### Outreach School Relations 2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

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<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
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<td>AY 2011-2012</td>
<td>Identify and use college resources that support student success, Develop effective planning skills that support educational goals and lifelong success</td>
<td>PLSLO #1: to measure understanding of key matriculation steps and other important COM resources</td>
<td>Measures: (a) Pre and Post Assessment Survey</td>
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**Describe/Discuss the result of PLSLO #1**

The use of our SLO informed our Outreach work, resulting in more deliberate and impactful messaging and support. We found that in many instances, we needed to adjust our use of the SLO since College Fairs and panel presentations do not allow enough time for students to complete an assessment. However, in classroom presentations and workshops, we were able to capture both Pre and Post Assessment information (in most cases only Post). Our experience has shown us that the vast majority of high school students are not aware of the matriculation process or student services/resources, so we assumed a baseline for the Pre-information as limited. The results (attached) of our SLO indicated that when we intentionally presented the specific matriculation steps with an explanation of why they were important as a multi-step process, the students understood and retained the key information. Interestingly enough, the elements that we included in the SLO all related to habits of mind (e.g., preparation, planning, persistence, resilience, etc.) and we in fact built these habits more deliberatively into our own work. So, the benefits of the SLO were two-fold: improved understanding of the process and resources by the students, and more intentional delivery of information/support from the Outreach Staff.

**Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)**

We shared results with the Student Services units in our meetings, and I shared the process and results with our Outreach Staff (including Student Ambassadors) and then with Dean Bob Balestreri, my supervisor. In our discussions, we reflected what we learned from the process and the modifications we would make in next year’s SLO, which will be more targeted and will include a “conversion” measure to track how many students actually enroll at COM over the course of the year. We plan to measure this conversion rate at those sites where we have multiple direct
contacts with a cohort of students over the course of the year (e.g., California Dream Team class at San Rafael High School vs. students we encounter at large scale College Fairs).

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

By sharing our narrative and results amongst our team and with other Student Services units, we gained valuable insights, and will incorporate this input into next year's SLO (e.g., moving our delivery strategies from “recalling” to “employing”, “demonstrating”, “planning”, “formulating”, using Bloom’s Taxonomy action verbs to hopefully deepen the students’ critical thinking process as it relates to our work). Additionally, we will incorporate the conversion measures which will motivate us to sustain systematic contact with students over the course of the year, providing actionable information and support that ultimately results in increased application and registration rates at the various high school sites. We will follow the college admissions calendar and align our presentations and follow-up with the key registration, financial aid, add/drop dates, etc. We are currently working with IT on developing a database with a tickler system with reminders of the key dates and milestones for tracking purposes. Also, we will revise our contact card to improve accuracy, and we are exploring the possibility of developing a smart phone app that would allow students to use their cell phones to sign-up for follow-up emails/texts, etc.

If applicable, discuss program modifications changes and timeline for implementation of changes. Please see paragraph above. No anticipated changes in timeline, just more precise timing of contact and follow-up.

What resources are needed to improve your program?

In the past, the Coordinator position has been funded by BFAP funds, but those funds have been reallocated, and thus not available to support the Coordinator position. Our strategy over the past 18 months has been based on deepening relationships among K-12 sites and community agencies, providing on-site as well as campus support, tailored to the specific needs of the school site/district. Working closely with other Student Services Offices (e.g., Counseling, Testing, Financial Aid, etc.) as well as faculty, we are proactive offering identified support services, yet responsive to immediate needs. By partnering with other college access/success providers, we are able to leverage our resources by co-hosting events and workshops which also provide a fortified message of community support to students and their families. Following up and showing up are crucial to sustaining and deepening the trust among school sites and community members and we know that progress is being made by the dramatically increased number of direct referrals and requests for assistance/support that we receive from the community.

Outreach serves often as a first “point of contact”, a pre-orientation delivery system, and navigational support system. We are able to build trust in the community through our consistency, dependability, and responsiveness, and secured funding will ensure that our support is readily available. Our SLO and workplan are aligned with the priorities of the Student Success Initiative and will provide important support services that will contribute to the institutional efforts to improve student completion and success.
In order for Outreach to maximize its efficiency and effectiveness, both in terms of breadth and depth, we will need sustained, dependable institutional funding for Outreach Staff (Coordinator, Assistant and 5-7 Student Ambassadors) as well as funding for strategic campus and community events, promotional materials and supplies.

The Outreach Budget includes the following elements:

Coordinator:  1.0 FTE, $58,715
Assistant:  .5 FTE, $20,821
5 Student Ambassadors:  assuming 15 hours/week@$15/hour, 40 weeks/year = $36,000 (each additional Ambassador = $7,200)
Events funding:  $8,000 (3 community-based/campus events)
Travel/Professional Development:  $5,000 (mileage and conferences)
Supplies/materials:  $3,000 (printing, promotional materials)

Total Outreach Budget:  $131,536

We plan to submit a Mini Program Review with this funding request.
Problem

Need for institutional funding for Outreach School Relations Office: given the critical role that Outreach School Relations plays in communications, recruitment, pre-orientation, and community building for the College, it is essential to establish a consistent source of funding to support the work, and allow for thoughtful and intentional planning and the flexibility to respond to changing conditions. In the past, the Coordinator position has been funded by BFAP funds and the Student Ambassador Program (key in recruitment, engagement, and student leadership functions) has been funded on a year to year basis (currently supported by an ASCOM grant). We respectfully request an allocation from the General Fund be made to support the ongoing Outreach School Relations work.

Program/Service Information

Our work is guided by our Student Learning Outcomes which measure awareness/understanding of the following key navigational components to college success:

- Importance of preparing for assessment tests, and knowing how to register for tests
- Importance of meeting regularly with a COM Counselor to establish an Student Education Plan and thoughtfully select classes
- Importance of free tutoring and the importance of asking for help when needed in order to succeed in classes
- Importance/availability of the resources in the Transfer Office to support the process
- Knowledge/availability of Outreach Office for navigational support

Survey results indicate that students gain understanding and knowledge about the matriculation process and support services in classroom sessions and pre-orientation workshops (when we have dedicated contact time with them vs. College Fairs which are more transactional). Using the results from the surveys, we have adjusted our presentations to improve the “stickiness” of the key points, and have developed strategies using incentives and recall to deepen the students’ engagement and retention. We follow a similar approach when meeting with Counselors, school administrators, other college providers, and community organizers in terms of sharing key information. Use of SLO’s has made our work more systematic and intentional which has been validated through the sharp increase in referrals from school/community staff asking for assistance in specific areas (e.g., referrals to Counseling, Transfer Office, Testing, campus tours, etc.) as well as specific inquiries from students, many of which result in registration. We have developed a model of classroom support at key high school sites for key under-served populations that provides a sequence of workshops aligned to the college planning process from college/career information to application, financial aid, preparation for placement tests, testing, meeting with a Counselor to establish an education plan, registration, student services, transitional support, and celebration.

We plan to revise our SLO for next year to track contact information more closely (using a more effective contact form and ultimately a smart phone app), with conversion target numbers to ensure that each contact point is intentional and substantive. We will closely align our contact schedule to the college process calendar and will measure the effect of differing strategies and forms of communication to identify the most effective vehicles.
Request

Recognizing both the value and necessity for the College’s maintaining a consistent profile, presence, and communication pipeline among local schools and community agencies, and taking into consideration economic realities, we respectfully request institutional funding as follows:

Outreach School Relations Coordinator (1.0 FTE): $58,715 (most recently funded by BFAP funds) with associated benefits

Outreach Assistant (.5 FTE): $20,821 (currently supported by General Fund)* with associated benefits

Student Ambassador Program (assuming 5 Ambassadors to cover key school sites/organizations, 15 hours/week @$12/hour x 5): $36,000 (funded this past year by ASCOM grant)

Professional Development (including conference, mileage, travel): $5,000

Events (2 large targeted events on/off campus) and Supplies/Materials (office, printed, promotional): $8,000 (currently funded by General Fund)

Supplies/materials: $3,000 (printing, promotional materials)

Total Outreach Operational Budget Request: $131,536

Importance of this Request to the Office Function

In our communications, community-building, recruitment, pre-orientation and new program development roles, we are often the first point of contact with school sites, students, parents, and community organizations. Given this responsibility, we act as a pre-orientation provider, and our work covers the range of access through success support systems through dissemination of actionable information, deliverable services, and sustained support. Institutional funding will ensure that this vital function is positioned to anticipate needs and maximize impact.

Responsible Person for Completing this Mini Program Review

Anna L. Pilloton, Outreach School Relations Coordinator
1. Please indicate the survey you are filling out is BEFORE the orientation or AFTER the orientation.

1. Before Orientation 10 100% 0 0%
2. After Orientation 0 0% 31 100%
Total Responses: 10 31

2. I understand the importance of preparing for assessment tests.

1. Strongly Disagree 5 50% 0 0%
2. Disagree 5 50% 0 0%
3. Agree 0 0% 5 16%
4. Strongly Agree 0 0% 26 84%
Total Responses: 10 31
Mean: 1.50 3.84
Standard Deviation: 0.53 0.37

4. I know how to register for Math and English assessment tests.

1. Strongly Disagree 9 90% 0 0%
2. Disagree 1 10% 0 0%
3. Agree 0 0% 12 39%
4. Strongly Agree 0 0% 19 61%
Total Responses: 10 31
Mean: 1.10 3.61
Standard Deviation: 0.32 0.50

6. I understand the importance of making an appointment with a counselor to create my educational plan.

1. Strongly Disagree 6 60% 0 0%
2. Disagree 4 40% 0 0%
3. Agree 0 0% 5 16%
4. Strongly Agree 0 0% 26 84%
Total Responses: 10 31
Mean: 1.40 3.84
Standard Deviation: 0.52 0.37
8. I understand the importance of choosing my classes based on my educational plan.

- **Before**: 100% Strongly Disagree, 0% Disagree, 0% Agree, 0% Strongly Agree
- **After**: 0% Strongly Disagree, 0% Disagree, 61% Agree, 31% Strongly Agree

**Total Responses:** 1031
**Mean:** 1.10
**Standard Deviation:** 0.32

10. I know where I can receive free tutoring at College of Marin.

- **Before**: 100% Strongly Disagree, 0% Disagree, 0% Agree, 0% Strongly Agree
- **After**: 0% Strongly Disagree, 0% Disagree, 72% Agree, 28% Strongly Agree

**Total Responses:** 1031
**Mean:** 1.00
**Standard Deviation:** 0.00

12. I know where I can learn more about the transfer process at College of Marin.

- **Before**: 100% Strongly Disagree, 0% Disagree, 0% Agree, 0% Strongly Agree
- **After**: 0% Strongly Disagree, 0% Disagree, 51% Agree, 49% Strongly Agree

**Total Responses:** 1030
**Mean:** 1.00
**Standard Deviation:** 0.00

14. I know where to go if I have general navigational questions.

- **Before**: 60% Strongly Disagree, 40% Disagree, 0% Agree, 0% Strongly Agree
- **After**: 0% Strongly Disagree, 40% Disagree, 1% Agree, 97% Strongly Agree

**Total Responses:** 1031
**Mean:** 1.40
**Standard Deviation:** 0.52