



# College of Alameda

## 2020-21 Program Review Template – Outreach

### **Program Overview**

Please provide your program’s mission 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.

List your program staff including full-time and part-time faculty, classified staff, and other categories of employment.

Specialist 1.0  
 Student workers 3-5 individuals- varies according to student FWS pool. Also traditionally there are funds for non FWS students

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to: [Alignment of Goals](#)

If no program goals exist or if this is your first program review, create 2-3 goals and align them with a College or District goal.

<b>Program Goal</b>	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).
Status: In-Progress or Complete?	IP- 2019-20 was an unusual year due to COVID. COA along with its traditional partners moved quickly to online services and education mid-Spring 2020. This disrupted

	Outreach’s signature program Mobile COA. Natalie Rodriguez Outreach Specialist instead focused on developing online resources for prospective students. This includes an online COA presentation and CCC Apply videos. The Outreach specialist and student workers also supported drop-in CCC Apply help with the Welcome Center. The specialist also provided individual support to 42 students during Spring/ Summer shelter in place.
Which college or district goal is aligned with your program goal?	PCCD Goal A. Advance Student Access, Equity, and Success

<b>Program Goal</b>	
Status: In-Progress or Complete?	
Which college or district goal is aligned with your program goal?	

<b>Program Goal</b>	
Status: In-Progress or Complete?	
Which college or district goal is aligned with your program goal?	

List the essential functions of your department, program or unit and provide a description of how the unit aligns with the college mission.

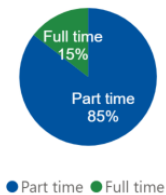
<p>Represent College of Alameda at community events targeted to prospective students (high schools, cultural events/ fairs, college fairs, and more).</p> <p>Serve as a resource for educational and community partners that may have prospective students for College of Alameda</p> <p>The outreach department has traditionally focused on high school students and the general public. It has supported and partnered with the Transitions Liaison and CTE Coordinator in targeted efforts to yield older adult populations.</p>
--



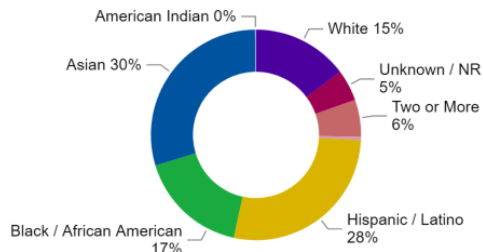
## 2019-20 Demographic Snapshot

Unduplicated Headcount  
**10600**

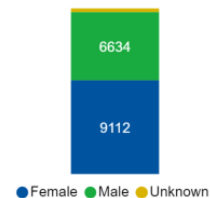
College Enrollment Load



Ethnicity



Gender



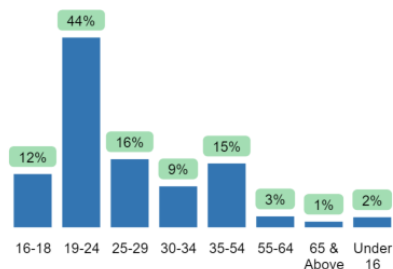
Academic Program Status Percent

Academic Program Status	Percent
Exempt	34%
Matriculating	56%
Special Admit	10%
<b>Total</b>	<b>100%</b>

Top 10 Majors at CoA Percent

Top 10 Majors at CoA	Percent
Transfer Studies/General*	27%
Business Administration-TR*	15%
BIOL Biology*	14%
CIS Computer Info Systems*	8%
Liberal Arts/Natural Sciences*	8%
PSYCH Psychology*	7%
PSYCH Psychology-TR*	7%
ADAM Apparel Design & Merchan*	5%
BUS BUSINESS/Accounting*	5%
Transfer Studies/IGETC	3%

Age Range



### [Demographics dashboard link](#)

Describe how external factors such as the implementation Guided Pathways, AB705, Student Centered Funding Formula, advisory board recommendations, changing demographics, and/or COVID-19 has impacted the support services your program or administrative unit provides.

How has your program addressed these changes or challenges to ensure students are supported and can continue to work towards meeting their educational goals?

Guided Pathways, AB705, or the Student-Centered Funding Formula (SCFF)

AB 705- Students onboarded to the college as part of Mobile COA are provided individualized guidance to complete their self-placement assessment prior to meeting with a counselor. Additionally, as a general liaison to high school and community partners, Outreach informs partners of changes to assessment/ self placement.

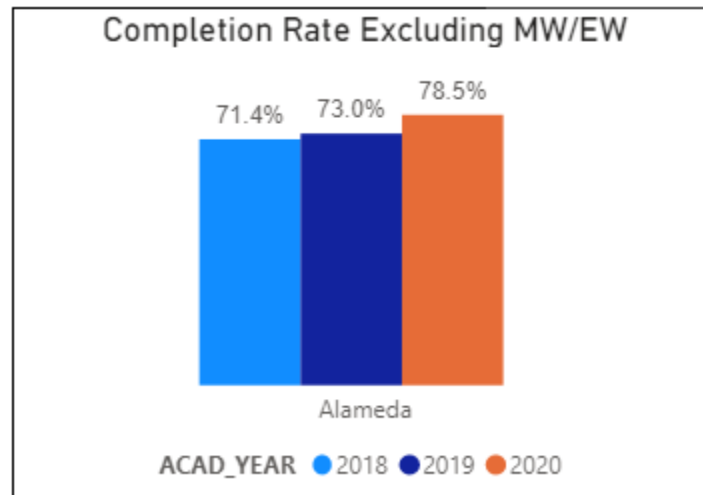
Advisory board recommendations

NA

### Impact of COVID-19

Outreach's signature program Mobile COA is offered during spring semester. However, in Spring 2020 Mobile COA was cancelled due to the pandemic. During this time the Outreach specialist focused on creating an online presentation for prospective students and CCC apply help videos.

### **Data Analysis**

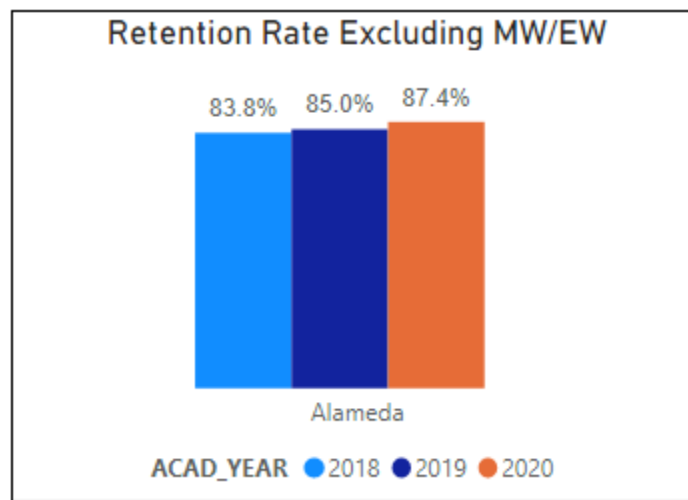


Consider your program's course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

How do the course completion rates for your program or discipline compare to your college's College-Set Standard for course completion of **67%**?

2018 Mobile COA participants had a 18-19 course completion rate that was slightly higher at 69% (n-145). 2019 Mobile COA participants had a 19-20 course completion rate that was 81% (n-44). It should be noticed that the n vastly differs between the 2 years. At the time of this program review, the Outreach Specialist position is vacant—it is possible that for 2019 participants we used partial data—this should be reviewed again once the position is filled.

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?



2018 Mobile COA participants had a 18-19 course retention rate that was slightly higher at 85% (n-145). 2019 Mobile COA participants had a 19-20 course retention rate that was 90% (n-44). It should be noticed that the n vastly differs between the 2 years. At the time of this program review, the Outreach Specialist position is vacant—it is possible that for 2019 participants we used partial data—this should be reviewed again once the position is filled.

## Equity

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals. In 2019 the Student Service Equity team [analyzed data](#) to identify groups that were disproportionately impacted in access, persistence, transfer rate, completion of transfer level English and Math, and goal completion.

- **Access:** Black or African American male students enroll at disproportionate rates. Additionally, female Black or African American, disabled and LGBTQIA students enroll at disproportionate rates.
- **Persistence:** Female Black or African American, Latinx, foster youth, LGBTQIA and veteran students are persisting at disproportionate rates. Male Black or African American,

foster youth and LGBTQIA students are also persisting at disproportionate rates. The most significant retention equity gap was with male foster youth students.

- **Transfer to a Four-Year Institution:** Female American Indian or Alaska Native, Native Hawaiian or other Pacific Islander and disabled students transferred at disproportionate rates. American Indian or Alaska Native, Black or African American, Filipino, Latinx, disabled, first generation and foster youth males also transferred at disproportionate rates.
- **Complete both Transfer-level Math and English within the first year:** Female foster youth complete both transfer level math and English at disproportionate rates. Additionally, Black or African American, Latinx, disabled, economically disadvantaged, foster youth and LGBTQIA males transfer at disproportionate rates.
- **Vision 2022 Goal Completion:** Asian, Black or African American, Latinx, foster youth, LGBTQIA, and veteran female students complete at disproportionate rates. American Indian or Alaska Native and LGBTQIA male students are also completing at disproportionate rates.

Discuss how your program worked to address these equity gaps since 2019. Incorporate examples of your program data where applicable.

Access: The outreach department has supported targeted Access efforts by prioritizing the department's limited resources for events that are intended to serve students of color including Black students. For example, the department represented the college at events such as Oakland A's College Fair, OUSD College Night, and OUSD Black College Night tabling and presentations and Oakland High, Castlemont, Rudsdale, and McClymonds

### **Degrees & Certificates Conferred**

For more information on awards: [Degrees & Certificates Dashboard link](#)

### **Degrees and Certificates**

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways.

How can your program contribute to increasing the number of certificates and degrees awarded over the next three years?

Via Mobile COA and other partnership opportunities with General Counseling and counselors from special programs, the Outreach department helps connect new students to early academic advising. This allows new students to begin their academic career at COA with a student education plan.

## Student Learning Outcomes Assessment

List your program's Student/Service Area Learning Outcomes that have been assessed in 2018-19 and 2019-20?

2018-19 SAO 1  
2019-20 SAO 2- Through general campus tours visitors will learn about CTE Programs, camps services and resources

How has your dept worked together on assessment (planning together)? Include the challenges and the successes. What aspects of assessment work went especially well in your department and what improvements are most needed?

Detail the planning process, examples of collaboration with other depts or faculty members, roles in leadership and how the dept used student satisfaction surveys, college surveys or outcome data to assess.

Outreach is a single-person department that uses assessment and feedback to inform planning. We use formalized feedback via satisfaction surveys for events and initiatives such as Annual Partner Breakfast, Mobile COA, and presentations. Additionally, the nature of the department requires close collaboration with other students services departments for a continuous feedback loop.

What were the most important things your department learned from assessment? Did implementation of your action plans result in expansion or improvement of your departments service to students? If so, please explain:

Based on additional feedback from the survey, we have learned that there may be instances in which we need to better equip our tour guides to be able to be heard by large tour groups. We also need to be strict with our tour group limits, as with larger groups there is a higher probability of information being missed by tour participants. (From curricUNET)

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Mobile COA is a high touch, resource extensive program. It would be helpful to put Mobile COA students (1. Received 1 or more mobile COA services and 2. Received mobile COA Counseling services at their partner site) to track yield and success rates. This will help us assess the long-term impact of Mobile COA.

**Engagement**

How has your department has participated in college wide efforts such as committees, presentations, and departmental activities?

Outreach has robust collaborations with other departments in the college. In student services this includes all special programs, FA, and AR. In Instruction, college-wide efforts include a strong partnership with CE (for example CE tours). Being connected to the college as a whole is critical for the main function of outreach. This allows the department to share the most updated information with the external community and also do “soft hand offs” with individual students or partners when appropriate.

How has your department has engaged in community activities, partnerships and/or collaborations?

This is the key function of the department. Outreach brings the community into the college (tours, annual partner breakfast, onsite presentations) and brings the college into the community (OUSD/AUSD; UC Berkeley DCAC; college fairs; and community events (Pride, Dia de los Muertos, street fairs, and events hosted by Downtown Alameda Business Association.)

**Prioritized Resource Requests Summary**

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	Entry level classified staff (assistant) to attend tabling events- <b>this could</b>	45000	26000	71000



	<p><b>be a split position with another department—outreach previously had part-time hourly staff to support.</b></p> <p>As a single person department Outreach must prioritize tabling and presentation requests that are received. We cannot rely on Student workers as an extension of staffing because they require line of sight supervision—therefore they cannot be sent to community events by themselves. Similarly if the staff member is off-site, the student cannot work on campus as scheduled.</p>			
Personnel: Student Worker	<p>2 student workers (non work study)  <math>\\$14.36 \text{ hour} \times 20 \text{ hours a week} \times 17.5 \text{ weeks} = \\$5026 \text{ semester}</math></p>	22,000		
Personnel: Part Time Faculty				
Personnel: Full Time Faculty				

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		

Professional Development: Personal/Individual PD needed		

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies		
Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
Technology & Equipment: New		
Technology & Equipment: Replacement		

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
Facilities: Classrooms		

Facilities: Offices		
Facilities: Labs		
Facilities: Other		

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
Library: Library materials		
Library: Library collections		

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
Other	Funding to hire a consultant to develop high quality videos and online/ print resources to support students with CCC apply and Passport. Funds for tabling opportunities that require a registration fee (ex Pride, Dwtm Alameda Business Assoc events)	\$7500 \$4000