

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 1 -	Program Information	
1a) Program Name:	Office of Outreach & Relations with Schools	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Rob Mieso	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	We reach about 30,000 prospective students through a variety of outreach activities each year. We provide direct service to over 5,000 students who attend our conferences, high school presentations, application workshops, assessment, orientation, and our annual Open House. Our numbers are trending up – our direct service numbers will continue to increase as we anticipate providing more assessment and orientation at the high schools to meet 3SP mandates.	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	We work primarily with prospective high school students in Santa Clara and San Mateo counties. Each year, we work with around 70 schools, providing over 200 general outreach events and activities. In addition, we work specifically with targeted populations; Latino, African American, Filipino, Pacific Islander students to promote college access and increase enrollment of historically underserved/underrepresented groups in direct support of our college’s mission. Our targeted outreach includes annual student conferences where we bus about 300 high school students to the college for a day of engaging activities (speakers, workshops, tours, presentations, student panels, and more) resulting in significant increase in the enrollment of students from targeted populations.	Please discuss the typical students who are served in the program. Does the program specifically address the college’s goals to increase access and success of ‘targeted’ student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
PART 2 -	MISSION and Accreditation Standard II.B.1	
2a) What is the program Mission Statement?	The mission of the Office of Outreach and Relations with Schools is to promote college access and support the enrollment goals of the college by recruiting students from diverse backgrounds and supporting the transition of prospective students from high school to college through a collaborative working relationship with area	Cut/paste or type in the program’s most current Mission Statement.

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	high schools, school districts, communities, and college programs and services.	
2b) In what ways and to what extent does the program assure the quality of its services to students?	The Office of Outreach and Relations with Schools is committed to providing relevant information and support for prospective students to ensure a smooth transition from high school to college. The office uses diverse, bilingual student ambassadors who go out to area high schools and assist students to navigate the complex enrollment processes; providing assistance with college application, placement testing, orientation, FAFSA completion, and connecting students to support programs on campus. In addition, the office provides a supportive and welcoming environment for undocumented/AB540 students and parents who may need additional assistance due to their residency status.	Please address part 1 of Accreditation Standard II.B.1 -The institution assures the quality of student support services
2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	The Office of Outreach and Relations with Schools directly supports the mission of the college to serve 'students of every background' through its services that 'promote college access and support the enrollment goals of the college by recruiting students from diverse backgrounds'.	Please address part 2 of Accreditation Standard II.B.1 -The institution ... demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html
PART 3 -	Accreditation Standard II.B.3	Accreditation Standard II.B.3 - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
3a) In what ways and to what extent does the program assure equitable access for all students?	The program uses bilingual staff, students, and materials to provide college information and support for students from diverse backgrounds. Through our targeted outreach, staff and students work with historically underserved/underrepresented communities to promote college access and assist students through the enrollment process. We work closely with Disability Support Programs & Services to ensure that students with disabilities are connected to the program and have access to services.	Accreditation Standard II.B.3.a - The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and

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		effective for all students regardless of personal demographics or background. Cite specific examples.
3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?	The program provides volunteer opportunities for students and recruits and involves hundreds of students in its outreach activities throughout the year. Students take leadership in assisting with our annual student conferences, campus tours, workshops, Open House, and other events. These activities give students opportunities for service learning, community/civic engagement, and enhance their intellectual and personal development.	Accreditation Standard II.B.3.b - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.
3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?	N/A	Accreditation Standard II.B.3.c - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)
3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?	The program is very intentional about recruiting student ambassadors that reflect the diversity of our student populations, and develops outreach materials that enhance understanding and appreciation of diversity.	Accreditation Standard II.B.3.d - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.
3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	N/A	Accreditation Standard II.B.3.e - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)
3f) In what ways and to what extent does the program maintain student	The program does not maintain any confidential student records. Response cards are used to collect directory information only for recruitment purposes. This information is entered into an excel	Accreditation Standard II.B.3.f - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form

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<p>records permanently, securely and confidentially, with provision for secure backup of all files?</p>	<p>database and used to contact students for follow up and provide assistance. The database is maintained in a confidential file and backup on the office computer. The response cards are then shredded and destroyed.</p>	<p>in which those files are maintained. The institution publishes and follows established policies for release of student records.</p>
<p>PART 4 -</p>	<p>Staffing</p>	
<p>4a) Have there been any significant staffing changes since the last CPR in 2008-09?</p>	<p>No staffing changes.</p>	<p>Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past five years.</p>
<p>4b) Are there any significant staffing changes that will be needed over the next five years?</p>	<p>Yes. Planned expansion of our services and implementation of the 3SP will require two additional classified positions: 1.0 FTE Outreach Assistant and 1.0 FTE Administrative Assistant. In addition, we propose 1.0 FTE Academic Advisor or 0.5 FTE Counselor position to support high school outreach, 3SP, and college/career advising for incoming students.</p> <p>The Office of Outreach and Relations with Schools has been directly involved in the implementation of 3SP; training new students in navigating DegreeWorks and MyPortal and coordinating assessment, orientation, and educational planning services at area high schools for new incoming students. In 2013-14 over 1,000 students in 26 high schools completed these required steps for priority enrollment while still in high school. About 700 additional students also completed assessment and/or orientation at our annual Open House hosted at the college every spring. In addition, the administrative assistant position will support a planned development of a center (modeled after "SparkPoint" at Skyline College) that integrates resources for career services, financial awareness/literacy, a food pantry, VITA fee tax service, on-site EDD resources, and other related services that support student retention and success.</p>	<p>Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated Student Success Support and Program (3SP) connections)</p>
<p>PART 5 -</p>	<p>Facilities</p>	

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<p>5a) Have there been any significant facility changes since the last CPR in 2008-09?</p>	<p>In December 2010, the Office of Outreach and Relations with Schools was relocated from a temporary location in the Mod Quad to a permanent office in the Seminar Building. The current location provides adequate space for the needs of the program and has helped us enhance our services by providing space for our student ambassadors to work, follow up with students, and improve efficiency.</p>	<p>Please explain any significant changes in program facilities that have occurred over the past five years. (Specifically identify any anticipated 3SP connections)</p>
<p>5b) Are there any significant facility changes that will be needed over the next five years?</p>	<p>We are proposing a reconfiguration of the space to give us more flexibility to accommodate services that are anticipated as part of the new 'SparkPoint' model.</p>	<p>Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 6 -</p>	<p>Equipment</p>	
<p>6a) Have there been any significant equipment changes since the last CPR in 2008-09?</p>	<p>None.</p>	<p>Please explain any significant changes in program equipment that have occurred over the past five years. (Instructional and non-instructional)</p>
<p>6b) Are there any significant equipment changes that will be needed over the next five years?</p>	<p>No significant changes are anticipated, but upgrades of computers, laptops, and copier will be need.</p>	<p>Please identify any anticipated program equipment needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 7 -</p>	<p>Operational Costs</p>	
<p>7a) Have there been any significant operational cost changes since the last CPR in 2008-09?</p>	<p>The program has been operating on B budget augmentation of \$50,000 each year, and has been consistently requesting for a permanent funding which has not yet happened.</p>	<p>Please explain any significant changes in program operational funding that have occurred over the past five years. (B budgets)</p>
<p>7b) Are there any significant operational cost changes that will be needed over the next five</p>	<p>We anticipate additional operational cost for the implementation of 3SP in high schools as described earlier. This will involve offering assessment, orientation, educational planning, and follow up of incoming high school students.</p>	<p>Please identify any anticipated changes to operational cost needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>

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years?		
PART 8 -	Organizational Alignment	
8a) Have there been any significant organizational alignment changes since the last CPR in 2008-09?	The Office of Outreach and Relations with Schools oversees the Middle College and College Now programs, as well as the Occupational Training Institute (OTI); including CalWorks, WIA workforce training program, and the CompTechS program providing hands-on internship opportunity for students.	Please explain any significant organizational alignment changes that have occurred over the past five years.
8b) Are there any significant organizational alignment changes that will be needed over the next five years?	We expect to have the new center modeled after 'SparkPoint' (as discussed earlier) to be up and running in fall 2014. That will bring additional services that will align with services currently offered through OTI/CalWorks and on-site EDD services.	Please identify any anticipated changes to organizational alignments that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)
PART 9 -	Regulations/Laws/Policies	
9a) Have there been any significant changes in regulations/laws/policies since the last CPR in 2008-09?	No.	Please explain any significant changes in regulations/laws/policies that have occurred over the past five years. (Federal, State, Local, District, college, etc.)
9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next five years?	Implementation of 3SP will have a direct impact on our service delivery and may potentially impact enrollment.	Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated 3SP connections)

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PART 10 -	Professional Development	
<p>10a) Have there been any significant professional development activities for the program (or others) since the last CPR in 2008-09?</p>	<p>For the implementation of 3SP, staff and student ambassadors were trained in DegreeWorks and MyPortal/Banner utilities. The director also attended the DegreeWorks Forum 2014 hosted by Ellucian.</p> <p>Staff also attended the National Conference on Race and Ethnicity (NCORE)</p>	<p>Please explain any significant professional development activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.</p>
<p>10b) Are there any significant professional development needs for the program (or others) over the next five years?</p>	<p>We will continue to engage in ongoing professional development for staff and student ambassadors to support implementation of 3SP.</p>	<p>Please identify any anticipated professional development needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated 3SP connections)</p>
PART 11 -	Curriculum, Student Success, and Equity	
<p>11a) Have there been any significant curriculum since the last CPR in 2008-09?</p>	<p>N/A</p>	<p>Please explain any significant curriculum changes in that have occurred over the past five years.</p>
<p>11b) Are there any significant curriculum issues in that will affect the program over the next five years?</p>	<p>N/A</p>	<p>Please identify any anticipated curriculum issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SP connections)</p>
<p>11c) What is the aggregate student success rate in the instructional portions of the program?</p>	<p>N/A</p>	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</p>

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<p>Has the 60% requirement been met or exceeded?</p>		<p>If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?</p>
<p>11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds 5% between any of these groupings?</p>	<p>N/A</p>	<p>The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap</p>
<p>PART 12 -</p>	<p>Other</p>	
<p>12a) Have there been any other significant program changes since the last CPR in 2008-09?</p>	<p>No.</p>	<p>Please explain any other significant program changes that have occurred over the past five years.</p>
<p>12b) Are there any other significant issues that will affect the program over the next five years?</p>	<p>We anticipate growing collaboration with K-12 in various areas as called for both in 3SP and Common Core. Discussions with Fremont Union High School District (FUHSD) on a possible pilot project for early assessment and strengthening connections between high school and De Anza faculty and programs are just some of the example for potential areas of collaboration that can expand our high school partnerships.</p>	<p>Please identify any other anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SP connections)</p>
<p>PART 13 -</p>	<p>Student Success and Support Programs (3SP)</p>	

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<p>13a) How will the new 3SP orientation requirements affect the program over the next five years?</p>	<p>As discussed previously, the Office of Outreach and Relations with Schools is working in collaboration with Assessment, Admissions, Counseling, and local high schools to provide assessment, orientation, and educational planning at high schools. In 2013-14 around 1000 students would complete these required 3SP enrollment steps on-site at area high schools. We expect this work to continue and potentially grow in the coming years. This will require additional staffing (discussed under staffing).</p>	<p>Summarize any orientation issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p>13b) How will the new 3SP assessment requirements affect the program over the next five years?</p>	<p>See note under 13a.</p>	<p>Summarize any assessment issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p>13c) How will the new 3SP student education planning requirements affect the program over the next five years?</p>	<p>See note under 13a.</p>	<p>Summarize any student education planning issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p>PART 14 -</p>	<p style="text-align: center;">Student Services Learning Outcomes and Accreditation Standard II.B.4</p>	<p>Accreditation Standard II.B.4 - The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>
<p>14a) What are the current/active program outcome statements?</p>	<p>SSLO Statements: SSLO #1 Application Workshop: Prospects will demonstrate the ability to complete the online college application. SSLO #2 Classroom Presentation: Students will demonstrate knowledge about the enrollment process: eligibility, application, orientation, placement tests, and registering for classes. SSLO #3 Classroom Presentation: Students will demonstrate</p>	<p>Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)</p>

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	<p>knowledge about college programs and services.</p> <p>SSLO #4 Classroom Presentation: Students will demonstrate knowledge about how to apply for financial aid.</p> <p>SSLO #5 Campus Tour: Visitors will demonstrate knowledge about college programs and services.</p> <p>SSLO #6 Campus Tour: Visitors will demonstrate knowledge about the enrollment process.</p> <p>SSLO #7 Campus Tour: Visitors will demonstrate overall increased awareness about the college.</p>	
<p>14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?</p>	<p>All seven SSLOs listed above (under 14a) have been assessed.</p>	<p>Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)</p>
<p>14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.</p>	<p>Assessment outcomes:</p> <p>SSLO #1 (application workshop): Student learning increased by 23%, from 57.5% to 80.5% as a result of the application workshop.</p> <p>Outreach SSLO #2, #3, and #4 (classroom presentation): Survey results show a 16% improvement from 76% to 92% as a result of the learning process during our classroom presentations.</p> <p>SSLO #5, #6, and #7 (campus tour) showed an improvement of 27%, from 66% to 93% for students who participated in campus tours.</p>	<p>Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)</p>

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<p>14d) What are the program outcome assessment plans for the next five years?</p>	<p>Our plan is to assess all seven SSLOs in the next five years:</p> <ul style="list-style-type: none"> - SSLO #1 (application workshop): 2014-15 - SSLO #2, #3, and #4 (classroom presentation): 2015-16 - SSLO #5, #6, and #7 (campus tour): 2016-17 <p>We also plan to create new statements based on our work with 3SP.</p>	<p>Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)</p>
<p>Part 15 -</p>	<p style="text-align: center;">CPR SUMMARY</p>	<p>Part 15 is intended to be a brief yet thorough overarching summary of Parts 1 through 14.</p>
<p>15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?</p>	<p>From 2008-09 to 2013-14, the program has continued to grow in developing deeper relations with high schools and communities where our students come from. In addition to around 200 outreach activities every year serving about 70 schools, some of our key activities over this period include:</p> <ul style="list-style-type: none"> - Annual high school partners conference - Annual student conferences for targeted populations - Placement testing at over 20 high schools annually - Annual New Student & Parent Open House <p>In 2013-14, as part of 3SP implementation, our services have again expanded to include high school orientations. As a result, we have offered placement testing and orientation in 26 high schools, working with over 1000 students to complete the core 3SP mandates of assessment, orientation, and abbreviated Ed Plan while in high schools.</p> <p>Over the next five years, we expect expansion of our services as we take on a direct role in the 3SP implementation. We have been working with MIS to identify ways to track our pre-enrollment service that are eligible for funding under 3SP. We will need additional classified staff, and ideally a counselor or academic advisor to facilitate the 3SP components.</p> <p>Finally, over the next five years in order to meet the continuing trend of a majority of our students coming from outside of our service area, implementation of 3SP, development of a “SparkPoint” type center, and ongoing engagement with our high</p>	<p>Based on the information provided in Parts 1 through 14 above, please summarize:</p> <ol style="list-style-type: none"> 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19).

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	<p>school and community partners, we need the following staffing:</p> <ul style="list-style-type: none"> - 1.0 FTE Outreach Assistant - 1.0 FTE Administrative Assistant - 1.0 FTE Academic Advisor or 0.5 FTE Counselor 	
Part 16 -	DIVISIONAL PERSPECTIVE	Applicable to Divisions that have multiple programs that are writing CPRs
16a) Name of the Division and the names of the programs.	Student Services	Write the name of the division and the names of the programs that are submitting CPRs
16b) Who wrote the Divisional Perspective?		Enter the name or names of those who authored this Divisional Perspective.
16c) Summarize the CPRs written by the programs of the Division.		Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.