 2, 5, 6	A, B, C
<p>Request 2:</p> <p>1 Color Copy Machine</p>	Yes	Increase equitable access in surrounding communities. Demonstrate increase in off-site efforts to engage, educate, and facilitate college readiness.	Yes. It is essential that Outreach have sufficient copies of all necessary surveys for data collection at all times.	Outreach must have all necessary information when providing tours, presentations, and hosting tabling events. Flyers and informational materials need to be constantly duplicated to ensure that they are always in stock. By providing this information students can make more informed decisions about the program and services that they chose to participate in/receive.	1, 2, 3, 5, 6, 7	A, B, C

Other:

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Q19. Facilities: How will this facilities request contribute to student success? Indicate whether and how facilities maintenance and repair affected your program in the past year with your request.

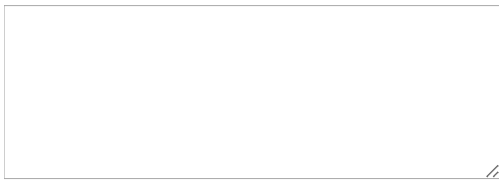
	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCCD goal (letter)
Request 1: <div style="border: 1px solid black; padding: 5px; min-height: 80px;"> A permanent office space </div>	Yes	<div style="border: 1px solid black; padding: 2px;"> Student Success and Student Equity, Increase equitable access in surrounding communities. Demonstrate annual increase in off-site efforts to engage, educate, and facilitate college readiness in the surrounding communities. </div>	<div style="border: 1px solid black; padding: 2px;"> Yes. By eliminating the need physically move, the Outreach Department would be able to better focus on providing outreach services and assessing our program level outcomes. </div>	<div style="border: 1px solid black; padding: 2px;"> By having a permanent space students would be able to easily locate the department and are more likely to seek our services and help when necessary. </div>	1, 2, 3, 5, 6	A, B, C, D, E
Request 2: <div style="border: 1px solid black; height: 80px; width: 100%;"></div>						
Other: <div style="border: 1px solid black; height: 80px; width: 100%;"></div>						

Q20. Professional Development or Other Requests: How will the professional development (PD) activity contribute to student success? What PD opportunities and contributions will your program make to the college in the future?

PLEASE NOTE: this is the last question. Once you select "Submit - Go to the Next Section" your form will be submitted and locked. Please be sure you have reviewed everything and are done, before moving to the next section.

	Already requested in recent program review?	Program goal (cut and paste from program review)	Connected to assessment results and plans?	Contribution to student success	Alignment with college goal (#)	Alignment with PCCCD goal (letter)
Request 1: <div style="border: 1px solid black; padding: 5px; min-height: 80px;"> Intensive college training for all Outreach Student Workers </div>	Yes	<div style="border: 1px solid black; padding: 2px;"> Student Success and Student Equity, Increase equitable access in surrounding communities. Demonstrate annual increase in off-site efforts to engage, educate, and facilitate college readiness in the surrounding communities. </div>	<div style="border: 1px solid black; padding: 2px;"> Yes </div>	<div style="border: 1px solid black; padding: 2px;"> By having a better understanding of all college offerings, student workers will be able to educate potential students and encourage their attendance to College of Alameda. </div>	1, 2, 3, 5, 6	A, B, C, D
Request 2: <div style="border: 1px solid black; padding: 5px; min-height: 80px;"> Outreach Team attire/Uniform </div>	Yes	<div style="border: 1px solid black; padding: 2px;"> Student Success and Student Equity, Increase equitable access in surrounding communities. Demonstrate annual increase in off-site efforts to engage, educate, and facilitate college readiness in the surrounding communities. </div>	<div style="border: 1px solid black; padding: 2px;"> No </div>	<div style="border: 1px solid black; padding: 2px;"> When representing the College of Alameda, student workers should be easily identified by existing and potential partners and students alike. Outreach student workers should feel proud to wear attire representative of their campus. This helps create a sense of community and pride amongst current and potential students. </div>	1, 2, 3, 5, 6	A, B, C, D, E

Other:



Q21.

Congratulations! You have completed your Annual Program Update for 2018-19.

Please go to the next section to see a summary of your answers and to export a PDF.
Send the PDF to your dean or VP.

Thank you!

