

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 Public Information and Marketing, Office of 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) 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 23 College Fairs & College Nights, conducted 28 application workshops, made 31 Community College and CSM specific class presentations and administered a *Career and Educational Planning Inventory* to over 1,800 students in bay area feeder high schools.

Between spring 2010 & fall 2011, a learning outcome survey was administered to the 1,877 students, from 74 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 area surveyed revealed the following: 98.5% of the students found it very effective in helping them explore majors and career fields, 97.8% were able to identify their career field(s) of greatest interest, 98.4% were able to understand the level of education recommended to support career objectives, 97% found the workshop effective in helping them understand the vital role that community colleges play in higher education., and 93.9% expressed that this was an effective way to learn about the Concurrent Enrollment Program.

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. And with respect to incoming freshman participating in the Priority Enrollment Program, over 600 students participated, accounting for one of the highest total in past 13 years. Additionally, an evaluation was conducted to assess the “*Enrollment Rate*” for students who applied as PEP students as compared to CSM’s traditional “*Enrollment Rate*” for the non PEP population. Results revealed that this year’s PEP students had an “*Enrollment Rate*” of over 64% while the CSM’s application versus “*Enrollment Rate*” was 55% (*last reported evaluated by the CSM Research Office in fall 2009*).

Clearly, some of the positive difference can be attributed to reminder notices of the enrollment process by the Assessment Center and the follow-up contact by CSM student ambassadors to PEP students who had not registered by mid June.

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 of the 2009 San Mateo County High School first time freshman who enrolled in the San Mateo County Community College District, 52% enrolled at College of San Mateo, as compared to 28% at Skyline College, and 19.6% at Canada College. For CSM that is a gain of 5.5% over last year. (Extracted from the CPEC’s Data Base, c/o Office of Institutional Research) .) Additionally, when charting where the 2009 SMUHD graduates go after high school, enrollment indicated that CSM was their first choice at 20.2%, followed by Skyline at 10.8%, City College of SF at 8.9%, SF State at 8.3%, Canada College at 7.6% and UC Davis at 4.2%. For CSM that is a gain of 2.3% over last year.

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 enrolment management of this group, three positive developments have also occurred this past year as follows: 1) the SMCCCD Office has maintained a 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 (for this first time) conducted three "Concurrent Enrollment Information Nights" at the beginning of each semester (i.e., Summer/Fall/Spring) serving a record number of 396 students and parents.

This College Connection enrichment program also accounts for a healthy proportion of the Colleges total enrollment (1,803 students or 6.1% during academic year 2009 – 2010 and 1,111 students or 5.1% in academic year 2010 – 2011). While it is interesting to note that the enrollment of concurrent students dipped below the 6% level for the first time in many years, it is consistent with overall enrollment drop of the college. Still, in spite of the lowest registration priority, and reduced sections offered, only the sub-population of "*continuing students*" did better (Concurrent enrolled students) in terms of holding its year-to-year enrollment numbers.

And regarding the CSM Concurrent Student profile, looking at 3,472 course enrollments (*over 7 terms including summer*) from 2007 - 2009, the data showed that those concurrent students taking classes at CSM (*i.e., not Middle College or on high school campus*) had a course completion percentage of 88.2% with a retention mark of 99.9%. (*Data provided by the Office of Institutional Research.*)

The enrollment of underrepresented students is an area of concern across the State, and particular in CSM's Concurrent Enrollment Program where the enrollment of Hispanic/Latino students remain relatively low at 10.3% compared to 19.5% enrollment at CSM or 22% enrollment at our 8 public high school feeder area campuses. But on the positive side, the participant of African American students was 2.9% which while lower than CSM's enrollment of 3.4%, is higher than the feeder area high school enrollment population of 2.1%. (*Data provided by the Office of Institutional Research.*)

Going forward, we hope to increase the recruitment of Concurrent Enrollment and PEP applicants through our the colleges highly valued and slowly expanding "Student Ambassador Program," and by informing students earlier (online, workshops, etc.) about application deadlines, workshops and other follow-up opportunities to provide earlier notification of PEP student's "admission status" and "steps to follow" regarding the enrollment process.

Still, 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 matriculating students with limited space and resources. The new location of the Assessment Center in the newly build Student Center may to help a little considering there will be a few extra testing stations available. Additionally, PEP students are being encouraged to schedule their placement tests earlier, which should help reduce appointment jams by spreading the number of test takers over a greater number of days.

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 experience) a rise in the number of high school students participating in the application workshops as compared to prior years. Additionally, the Program Services Coordinator for the Community Relations and Marketing department coordinated a very successful Connect to College night serving a record number 396 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, seeing a gain of 5.5% in the number of San Mateo County High School first time freshman enrolling at CSM, (versus the other SMCCD Campuses), and a gain of 2.3% in the number of SMUHD graduates enrolling at CSM versus all other colleges and universities is very positive. For that reason, there is 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, we expect the past problem of PEP students not receiving their G# (in a timely manner) to be solved with the College's new "online only" application policy.

Lastly, we will continue to look for additional ways (e.g., presentations/discussions with high school counselors) to increase the participate rate of Hispanic/Latino students in the College Connection Program.

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, I will support and encourage the Office of Public Information 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/incoming freshman).

One big change taking effect this current 2010 – 2011 academic year, is that CSM's Outreach Services Office longer has the option of distributing and collecting "Hard Copy" Application forms for student to apply. Certainly there is some concern that past year's positive "Enrollment Rate" and high number of PEP students applying to the college could be somewhat compromised by the removal of hard copy application option. So, evaluating the results of this change will be of the goals for this coming year.

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

Coming fall 2011, the SMCCCD will initiate a "full Blown" Computerized Prerequisite Checking System. It is expected that all students and particularly College Connection students will experience some registration difficulties as a result of this change. We have already 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 Connection website is also helpful in articulating procedural information/instruction to these students. Lastly, additional communications (e.g., presentations, discussions, workshops) with high school students and parents will also be scheduled in the coming months.

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</p> <p>College Connection high school students (and parents) will show evidence of learning increases in 9 areas regarding enrollment procedures, services, and support programs (i.e., Middle College, purchasing Text books, my.smccd.edu email account, adding classes & WebSMART registration, withdrawing from classes, final exam schedule, final grades on WebSmart, and obtaining transcripts & transferable credits to universities).</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 9 identified areas regarding enrollment procedures, services and support programs.</p> <p>Outreach counselor will collect and assess the SLO data at the conclusion of each Orientation.</p> | <p>Upon evaluation of over 4 – 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 9 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> |

Please note that for the past two semesters (Fall & Spring), outcome data measuring these identified 9 learning outcome areas (i.e., enrollment procedures, services, and support programs) has been collected and reported on the CSM's "TracDat". As stated, the target goal (after 4 – 6 workshops), is to be able to report a positive change (i.e., minimum increase of at least 2 of 4 levels) between the pre and post distribution of responses from College Connection high school students (and parents) for each of the 9 learning outcome areas assessed. Preliminary data collected from 54 participants over these past two workshops, is showing average increase learning level of 2.60, with 8 of 9 areas showing an increase learning level above 2.0.

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. |

| 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. |
|--|--|--|
| <p>Item: Student outreach ambassadors Number: 8 Vendor: High School Relations Unit price: \$3,600 Total Cost: \$28,800 Status*: Upgrade</p> | <p>It is our expectation that as these action steps are actualized, we can expect to see a stabilization or increase in PEP signups and Concurrent Enrollment admission. If the resources are not allocated as requested, fewer students will be able to learn about the vital role that Community Colleges play in Higher Education or understand the opportunities and benefits of enrolling at a local Community College like CSM. As a consequence, it would be expected that we will experience decline in positive SLO responses, and a decrease in PEP signups and Concurrent Enrollment admission.</p> | <p>By solidifying the funding for the expanded student ambassador program, (on high school site) in combination with CSM and community college workshops at local high schools, we hope to see results, through SLO surveys, which will reveal the degree to which students are able to understand the vital role that Community Colleges play in Higher Education and understand the opportunities and benefits of enrolling at a local Community College like CSM.</p> |

*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
 Phone and email address: (650) 574-6131 morehouse@smccd.edu
 Full-time faculty: Steve Morehouse
 Part-time faculty: NA
 Administrators: Marsha Ramezane
 Classified staff: Alex Guiriba
 Students: NA

Steve Moulhouse

Primary Program Contact Person's Signature

March 20, 2011

Date

Steve Moulhouse

Full-time Faculty's Signature

March 20, 2011

Date

Part-time Faculty's Signature

Masha Ramirez

Date

March 20, 2011

Administrator's Signature

Alex Quiriba

Date

March 20, 2011

Classified Staff Person's Signature

(as appropriate)

Date

Student's Signature

Date

Masha Ramirez

Dean's Signature

March 20, 2011

Date