Student Services Program Review 2018/19 (Comprehensive)

Outreach

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General Information (Student Services Program Review 2018/19 (Comprehensive))

2018/19 Student Services Program Review

Program Review Data and Resources

Submission Information (REQUIRED)

Lead Writer: Karla Trutna

Liaison: Marichu Magana

Manager/Service Area Supervisor: Victoria Miller/Karla Trutna

Faculty/staff (REQUIRED)

Classified Staff:

Karla Trutna, Acting Outreach Coordinator

Vacant, Student Services Technician

Vanndaro, Student Services Assistant

Program/ Service Area Mission (REQUIRED)

Service Area/Program Mission

We inspire, lead, and educate our diverse community about the vast opportunities and resources available at Mesa College. We empower students to pursue higher education while fostering a successful and rewarding transition to college.

Outreach and Community Relations is in direct alignment with the College's larger mission and the work that is, and has been, done supports the strategic goals and directions. The department supports the college's strategic plan through the work that is done on campus with students and through the Student Ambassador program and in the work that is done with prospective students at our feeder high schools, Continuing Education, and in the larger community. Outreach staff and student ambassadors are usually the first-points of contact for prospective students in our community and help to educate and inform them of their post-secondary options at Mesa College. Prospective students are empowered to take control of the admission process and offered assistance when needed. The guidance and support pre-college students receive helps to set them up for success once they fully transition to Mesa College. Additionally, the Outreach student ambasadors embody the vision of the college as they are the key force in educating community members, high school students, and Continuing Education students about the opportunities available at Mesa College thereby helping to shape the future of our community and individuals' futures as well.

Outreach supports the mission of the college in a variety of ways:

The Outreach student ambassador program is one of the main ways that we address the Mission of Mesa College. The student ambassadors become the face of Mesa to the community we serve and the high school and Continuing Education students we work with. The ambassador team is diverse in age and ethnicity and which embodies the idea that our college is strengthened by diversity on many different levels. The communities and students that we work with are also diverse. The high school students that we work with are typically underrepresented in higher education, are first-generation, come from low income households, and are labeled at their high schools as “at risk” students. We work with these students knowing that, for many of them, the conversations that they’re having with us might be the only college conversations they are having. In this way, we inspire student success even before students get to Mesa and hope that the work that we do enables them to make informed decisions about their post-secondary education options.

Outreach fosters scholarship, leadership, and responsibility on many different levels as well. The ambassadors themselves are treated as students first, ambassadors second. Student Ambassadors understand that because they are the face of Mesa, they need to also embody the ideals of being a good student. Ambassadors must maintain full-time student status and a 2.5 GPA to remain employed. The student ambassador program allows current college students the opportunity to contribute positively to campus life, to step into leadership roles, and to take on greater responsibility. We also help foster scholarship in the high schools that we work with through the one-on-one mentoring with the student ambassadors and workshops (application, preassessment, transfer, Mesa programs, etc.) facilitated by Outreach staff and student ambassadors.

Program Overview (REQUIRED)

Form: 2018/19 Comprehensive Program Review Student Services Program Overview Section (See appendix)

Curriculum (REQUIRED)

Not applicable.

Outcomes and Assessment (REQUIRED)

Form: 2018/19 Comprehensive Program Review Student Services Outcomes and Assessment Section (See appendix)

Program Analysis (REQUIRED)

Form: 2018/19 Comprehensive Program Review Student Services Program Analysis Section (See appendix)

Program Goals (REQUIRED)

Outreach Goal Set 2018-19

Outcomes

Outcome	Mapping
2018-19 SSO 1 Identify the resources available at Mesa and articulate how those resources help students succeed in college.	**Institutional Learning Outcomes:** Communication:
2018-19 SSO 2 Demonstrate increased inclination to attend college/Mesa after high school.	**Institutional Learning Outcomes:** Critical Thinking:

2018-19 SSO 3 Students we serve will successfully complete the pre-enrollment steps to become students at Mesa College.	**Institutional Learning Outcomes** **2016/17:** Communication, Critical Thinking

Student Service Program Outcomes for Outreach

Outcome

Outcome	Mapping
SSPO #1 Student Ambassadors will gain essential skills, traits, and qualities that successful employees should possess.	**Institutional Learning Outcomes** **2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior
SSPO #2 Student Ambassadors will demonstrate awareness of the ways in which their actions affect their work and their relationships.	**Institutional Learning Outcomes** **2016/17:** Communication, Critical Thinking, Global Consciousness, Professional & Ethical Behavior

Action Plans for Non CTE ONLY (REQUIRED)

Actions

Outreach Goal Set 2018-19

Outcomes

Goal: 2018-19 SSO 1

Identify the resources available at Mesa and articulate how those resources help students succeed in college.

Action: 2018-19 Goal 1

Describe the actions needed to achieve this objective:	Outreach staff to provide professional development opportunities to student ambassador staff and contract staff through bi-weekly meetings and District-sponsored programs as well as professional conferences.
Who will be responsible for overseeing the completion of this objective:	Coordinator, SST, and SSA.
Provide a timeline for the actions:	on-going
Describe the assessment plan you will use to know if the objective was achieved and effective:	Student ambassador professional development and growth will be observed through the year by contract staff and will be addressed in end-of-year evaluations and ambassador self evaluations. Professional development opportunities (running meetings, resume workshops, etc.) will be offered throughout the year at ambassador meetings and District and college sponsored training's.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Classified staff to help facilitate

Goal: 2018-19 SSO 2
Demonstrate increased inclination to attend college/Mesa after high school.

Action: 2018-19 Goal 2

Describe the actions needed to achieve this objective:	Include information on CTE instructional programs during our campus visits and Mesa Information Nights presentation.
Who will be responsible for overseeing the completion of this objective:	Coordinator, SST, and SSA.
Provide a timeline for the actions:	Summer 2019.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Review surveys from Outreach campus visits as well as Mesa Information Nights.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	The SST will work closely with the SSA to review Surveymonkey data.

Goal: 2018-19 SSO 3
Students we serve will successfully complete the pre-enrollment steps to become students at Mesa College.

Action: 2018-19 Goal 3

Describe the actions needed to achieve this objective:	Outreach staff will review Pre-Enrollment data and analyze the changes in participation and completion. Focusing both on students who participate and high school sites that participate.
Who will be responsible for overseeing the completion of this objective:	Coordinator, SST, and SSA.
Provide a timeline for the actions:	Summer 2019.
Describe the assessment plan you will use to know if the objective was achieved and effective:	We will look at our Pre-Enrollment data: *Number of Students who we served *Number of students who completed the Admissions application and *Online Orientation. *Number of students who completed the Placement Assistant. *Number of students who participated by site and compare to previous year. *Number of sites that participated and compare to previous year.
List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	The SST will work closely with the SSA to review data on Google Dropbox.

Project Plan for CTE Only (REQUIRED)

Form: 2018/19 Comprehensive Program Review Student Services CTE Project Plan Section (See appendix)

Closing the Loop (REQUIRED)

Form: 2018/19 Comprehensive Program Review Student Services Closing the Loop (See appendix)

Request Forms

- **BARC & Facilities Requests**
- **Classified Position Request**
- **Faculty Position Request**

Reviewers

Liaison's Review

Form: Student Services Program Liaison's Review 2018/19 (Comprehensive)

Manager's Review

Form: Student Services Program Manager's Review 2018/19 (Comprehensive)

Appendix

A. **2018/19 Comprehensive Program Review Student Services Program Overview Section** (Form)
B. **2018/19 Comprehensive Program Review Student Services Outcomes and Assessment Section** (Form)
C. **2018/19 Comprehensive Program Review Student Services Program Analysis Section** (Form)
D. **388216-Updated Pricing-1.28.16.pdf** (Adobe Acrobat Document)
E. **2018/19 Comprehensive Program Review Student Services CTE Project Plan Section** (Form)
F. **2018/19 Comprehensive Program Review Student Services Closing the Loop** (Form)

Form: "2018/19 Comprehensive Program Review Student Services Program Overview Section"

Created with : Taskstream
Participating Area: Outreach

(REQUIRED) Program/Service area name

Outreach

(REQUIRED) Program strengths

Discuss strengths of the program.

Outreach has dedicated staff who not only is effective in carrying out the mission and goals of the department, but is genuinely invested in providing information both on campus and off campus to all. We have enthusiastic and dedicated student ambassadors who are continuously creating solid connections with the students they work with as well as the Counselors at their assigned school sites.

In addition to this the department continues to expand its strong relationships with K-12 and community partners. This past year Outreach teamed up with San Diego Unified School District to present on behalf of Mesa at a series of parent nights. In adding to this Outreach was able to partner up with Access Inc., a non-profit organization in Linda Vista, they hosted all of our Mesa "Noches de Informacion," during which prospective students were able to hear about Mesa College and everything it has to offer their students.

Outreach is also responsible for the Promise program at Mesa. In this regard, Outreach has been responsible for marketing the program at all of our feeder high school sites, intake, tracking, follow up, and creating engagement opportunities to assist students during their time at Mesa. Helping to provide them with the resources necessary to thrive at the college and complete a degree or transfer to a 4-year institution. This year the Promise program at Mesa has served over 900 students composed of Year 1 (18-19) and Year 2 (17-18) students. Outreach has done an exceptional job at ensuring these students persist to their second year as full time students and with a minimum 2.0 gpa.

Adding to this Outreach re-designed its Pre-Enrollment workshops (one of its biggest efforts in the Spring semester) by incorporating the following changes to our process:

- **Pre-Enrollment Bundle -** We decided to market it with this catchy name in hopes of stricking greater interest and it worked.
- **Identify Mesa bound students and generate a pre-enrollment workshop list** â€“ This list was generated via High School counselors and/or by the ambassador assigned to the high school site. Screen for student record holds.
- **Walk prospective students thru the pre-enrollment process** â€“ Assist high school sites with Outreach staff / ambassador support to complete the Admissions application and online orientation.
- **Conduct a â€œNext Stepsâ€□ presentation** - This was aimed at ensuring prospective students are aware of support programs and opportunities like, the First Year Experience and the Promise Program.
- **Created a dropbox** - This enabled Outreach to better document the prospective students SSSP step completion and allowed us to follow up when a student was missing a step.

- **Work in collaboration with Testing to carry out the Placement Assistant at each high school site** â€“ Coordinate dates/times that work for Testing to come out and proctor the Placement tool.
- **Partnered with Counseling to Pilot Registration Workshops-** We carried this pilot out at 3 feeder sites (High Tech High HS, Clairemont HS, and Madison HS). Outreach was tasked with the following responsibilities:
    - **Generate a list for counseling** â€“ Outreach provided Mesa counseling with a list of students who completed the pre-enrollment workshop (Admissions application, online orientation, and went thru placement).
    - **Serve as a liaison to schedule registration workshop dates/times** â€“ Outreach staff served as a liaison, helping to schedule registration workshop dates / times that worked for both Mesa counseling and the high school sites.
    - **Tracking** â€“ Outreach and Mesa counseling discussed and agreed to work collaboratively to track students who completed the workshop. Mesa Counseling was tasked with collecting a sign in list and once the workshops finalized, these lists would be passed to Outreach to submit into the Pre-Enrollment dropbox. Outreach will look at those numbers and derive goals for the coming year.

The results were impressive, we saw an increase in both student participation and high schools site participation. These were the results:

Breakdown of the Pre-enrollment Bundle:

Pre-Enrollment Workshop Attendees â€“ 375

Completed the Placement Assistant â€“ 313 (83.5%)

Completed the Registration Workshop â€“142 (37.9%)

Completed Steps for FYE w/ Outreach Support â€“ 228 (60.8%)

Total of High Schools that participated â€“ 10

HS STUDENTS	
HTH	29
Mission Bay 1	26
Mission Bay 2	6
Kearny (SET, SCC)	13
Clairemont	46
La Jolla	41
La Jolla	6
HTH - MA	9
HTH - MA	7
HTH - I	10
HTH - I	1

Madison - 1	58
Madison-2	47
Patrick Henry	14
Total	313

(REQUIRED) Program challenges

Discuss challenges to the program.

Limited Outreach budget - While an Outreach budget has been established for the department, the level at which the budget is funded is not sufficient to maintain office operations for the year. Currently, the department is allocated $1,500 for the year ($1,100 in the 4000 object code and $400 in the 5000 object code). This affects our department in a big way, we are limited spending on supplies and are not able to purchase apparel for ambassadors however, due to the gracious support of the office of the Vice President of Instruction, we have been able to properly outfit our team of ambassadors. In adding to this over half of the funds in the 5000 object code is earmarked for Survey monkey subscription renewal leaving limited funds to cover any staff mileage reimbursements, conference and travel, or other operating expenses and services throughout the year.

Promise Program - As the Promise program keeps expanding, greater support is needed. The Promise program, is presently overseen by the Outreach Coordinator, an hourly NANCE and with limited support from Outreach SST and SSA, was tasked with serving over 900 students in Fall 2018, which was a 33% increase from Fall 2017, or an additional 600 student contacts. This has affected Outreach in a large way, specifically the Coordinator, who is now required to supervise an additional employee and oversee a growing number of Promise students. Increasingly customized services and activities are anticipated for this program, and more planning and program coordination will be required. As this program scales up, more administrative support will be required and the number of students in this program is expected to double in the coming year.

Pre-Enrollment Workshops - Although we successfully revamped our Pre-Enrollment workshops, we were still faced with the following challenges:

- Acquiring a senior high school list during Spring semester.
- Another challenge faced by high school counselors and students, dealt primarily with getting high school students to complete their admissions application prior to the pre-enrollment workshop date.
- Initial number of students is greater than those who are in attendance during the pre-enrollment workshop. There is a drop in numbers that needs to be explored.
- Another challenge was getting students to complete their online orientation and print it so as to have it ready for the pre-enrollment workshop date.
- Some sites did not extend set up time, this caused Outreach and Testing staff to be rushed.

(REQUIRED) External influences

Discuss external influences (Collegewide and beyond).

Changes in legislation - The DACA program was implemented in 2012 and essentially provided a legal status for recipients for a renewable two-year term, work authorization and other benefits. In the Summer of 2017 the DACA program was rescinded. With this action, we noticed a significant drop in our Spanish Mesa Information Nights. In addition to this,

students at our high schools displayed hesitation in pursuing higher education in fear of not being able to fund their education. Our Outreach department began to take notice of this, and we began strategizing how to better serve students in our high schools who might be DACA students and also to provide them with support in completing their CA Dream Act. We also collaborated with Access Inc., to provide a setting that was welcoming to our Spanish speaking families and presented important information of how Mesa is working intentionally to provide support to DACA students and AB540 students. As we move forward in our work, we will continue to explore ways to better serve this special population.

(REQUIRED) Areas of Focus

Describe one or more areas that your program/service area is focusing on. You will refer to this response in the Program Analysis Section.

Promise program:

As the program continues to expand, we will continue to look for ways to better support the growing demand, specifically looking at best practices in other Promise programs.

Pre-Enrollment Workshops:

We will continue to re-design our Pre-Enrollment bundle to better serve our high school students and continue to provide them with the opportunity to complete their SSSP steps at their respective school sites.

Mesa Information Nights:

We will build upon our partnership with Access Inc., and continue holding our Spanish information sessions out in the Linda Vista community, in the Access Inc., building. We will also look at ways to better present to students and their families to ensure information is presented in the best and most effective manner.

The Following Questions are ONLY for programs/services that have a specific role in directly supporting CTE instructional programs.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

(REQUIRED) Describe how the program's industry partners (including advisory committee) assist with program improvement including curriculum advice, obtaining equipment, providing internships and finding or providing other funding (limit 500 characters) (P.N. 1.b.). Please upload Advisory Committee minutes from the last year here.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

Career Education Advisory Committees play an integral part in shaping curricula development at San Diego Mesa College. The committees help ensure that our programs remain in touch with the needs of local business and industry so that students receive relevant instruction.

Advisory Committe minutes link

(REQUIRED) Describe how your program connects to High Schools, Universities and Continuing Education, creating career pathways in your field. Include articulation, specific projects, collaboration with teachers/professors, etc. (limit 500 characters) (P.N. 3)

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

The Outreach department collaborated with CTE on a special project. Ambassadors conducted the following work at both our feeder high schools and Continuing Education sites:

- Increased awareness of CTE programs and student services available at Mesa College.
- Introduced students to the Mesa CTE instructional programs and website.
- Gave classroom presentations about CTE and shared marketing materials with them.

Form: "2018/19 Comprehensive Program Review Student Services Outcomes and Assessment Section"

Created with : Taskstream
Participating Area: Outreach

(REQUIRED) Program/ Service Area name

Outreach

(REQUIRED) We are halfway through our 6-year cycle. Is your department/program/office on target to complete SSO/SSPO assessment by Spring 2022?

Yes.

(REQUIRED) Please list your SSOs and/or SSPOs.

SSO:

1. Identify the resources available at Mesa and articulate how those resources help students succeed in college.
2. Demonstrate increased inclination to attend Mesa/college after high school.
3. Student we serve will successfully complete the pre-enrollment steps to become students at Mesa College.

SSPO:

1. Student Ambassadors will gain essential skills, traits, and qualities that successful employees should possess.
2. Student Ambassadors will demonstrate awareness of the ways in which their actions affect their work and their relationships.

(REQUIRED) Student Services Offices: Please attach your schedule for assessment, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

Assessment schedule for SSOs (Student Services Outcomes):

- Students will be able to identify the resources available at Mesa and articulate how those resources help students succeed in college. - We will look at our high school surveys in July 2019.
- Students will demonstrate an increased inclination to attend Mesa/college after high school. -We will look at our campus visit surveys in July 2019.
- Students will successfully complete the pre-enrollment steps to become students at Mesa. - We will look at our pre-enrollment numbers in July 2019.

(REQUIRED) Student Services Programs: What progress have you made in your program outcomes assessment? Please attach your schedule, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

Observations:

Our assessments revealed that Student Ambassadors use training and professional development opportunities to provide high quality services to prospective students during campus tours and that they are knowledgable and courteous. Prospective students and their families often leave with positive experiences of our college and with greater knowledge of the programs and services we offer. However, we fell short of our benchmarks for the self-evaluation and supervisor evaluations for various reasons. Earlier communication to student ambassadors about this requirement and expectations should help us reach our benchmarks this year. The data we were able to collect did reveal that most student ambassadors were meeting position rubrics at or above expectation.

Next Steps:

We have evaluated the different tools used to meaure these outcomes and made adjustments as necessary to obtain the information that we are really looking for. We plan to communicate expectations of the self-evaluation earlier in the semester and give those to students well in advance of their formal evaluation so that they have the time and opportunity to reflect on their preformance and growth throughout the year. Formal supervisor evaluations will be scheduled earlier to mitigate the issues that we had last year in regards to completion of student ambassador postiion assignments.

(REQUIRED) What have your completed assessments revealed about your courses or program?

We have identified the need to provide student ambassadors with more opportunities to speak with program and department faculty and staff. While students are knowledgable about the college and most of the programs and services, there are some that we would like for them to know more about. We are working on connecting with those programs/services to provide more training fo our student ambassadors.

(REQUIRED) If issues or problems were identified, what is your plan for implementing change?

Not applicable.

(REQUIRED) Based on your assessments, have you identified resource needs?

- None

Please provide any other comments.

No answer specified

Form: "2018/19 Comprehensive Program Review Student Services Program Analysis Section"

Created with : Taskstream
Participating Area: Outreach

(REQUIRED) Program/ Service Area name

Outreach

(REQUIRED) Using available data, discuss how students are doing in your program. Please refer to indicators of success, retention, persistence, etc.

The department saw a monumental increase in the number of contacts made this year as well as the expansion of programs and services to ensure that students are making successful, informed transitions to Mesa College and that they are aware of the academic and support services and programs available to current students. Since the department serves prospective students, there is not currently a way for us to track and compare demographics of students served in comparison to the general Mesa student population. However, we will be reflecting on the daily reporting sheets ambassadors complete once they meet with students, these are completed on a weekly basis.

Our overall findings that demonstrate how many students we served in 2017-18 and the time invested in carrying out this work is as follows:

- Ambassadors were able to meet with 34,000 contacts a 14% increase from the previous year.
- Ambassadors dedicated 821.55hrs with prospective high school students and CE students.
- Ambassadors met individually with 3463 students at our feeder high schools and CE sites

Student ambassadors work closely with students at our feeder high school sites as well as Continuing Education sites, the work that is carried out focuses on helping students to complete their SSSP steps: Admissions application, online orientation, and placement. The data above encompasses all of the SSSP steps with all prospective students.

(REQUIRED) How does your program help to prepare students for success beyond your classroom/office?

How does your program help to prepare students for success beyond your classroom/office?

Prospective students:

Since ambassadors are the first point of contact for many of our prospective students, it's then vital to provide students with as ample information as possible as well as the ambassador student experience. They are tasked with infusing their own experiences at Mesa, and motivating students to be inspired to achieve their academic endeavors at Mesa College. To ensure this happens, student ambassadors provide students with one on one

support and guidance throughout their decision making while in high school. Ambassadors continue to support students while they arrive on campus by connecting them to our student services like Financial Aid, EOPS, STAR TRIO, etc.

Student Ambassadors:

Ambassadors in our Outreach program gain tangible skills throughout the course of the year that prepares them for their academic and professional careers. Skills like learning how to conduct a staff meeting, conduct presentations, and work in a professional setting. This in return prepares them to be succesful as they conclude their Outreach assignment.

(REQUIRED) Given your stated area(s) of focus in your program overview section, has your program introduced new or different actions that may have affected changes in these indicators? Please describe.

To better improve the department tracking, the Outreahc department has implemented a number of different strategies to track and collect data from students serviced in high schools, Continuing Education and the community. These new systems are as follows:

- Survey Monkey - Reviewed last years method of submitting information and made changes to our surveys, to get a more detailed information about each of the sites we serve.
- Dropbox - The SSA created a dropbox to store, collect and research the work that is conducted at each of our assigned sites. Each site has a caseload on dropbox and students submit data on a daily basis.

These strategies that we have implemented have allowed more administrative work to be distributed amongst the student ambassadors and have given them a greater sense of responsibility to the mission and goals of the campus.

(REQUIRED) Has your program introduced any new actions specifically focused on issues of equity? Please describe.

In 2016-17, we noticed there was a significant decrease in our Spanish speaking information sessions. This became an issue of equity and we explored strategies to ensure we were reaching our Spanish speaking families and meeting their needs. Our principal strategy was focusing on a partnership with Access Inc., which is a non-profit organization in the Linda Vista area which serves a large population of low income members of the community who aspire to complete their education and obtain a job that gives them a livable wage. These presentations helped us to assist over 100 students and their families. During these workshops students were also able to meet one of the eligibility requirements of the First Year Experience (FYE) program. In adding to this, they received information about Financial Aid, EOPS (Borderless Scholars/FAST Scholars/Project Re-Start), CRUISE, DSPS, Transfer and STEM Conexiones. During these sessions we acknowledged these presentations might be the first and only college conversations they are having. In this regard we made sure to be empathetic and as well informed as possible.

In adding to this, ambassadors have throughout the year attended a number of equity minded trainings that have been instrumental in training our team of ambassadors to be equity minded in the work they carry out.

(REQUIRED) Do you see trends in access to your programs or services? What changes might you foresee in the next 2-3 years?

We foresee changes in the way our Pre-Enrollment (Admissions application, online orientation and placement) work is carried out, since we will move to a new Admissions application system, CCCApply. We will have to strategize as to how we will carry out this work at our feeder high school sites as well as our Continuing Educaiton sites.

(REQUIRED) Are there any data sets that are not already provided in the dashboards that you could use to inform your program?

Not applicable.

(REQUIRED) In what ways can the college support your program in our effort to encourage major and career exploration early on in a studentâ€™s college experience?

We have been working collaborative with the CTE instructional programs to better inform students about programs of study and opportunities following the completion of their degree. We would like for the college to keep supporting this collaboration. Especially as move towards our guided pathways, we are looking forward to strenghtening our onboarding practices to be more effective in helping students to enter the path.

The Following Questions are ONLY for programs/services that have a specific role in directly supporting CTE instructional programs.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

(REQUIRED) For CTE Services ONLY: How are CTE students identified and tracked for service? (limit 500 characters) (P.N.2.B)

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

Not applicable.

(REQUIRED) For CTE support services ONLY: Upload the report from Launchboard that includes at least three (3) of the following Strong Workforce metrics for your BASELINE year.

Please use the Cal-PASS Plus Launchboard Link available in the Directions.

Strong Workforce Program Metrics:
a. Number of Enrollments
b. Number of students Who Got a Degree or Certificate
c. Number of Students Who Transferred
d. Percentage of Students Employed in Two Quarters After Exit
e. Percentage of Students Employed in Four Quarters After Exit
f. Median Earnings in Dollars Two Quarters After Exit
g. Percentage of Students Who Achieved a Job Closely Related to Field of Study
h. Percentage Change in Earrings
i. Percentage Who Attended a Living Wage.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

Not applicable.

(REQUIRED) For CTE support services ONLY: Upload the report from the CCCO Perkins site for the College Aggregate Core Indicator Information by 6 digit TOP Code.

Please use the Core Indicator Reports Link available in the Directions.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

Not applicable.

Form: "2018/19 Comprehensive Program Review Student Services CTE Project Plan Section"

Created with : Taskstream
Participating Area: Outreach

(REQUIRED) Program or Service Name

No answer specified

Strong Workforce

(REQUIRED) Description: Describe your project and your project outcomes.

No answer specified

(REQUIRED) What needs motivate this project?

The need for more intentional marketing of CTE programs, especifically the Entrepreneurship program at our feeder high schools and Continuing Education sites.

(REQUIRED) Risks: Describe the associated risks that may prevent successful completion of your project.

No answer specified

(REQUIRED) Investments: Briefly describe investments you will make and explain how these will result in improved performance in the Strong Workforce Metrics.

No answer specified

(REQUIRED) Major Activities & Outcomes

No answer specified

Perkins

(REQUIRED) Describe the program projectâ€™s intent and how it addresses SLOâ€™s and how it aligns with Program Review. (P.N.1.A) (limit 500 characters).

(REQUIRED) Describe how this service will support the success of CTE students (P.N.2.C) (limit 500 characters).

No answer specified

(REQUIRED) Explain what evaluation measures will show the success of the service (P.N.2.B) (limit 500 characters).

No answer specified

(REQUIRED) Briefly describe the service improvement issue(s) that requires funding (P.N.4.A.2) (limit 2000 characters).

No answer specified

(REQUIRED) Briefly describe how the service issue(s) will be addressed (objectives) specifically referencing activities. (P.N.4.B.2) (limit 2000 characters). â€ƒ

No answer specified

Form: "2018/19 Comprehensive Program Review Student Services Closing the Loop"

Created with : Taskstream
Participating Area: Outreach

(REQUIRED) Program/ Service Area name

Outreach

(REQUIRED) Which one(s) of the following were received in past year?

- Equity
- SSSP
- Strong Workforce

(REQUIRED) How have these resources benefited your program/service area and your students?

Equity:

In 2017-18, Outreach received funding for the hiring of a hourly NANCE - Project Assisstant to assist with the Promise program. This hire has enabled the Outreach department to better service its Promise students. These are the number of students presently in Promise:

- Year 1 CoHort: 665 students (present total)
- Year 2 CoHort: 133 students (present total)

With the addition of the Project Assisstant, we have been able to better track Promise students eligibility requirements, engagement activities, community service hours, and successfully launched the first Promise progress report. The Progress Report Process to fulfill requirement with Year 1 students, was conducted completely online. Year 1 received an email outlining the process to request progress reports from their professors with a link to the online request form. Students in other programs that require Progress Reports had the option to submit a copy of that Progress Report in lieu of the online form.Overall, we had over 700 professors submit progress reports for Promise students during Fall semester. In addition to this, Promise offered on a monthly basis a series of study halls dedicated to providing a space for students to study, complete assignments, and prepare for exams.

SSSP:

In 2017-18, the Outreach department received funding from SSSP for the ambassador program and its activities.

SSSP funding made a huge impact on the departmentâ€™s ability to conduct outreach and provide prospective students with pre-enrollment (application, orientation, assessment) services and support. Use of SSSP funds to support the Student Ambassador Program allowed us to hire a team of 9 ambassadors, which enabled us to service more high schools. The department saw a significant increase in efforts geared towards the expansion of programs and services to ensure that students are making successful, informed transitions to Mesa College and that they are aware of the academic and support services and programs available to current students. Outreach successfully made 34,000 contacts and can boast 412 students completing their admissions application, and we saw 375 students during our Pre-Enrollment cycle a substantial increase from the previous year, we also saw a record number of attendees in our Mesa Information Nights over 100 attendees.

Adding to this Outreach re-designed its Pre-Enrollment workshops (one of its biggest efforts in the Spring semester).We partnered up with the Testing Office to host our Pre-enrollment workshops at our feeder high school sites. We went to 10 high schools and assisted students and assisted 313 students (see Apendix A) to complete their SSSP steps through assessment via the Placement Assistant. We are pleased to report that, in our efforts to better serve our incoming students and help them complete as many SSSP steps before they graduate, we partnered up with Counseling to offer Registration

Workshops at the high schools as well. By offering Registration Workshops at the high school as part of our Pre-enrollment Bundle, we are able to remove a barrier for some of our high school students and they were able to complete their SSSP steps through the ed plan step even before they graduate and without having to make an extra trip to Mesa. We know that many of the students that we worked with at the high schools had circumstances that prevented them from coming to Mesa to attend a Registration Workshop before the priority registration deadline, so being able to bring the Registration Workshop to them during their school hours was huge. We were exciteded to partner up with Counseling to offer these services to students.

Outreach continued to offer its annual Mesa Information Nights to prospective students and their families. We held sessions on campus and continued to collaborate with Access Inc., to offer our Spanish speaking sessions in the Access Inc., building in Linda Vista.Overall it was a great Spring semester, we saw a total of 114 students and their families, everyone who attended praised Mesa for offering these sessions and gained valuable insight into the programs and services offered to incoming students. SSSP funding allowed us to provide the students and families in attendance pens and other informational and promotional items that would help them remember the six steps to complete the pre-enrollment and matriculation process. The orientation itself offered an overview of the college, academic and student services that are provided to students, transfer opportunities, career services, financial aid, as well as a walkthrough of the six steps to successful matriculation â€“ application, orientation, assessment, meeting with counselors and formulating a Student Educational Plan to select classes, and payment of fees. The tremendous success of our Information Nights shows what smart and effective collaborations can yield. Thinking outside the box in terms of location for our Spanish Info Nights led to a strengthened partnership with Access Inc. allowed us the opportunity to (finally!) connect with our Hispanic/Latino neighbors. Additionally, we collaborated with the First Year Experience (FYE) Program to allow the Info Nights to count towards their Step 2 - Financial Aid requirement. Students who were unable to attend the Cash In on Community College sessions at Jumpstart could attend a Mesa Info Night and receive credit for Step 2. These partnerships truly helped us expand our reach and we look forward to continuing these types of collaborations and partnerships in the future.

Strong Workforce:

Outreach collaborted with Strong Workforce to promote its Entrepreneurship program. Outreach ambassadors promoted the program at their feeder high school sites and Continuing Education sites. In 2017-18, ambassadors met with 992 total contacts (see Apendix B). This effort also included promotion of CTE instructional programs. Overall, this effort was received well at our schools.

Apendix A

Breakdown of the Pre-enrollment Bundle:

- Pre-Enrollment Workshop Attendees â€“ 375
- Completed the Placement Assistant â€“ 313 (83.5%)
- Completed the Registration Workshop â€“142 (37.9%)
- Completed Steps for FYE w/ Outreach Support â€“ 228 (60.8%)
- Total of High Schools that participated â€“ 10

Apendix B

Students who ambassadors spoke to about the Entrepreneurship program:

- Point Loma High School - 26
- Patrick Henry High School - 18
- Clairemont High School - 337
- Mission Bay High School - 64

- Madison High School - 256
- La Jolla High School - 54
- Kearny High School - 229
- Continuing Education - 8

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San Diego, CA 92121
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F: (858) 277-8931
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Quotation

Quote Number	Quote Date	Customer Order Number	Customer Number	Account Representative	Project ID
388216	1/28/2016		SDC030	CAROL SPERRY - SD	

QUOTE TO:

SAN DIEGO COMMUNITY COLLEGE
ACCOUNTS PAYABLE DEPARTMENT
3375 CAMINO DEL RIO SOUTH
SAN DIEGO, CA 92108-3883

P: 1.619.388.6799

F: 1.619.388.6893

SHIP TO:

GENEVIEVE ESGUERRA
SAN DIEGO COMMUNITY COLLEGE
MESA COLLEGE STUDENT SERV.
7250 MESA COLLEGE DRIVE
San Diego, CA 92111

P: 1.619.388.6922

Terms: BALANCE NET 30 DAYS

Sales Loc.: SAN DIEGO COUNTY

Line	Quantity	Catalog Number / Description	Unit Price	Extended Amount
		MESA COLLEGE STUDENT SERVICES STATION ADD LEAD TIME: APPROXIMATELY 5-6 WEEKS		
1	1	T515520SR STE Top Cap Assembly-Change of Height 1-End, Square, Cable Management, 36", Paint BASIC :7238 FIELDSTONE	23.78	23.78
2	1	T515522SR STE Top Cap Assembly-Change of Height 1-End, Square, Cable Management, 48", Paint BASIC :7238 FIELDSTONE	29.00	29.00
3	2	TS748THF STE Frame, Horizontal package, Thin, 48W BASIC :7238 FIELDSTONE OPTIONS * * OPTIONS * * TC OPT *OPT:TOP CAP OPTIONS OMIT CAP TOP CAP, OMITTED CABLEOPT *OPT:CABLE TRAY OPTION CBL TRAY CABLE TRAY TRAY OPT *OPT:BASE TRAY OPTION BASETRAY BASE TRAY Tag For: 48/54	29.41	58.82
4	2	TS754TEPJ STE Junction-End of run, Thin, 54H OPTIONS * * OPTIONS * *	26.23	52.46

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ACCEPTED BY_____ TITLE_____ DATE_____

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Quotation

Quote Number	Quote Date	Customer Order Number	Customer Number	Account Representative	Project ID
388216	1/28/2016		SDC030	CAROL SPERRY - SD	

Line	Quantity	Catalog Number / Description	Unit Price	Extended Amount
		TRIM *OPT:TRIM PACKAGE PAINT PAINTED TRIM PKG UPRIGHT UPRIGHT TEXT PNT *UPRIGHT:TEXTURED PAINT 7238 FIELDSTONE		
	Tag For:	E54		
5	2	TS754TIPJ STE Junction-In line, Thin, 54H	18.55	37.10
	Tag For:	I54		
6	1	TS745TCLJ STE Junction-L, Change of height, Thin, 42 to 54 OPTIONS * * OPTIONS * * TRIM *OPT:TRIM PACKAGE PAINT PAINTED TRIM PKG UPRIGHT UPRIGHT TEXT PNT *UPRIGHT:TEXTURED PAINT 7238 FIELDSTONE	56.18	56.18
	Tag For:	L12		
7	1	TS7545TCTJ STE Junction-T, Change of height, Thin, 54 to 42 to 54 OPTIONS * * OPTIONS * * TRIM *OPT:TRIM PACKAGE PAINT PAINTED TRIM PKG UPRIGHT UPRIGHT TEXT PNT *UPRIGHT:TEXTURED PAINT 7238 FIELDSTONE	72.87	72.87
	Tag For:	T12		
8	8	TS74848TK STE Panel skin-Tackable acoustical, 48H x 48W SURFACE :P561 STANZA OPTIONS * * OPTIONS * * FAB DIR *OPT:FABRIC DIRECTION HORZ STD:HORIZONTAL APPLICATION	62.01	496.08
	Tag For:	TS74848TK		

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Quotation

Quote Number	Quote Date	Customer Order Number	Customer Number	Account Representative	Project ID
388216	1/28/2016		SDC030	CAROL SPERRY - SD	

Line	Quantity	Catalog Number / Description	Unit Price	Extended Amount
9	1	UDPL STE Post leg, Double, Glides, 28 1/2H LEGS :7238 FIELDSTONE Tag For: DLD	84.27	84.27
10	1	UPL STE Post leg, Glides, 28 1/2H LEGS :7238 FIELDSTONE Tag For: PL	29.68	29.68
11	4	TS71248TFG STE Screen-Frameless glass, Clip, Thin, 12H x 48W BRACKET :7238 FIELDSTONE OPTIONS * * OPTIONS * * TC OPT *OPT:TOP CAP OPTIONS STD CAP STANDARD TOP CAP TOP-CAP TOP CAP TEXT PNT *TOP-CAP:TEXTURED PAINT 7238 FIELDSTONE GLAS OPT *OPT:GLASS OPTIONS FROSTED FROSTED GLASS Tag For: FG/48-T	187.35	749.40
12	1	TS714WSP STE Support-Plate, 14D Tag For: 14	16.43	16.43
13	1	US3072 STE Worksurface-Straight, Plastic edge, Laminate, 1/2 cord drop, 29 1/2D x 72W EDGE :6654 SAND TOP-SURF:2921 GYPSUM MICRO OPTIONS * * OPTIONS * * WKSF OPT *OPT:WORKSURFACE OPTION SCALLOP STD:SCALLOPS Tag For: 30/72	117.13	117.13
14	2	HOURS BKM RECONFIGURATION DESIGN SERVICES, INCLUDES CAD LAYOUTS, FURNITURE SPECIFICATIONS, AND INSTALLATION PLANS	75.00	150.00

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Quotation

Quote Number	Quote Date	Customer Order Number	Customer Number	Account Representative	Project ID
388216	1/28/2016		SDC030	CAROL SPERRY - SD	

Line	Quantity	Catalog Number / Description	Unit Price	Extended Amount
15	1	LABOR BKM RECEIVE, DELIVER, & INSTALL REGULAR BUSINESS HOURS	500.00	500.00

QUOTATION TOTALS

Sub Total	**2,473.20**
SAN DIEGO COUNTY 8%	**185.86**
CALIFORNIA: NON-TAXABLE	**0.00**
Grand Total	**2,659.06**

*******End of Quotation*******

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