

DEPARTMENT OR PROGRAM:

1. BRIEF DESCRIPTION OF PROGRAM:

The High School Relations Program is a part of the College's comprehensive counseling, outreach and recruitment program designed to provide information to high school students, parents of high school students, and high school counselors/teachers/support staff about the opportunities available at College of San Mateo. Among the services provided to students include the following: (1) participation in college fairs/nights, college presentations, application workshops, Concurrent Enrollment Information Nights, CSM high school career days, and Career & Educational Planning Inventory presentations; (2) delivery of college schedules, concurrent enrollment forms & related recruitment materials to county high schools; (3) provide phone and e-mail response, and advising sessions regarding inquiries related to college admission (regular & concurrent), and/or issues concerning concurrent enrollment; and (4) have regular meetings with feeder high school counseling & career counseling staff, and (5) work directly with the Office of Admissions and Records, Office of Counseling Services, Office of Community Relations and Marketing, Office of Planning, Research and Institutional Effectiveness, Articulation and Research, Office of Special Programs & Services, Financial Aid Office, and the District Office in an effort to support and promote the enrollment of high school students through the Concurrent Enrollment Program and the Priority Enrollment Program.

Over 6,000 students/parents are serviced through the following primary services:

- College Nights/fairs
- Community Coll./CSM Presentations
- CSM/SMCCD Application Workshops
- Career and Educational Planning Workshops
- Phone/E-mail/and individual meetings with students
- Concurrent enrollment (Summer, Fall, Spring)

2. Based on data from *Core Program and Student Success Indicators* (provided by PRIE for programs offering courses), information you have collected about student users, data about the numbers of student users, results of student satisfaction surveys, and the goals stated in your most recent Program Review, please identify any key successes and challenges.

This past year, the Office of High School Relations has coordinated efforts with the Office of Public Information and Marketing to 1) improve the quality of its website, 2) to have an advertisement (recruitment) information piece in all Summer, Fall, and Spring Schedule of classes; and, 3) coordinated two special recruitment-mailings to all currently enrolled high school students (over 800) promoting CSM enrollment through the College Connection Concurrent Enrollment and Priority Enrollment Programs. In addition, the Office participated in 25 College Fairs & College Nights, conducted 27 application workshops, made 38 Community College and CSM specific class presentations and administered a *Career and Educational Planning Inventory* to over 1, 500 students in bay area feeder high schools.

Between January 2011 & March 2012, a learning outcome survey was administered to the 1,533 students, from 66 classes, who participated in a Career and Educational Planning workshop, where each student completed a *Career and Educational Planning Inventory*. Learning outcome results for the 5 areas surveyed revealed the following: 98.6% of the students found it very effective in helping them explore majors and career fields, 97.7% were able to identify their career field(s) of greatest interest, 99.1% were able to understand the level of education recommended to support career objectives, 96.1% found the workshop effective in helping them understand the vital role that community colleges play in higher education., and 93.5% expressed that this was a effective way to learn about the Concurrent Enrollment Program.

Additionally, as per the recommendation from last year's Student Learning Outcome (SLO) and Assessment Focus, new Student Learning outcomes were incorporated into this year's High School Relations program. Starting in June 2011 and ending in January 2012, three Concurrent Enrollment Nights were scheduled and the data from 138 attendees resulted in seven out of nine areas showing learning outcomes gains which met the success criterion. Those areas were as follows: College Connection students/parents will demonstrated increased learning about 1) the Middle College High School program, 2) options for purchasing student textbooks, 3) the last day to add semester long classes & complete WebSMART registration, 4) the deadline by which semester-long classes officially dropped, will not appear on student's academic record, 5) the last day to withdraw from semester long classes with grade of "W," 6) when semester grades will be available on WebSMART, and 7) how to obtain College transcripts or transfer CSM credits to a university.

Last year, one of College of San Mateo – Student Services 2009 – 2010 Key Accomplishments was the fact that High School relations/Outreach Services, conducted approximately 20 Priority Enrollment Program (*PEP*) application workshops on the High School Campuses where we assisted almost 500 students complete their application for admission, and (during the same period) helped most of these student sign-up “online” for CSM's Priority Enrollment Program. This past year, we conducted 27 application workshops, and with respect to incoming freshman participating in the Priority Enrollment Program in Spring 2012, the total was 560 students, accounting for one of the highest total in past few years.

And once again, between reminder notices of the enrollment process by the Assessment Center in combination with follow-up contact by CSM student ambassadors with PEP

students (who had not registered by mid- June, all contributed to securing the successful enrollment of this new crop of incoming freshman.

While there are many factors (e.g., recruitment, outreach services, advertisement & marketing, economy, etc.) which can be attributed to campus enrollment, it should be noted that as reported in the April 20, 2011 CSM *Data and Information Report* that... 1) For San Mateo county high school graduates, CSM has been the top choice as a public institution of higher education, including community colleges, CSU's, and UC; 2) Nearly twice as many San Mateo County high school graduates enroll in CSM as enroll in the second ranking institution, Skyline College; 3) Of those San Mateo County high school graduates who chose to enroll in a San Mateo County Community College, more than half (52% enrolled in CSM), and 4) of those San Mateo County high school graduates students who enroll in any community college in the State, approximately 40% (2 out of 5) enroll in CSM.

Extracted from this same *Data and Information Report*, it is also interesting to note that while gender and age proportions have remained relatively stable over the past 15 years, in 1982, minority students comprised 24% of the student population; whereas in spring 2011, the proportion was 47%. Still, as reported in last year's Program Review Report, the enrollment numbers for Hispanic/Latino Concurrent Enrollment students (10.3% compared to 19.5% general population) remains relatively low. So, new for Summer 2012, CSM's Concurrent Enrollment home page (alone with the "Forms" now displays (online) a "Spanish" version of the College Connection Concurrent Enrollment form. Perhaps in the coming years, this addition will help increase our numbers of this targeted group.

The College Connection Concurrent Enrollment Program continues to play a significant role in providing high school students with the opportunity to benefit from advanced scholastic or vocational work. And in support of the enrollment management of this group, three positive developments have also occurred this past year as follows: 1) the SMCCCD Office has maintained a robust College Connection website, 2) they have been very timely in printing and distributing to the campuses the College Connection Packets, and 3) in support of this important group, the High School Relations Office (since 2009) have conducted three "Concurrent Enrollment Information Nights" at the beginning of each semester (i.e., Summer/Fall/Spring).

This College Connection enrichment program also accounts for a healthy proportion of the Colleges total enrollment (i.e., 1,201 students or 4.52% in academic year 2010 – 2011.) Additionally, in the latest 2011 – 2012 "Enrollment Updates" (i.e., September 22, 2011 & February 23, 2012) provided by the Vice Chancellor's Office, Educational Services and Planning, it was reported that Concurrent K-12 enrollment went up by 41.7% in Fall 2011 and 4.8% in Spring 2012. Much of these gains can be attributed to classes offered on the Hillsdale High School campus which historically (2007 - 2011) has accounted for 24% of the Concurrent Student enrollment. But regardless of the location, it was reported in the latest Student Service Program ("tell us how we are doing") survey (produced by PRIE) it was revealed that 94% of the respondents indicated that they would recommend CSM's Concurrent Enrollment Program to other students!

In looking at the performance record of Concurrent Students, it was reported in the December 24, 2011 *CSM Concurrent High School Student Profile report*, produced by the Office of Planning, Research & Institutional Effectiveness (PRIE), that 82.6% of all courses enrolled by Concurrent Students are successfully completed, as compared to a CSM College wide successful course completion rate of 69 - 70% for all students. Moreover, the data shows that Concurrent Students who are younger than 16, have a successful completion rate at over 80% whereas those students at age 17 or older have successful completion rate of fewer than 78%. This information should help relieve anyone's concerns regarding whether younger students can handle the variety of challenges which comes in taking college courses.

Going forward, we hope to continue to increase the recruitment of Concurrent Enrollment and PEP applicants through the colleges highly valued and gradually expanding ***Student Ambassador Program***. The dedicated group of student ambassadors are often seen on the high school campuses inform students about enrollment information (i.e., timelines, deadlines, procedures, and benefits and opportunities of enrolling at CSM. All this has helped students learn about their admission status earlier, and precede through matriculation process with much less difficulty. Additionally, the student ambassador's follow-up in the early summer to contact and assist (as needed) all PEP students who have yet to enroll in classes for the fall semester.

It should be noted that with the absence of a facility to test large number of students, the challenge continues for the Office of Counseling Services and Assessment Services to be creative in managing the appointment schedule to be able to accommodate concurrent enrollment and matriculating students (along with the other populations) with limited space and resources. Yet, it appears they have done just that, for in combination with the Assessment Center's new location providing a few extra testing stations, they most recently have begun to have noon hour appointments and expanded evening services by one additional evening. Additionally, PEP students are being encouraged to schedule their placement test earlier, which has helped reduce appointment jams by spreading the number of test takers over a greater number of days & evenings.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

The office of High School Relations is on track with respect to the number of workshops being provided at bay area high schools, and with the number of students participating in these workshops. In fact, high schools have reported (and we have also experienced) a rise in the number of high school students participating in the application workshops as compared to prior years. A good deal of credit for this change goes to 1) the counselors and career support staff at the high schools who have been very diligent in making sure the word gets out about important these workshop, and 2) to the CSM Student Ambassadors who staff the noon time tables at the local high schools and encourage student to follow the various steps to successful enrollment. Additionally, the Program Services Coordinator for the Community Relations and Marketing department coordinated

a very successful Connect to College night serving a record number 296 students and parents.

While underscoring the importance of student enrollment and the proactive role which the Office of High School Relations plays towards that objective, it is still impressive to hear our College President's report in his April 2011 Budget Update, that 44% of San Mateo County residents have had a direct affiliation with CSM – double the nearest college. That CSM is the single largest post-secondary educational destination for San Mateo County high school graduates. That CSM's San Mateo County High School "take rates" are double the nearest community college take rates. And finally, that CSM enjoys a net inflow of new San Mateo County high school graduates to our primary service area. For these and the other reason I have articulated above, there is ample evidence to believe that the Office of High School Relations is on track for helping to contribute to enrollment gains in key areas.

Also, on track is the Office of Counseling Services/Assessment Center's timely notification to PEP students in a letter reminding them of their remaining (enrollment) "steps to follow." It is hoped that between the high levels of outreach activity, in combination with a more student friendly matriculation model, there will have been created a more positive experience for students. For example, one goal which was met this past year was the problem of PEP students not receiving their G# (in a timely manner). This problem was solved with the College's new "online only" application policy. The challenge of providing online application workshops has also been worked out very favorably through a combination of 1) high schools encouraging students to apply online, 2) high school support staff assisting students apply online, 3) scheduling workshops with CSM outreach staff in onsite computer centers, and 4) CSM's outreach staff expanding the size of the workshop team by including EOPS or Financial Aid staff to help assist students and inform them about those key programs.

Lastly, it should be pointed out that by expanding the outreach team to assist with applications workshops, this has provided a winning formula for not only assisting large numbers of high school students with the application process, and informing them about filing a FASFA or applying for the EOPS program, but it has also provided a great opportunity for the recruitment of underrepresented students. It is recommended that this multi-department campus outreach service strategy or approach continue and, if possibly, expand to meet the needs of future spring semesters enrollees.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

To continue the level and scope of activities and workshops as in the past, and so as to provide quality information and materials to students, and to support and encourage the Office of Community Relations and Marketing to continue production of the CSM view brochure, and to support the District Office in continued production of a SMCCD Careers booklet, and mailers promoting student enrollment (e.g., Concurrent Enrollment and the enrollment of incoming freshman).

Starting in fall 2011, the SMCCCD initiated a "full Blown" Computerized Prerequisite Checking System. Naturally, all students and particularly College Connection students have experience some registration issues as a result of this change. This past year we starting communicating this expected change in District materials (College Connection Concurrent Enrolment Packet) and will need to continue to coordinate information with the District Office to ensure that the College Connection District website is also helpful in articulating procedural information/instruction to students (e.g., list of courses with computerized prerequisite checking and related procedures).

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

This coming summer the district implement a program of registration which is giving priority registration to all continuing students, including high school students participating in the College Connection program. The result of this change will mean that College Connection high school students, who were enrolled in the spring semester, will be able to enroll ahead of new matriculating students who were not enrolled in the spring semester. It is recommended that a carefully study be undertaken to insure that this new registration practice is not adversely effecting the registration opportunity of new matriculating students. Additionally, there was a registration error message in the Summer Schedule which indicated that high school students could register even earlier if they had an SEP (student plan). Clearly, since counselors do not do educational plans for high school students, staff will need be coached on how to respond to inquiries regarding this issue, and efforts will be made to remove such messages in future class schedules.

Lastly, with the expected vacancy of the High School Relations Counselor position at the end of the academic year, a transition plan has begun where by 1) the Program Services Coordinator from the Community Relations and marketing Office has begun to expand its role and will soon absorb much of the outreach activities and planning which are normally scheduled each year, and 2) the end of the academic , we will be changing the High School Relations Website to show additional or alternate resource help as needed. Additionally, more thought, and strategic planning sessions will be scheduled in the coming months to address the distribution of other functions (e.g., high school relations counseling, etc.). One recommendation is to have the Program Services Coordinator refer counseling related calls and emails, as appropriate, to a designated counselor or advisor for handling. Additionally, it recommended that the College support the Dean of Counseling with the allocation of additional funds (for hourly counseling) to offset any impact which may arise as a result of the need for additional counseling support to answer PEP and Concurrent Enrollment counseling related questions.

6. STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

- a. Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

Student Learning Outcomes (what students will learn)	Measurement Tool (pre/post tests, rubrics, surveys, anecdotal evidence, etc.)	Time Lines (when evidence will be gathered and evaluated)	Evaluation/ Analysis (review and analysis of data, tests, surveys, etc. from assessment tool)	Recommendation/ Action (based upon assessment results, what changes will be made to this SLO or will you select new SLO because SLO results were validated?)
<p>SLO College Connection high school students (and parents) will show evidence of learning increases in 3 areas regarding enrollment procedures (e.g., which fees must be paid by when), deadlines (e.g., when course request forms are due), and accessing information (i.e., knowledge about the capabilities of WebSchedule).</p>	<p>Administration of a Learning Outcome Survey will be conducted at the beginning (pre assessment) and at the conclusion (post assessment) of each Concurrent Enrollment Information Night (Orientation).</p> <p>Students' (and parents') comments on the additional things learned will be discussed during the Q & A sessions.</p>	<p>Data and comments gathered from each Concurrent Enrollment Orientation will be collected at the end of each evening program. (Fall, Spring, & Summer).</p> <p>Analysis and evaluation will occur at the end of each College Night.</p>	<p>The results will show changes in distribution of responses and reveal the degree to which students (and parents) have become informed and show evidence of learning increases in the 3 identified areas regarding enrollment procedures, deadlines, and accessing information.</p> <p>Outreach counselor will collect and assess the SLO data at the conclusion of each Orientation.</p>	<p>Upon evaluation of over 3 – 6 College Connection Concurrent Enrollment Information Nights (Orientations), if the survey results., (reinforced by student (and parent) comments, and oral presentations) are not showing a positive change (i.e., increase of at least 2 of 4 levels) between the pre and post distribution of responses for each of the 3 learning outcome areas, we will look at changing evaluation methods, SLO's, and/or modifying the way the information is displayed, disseminated and/or workshops are conducted.</p>

7. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

(Data resources: Educational Master Plan, 2008; Institutional Priorities, 2008-2011; College Index, 2009-2010; GE-SLOs, SLOs; department and program records; Core Program and Student Success Indicators; previous Program Review and Planning reports; other data)

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested (if applicable)	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

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Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

- b. For instructional resources or program resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item Number: Vendor: Unit price: Total Cost: Status*:		

*Status = New, Upgrade, Replacement, Maintenance or Repair.

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation: March 25, 2011

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

Primary program contact person: Steve Morehouse
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 Full-time faculty: Steve Morehouse
 Part-time faculty: NA
 Administrators: Marsha Ramezane

Classified staff: Alex Guiriba
Students: NA

Steve Mouchouse

Primary Program Contact Person's Signature

March 23, 2012

Date

Steve Mouchouse

Full-time Faculty's Signature

March 23, 2012

Date

Part-time Faculty's Signature

Date

Masha Ramirez

March 23, 2012

Administrator's Signature

Date

Alex Guiriba

March 23, 2012

Classified Staff Person's Signature

(as appropriate)

Date

Student's Signature

Date

Masha Ramirez

March 23, 2012

Dean's Signature

Date