



**PROGRAM REVIEW AND PLANNING**  
**Approved 9/2/08 Governing Council**

*The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.*

~Academic Senate for California Community Colleges

**Department or Program:**

**Division:** High School Relations

**I. DESCRIPTION OF PROGRAM** (*Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records*)

Input text here.

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 (*see attachment*): (1) participation in college fairs/nights, college presentations, application workshops, 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), or issues concerning concurrent enrollment; and (4) 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 are serviced through the following primary services (*see attachment*):

- 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)

## II. **STUDENT LEARNING OUTCOMES** (Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website)

- a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

### **Student Learning Outcomes: High School Relations 2008-2010**

Working within the department mission of helping high school students clarify their educational goals, informing them about the career and educational opportunities available, and assisting them to understand the benefits of attending their local community college (i.e., CSM), the High School Relations Office at College of San Mateo has been assessing Student Learning Outcomes for the past three years. In each case, the target populations being assessed were local area high school students.

From 2006-2008, a total of 4,630 students were administered a Learning Outcome Survey at the conclusion of each Career & Educational Planning Inventory (CEPI) workshop conducted by the CSM High School Relations Counselor. Additionally, student comments were collected on the additional things they learned from the workshop.

The specific Student Learning Outcomes being assessed were as follows:

- 1.HS students will be able to understand the vital role that community colleges play in higher education
- 2.HS students will be able to identify their career field(s) of greatest interest.
- 3.HS students will be able understand the level of education recommended to support career objectives

The results revealed that after the presentation, over 95% of the students surveyed, understood the vital role that Community Colleges play in higher education, over 96% were able to identify their career field(s) of greatest interest, and over 97% were able to understand the level of education recommended to support their individual career objective(s).

Student's individual listing of career preferences, educational aspirations, and oral reports and comments, reinforced the data collected, especially with new awareness's about transfer opportunities. Most enlightening to them was the number of college years needed to support career objective(s) and their enlightened perspective (e.g., positive) regarding the vital role that community colleges play in higher education.

From 2008 – 2009, a total of 356 students were administered a Learning Outcome Survey at the conclusion of many Community College workshops conducted by the CSM High School Relations Counselor. Additionally, student comments were collected on the additional things they learned from the workshop.

The specific Student Learning Outcomes being assessed were as follows:

1. High school students will be able to understand the opportunities and benefits of enrolling at a local community college.
2. High school students will be able to understand the vital role that community colleges play in higher education.
3. High School students will be able to explore, clarify, or reaffirm their educational goals.

The results revealed that after the presentation, 99% of the students surveyed, understood the opportunities and benefits of enrolling at a local community college, 98 % of the students surveyed, understand the vital role that C C's play in higher education, and 96% of the students surveyed, were able to explore, clarify, or reaffirm their educational goals. Student comments, both orally and in writing, also helped to reinforce the data collected and show that these were new perspectives acquired as a result of the workshop.

- b. Briefly evaluate the department's assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

Input text here.

After evaluation of the survey results from 2006 - 2008, reinforced by student comments, and oral presentations showing an extremely high level of positive understanding on the student part, we decided to maintain the content & delivery of the workshops/presentations, but shift priorities regarding assessment of Student Learning Outcomes away from Career & Educational Planning Inventory presentations to Community College workshops (see change below).

After evaluation of the survey results from 2008 - 2009, reinforced by student comments, and oral presentations showing an extremely high level of positive understanding on the student part, we will not look to change evaluation methods and/or modifying the way the workshops are conducted at this time, but we will be dropping the first Student Learning Outcome item and will look to replace with a new Learning Outcome objective related to content covering "admission procedures, priority enrollment &/or summer session enrollment." While we are looking to increase our SLO sample size, we did feel that the first learning outcome results were sufficiently positive enough to warrant a change at this time.

- c. Below please update the program’s SLO Alignment Grid. The column headings identify the GE-SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns. The definitions of the GE-SLOs can be found on the CSM SLOAC website: [http://www.smccd.net/accounts/csmsloac/sl\\_sloac.htm](http://www.smccd.net/accounts/csmsloac/sl_sloac.htm) (click on the “Institutional” link under the “Student Learning Outcomes” heading.) If this Program Review and Planning report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs → Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
N/A					

**III. DATA EVALUATION** (*Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness*)

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

**Throughout the County, over the past three years, thousands of students were served through one or many of the following primary services:**

**College Nights/fairs**  
 Attended approximately 100 College fairs, providing information, advice and materials to tens of thousands of high school students and parents.

**Community College/ CSM Presentations**  
 Conducted over 120 Community College presentations, providing information, advice and materials to thousands of high school students and parents.

**CSM/SMCCD Application Workshops**  
 Conducted over 80 application workshops helping student apply to CSM’s Priority Enrollment Program and for Priority Enrollment at the other SMCCD campuses.

FY 06-07 The number of students recruited to participate in the Office of Counseling Services Priority Enrollment Program (PEP) exceeded 500 (i.e., 522) students

FY 07-08 The number of students recruited to participate in the Office of Counseling

Services Priority Enrollment Program (PEP) exceeded 600 students. A follow-up program for PEP students who were not registered was also initiated.

FY 08-09 The number of students recruited to participate in the Office of Counseling Services Priority Enrollment Program (PEP) exceeded 665 students.

### **Career and Educational Planning Workshops**

Administered a Career and Educational Planning Inventory and Student Learning Outcome Surveys during FY 06-07 to over 2,240 students

Administered a Career and Educational Planning Inventory and Student Learning Outcome Surveys during FY 07-08 to over 2,389 students.

Administered a Career and Educational Planning Inventory and Student Learning Outcome Surveys during FY 08-09 to over 1,533 students.

### **Phone/E-mail/and individual meetings with students**

Provided information to thousands of high school students, parents, and high school counselors

### **Concurrent enrollment (Summer, Fall, Spring)**

Over the past few years my Office has assisted thousands of students with advice on, and the screening & approval of, the College Connection Concurrent Enrollment forms. The enrollment impact over the past few years has been as follows:

During FY 2006 - 2007, 1,650 concurrent enrolled high school students accounted for (6.2%) of the Colleges overall enrollment (i.e., 12% Summer 2006, 5% Fall 2006, and 5% Spring 2007).

During FY 2007- 2008, 1,725 concurrent enrolled high school students accounted for (6.2%) of the Colleges overall enrollment (i.e., 12% Summer 2007, 5% Fall 2007 and 4% Spring 2008).

During FY 2008-2009, 1,945 Concurrent enrolled high school students accounted for (6.8%) of the college's overall enrollment (i.e., 13% Summer, 2008, 6% Fall 2008, 5% Spring 2009).

#### **IV. STUDENT SUCCESS EVALUATION AND ANALYSIS** *(Data resources: Educational Master Plan; "Success Rates," "Dimension" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records)*

- a. Considering the overall "Success" and "Retention" data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. *(Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)*

### **College Nights/fairs**

Representing CSM at the local college fairs, and on numerous occasions, representing CSM, SMCCD, or the CCC system at off Campus College Night events is critically important to the recruitment process, and in being successful at getting out the word about the unique enrollment opportunities and benefits of enrolling in colleges like CSM. As you can see below, just one College fair, can produce an unbelievable opportunity to make great connection with potential students. Historically, we have always been active participants at community events like College Nights & College fairs and see no benefit in changing the participation level of our outreach program at this time.

On behalf of the Mayor's Office, San Francisco State University and SFUSD's SF Promise Program Fair thanks for your support.

Friday, September 25<sup>th</sup> was our inaugural **SF Promise College and Career EXPO!**

**3,100 SFUSD 12<sup>th</sup> graders** attended

**65 Colleges and Universities** participated

### **Community College/ CSM Presentations**

Whether it is presenting at a local high school College Night, or during the day presenting in front a senior class, it is a critical function of outreach program that we do everything we can to inform student and parents about the wonderful opportunities which are available at local community colleges like CSM. This activity goes far beyond the enrollment generated from this recruitment activity, because it is really about reeducating a local population to appreciate and value the unique enrollment opportunities available at their local community college; that they will carry this renewed appreciation for many years that their sons or daughters are enrolled in high school, and that they will "tell a friend" about their new and positive perspective they now have about the community college system, and the great opportunities that are available to them. Examples of such special opportunities include the College Connection Program. See results below, regarding a recent Concurrent Enrollment Information Night. Historically, we have always taken an active role in making Community College/CSM Presentations at high school and other special scheduled events, and there is little reason or benefit in changing the participation level of our outreach program at this time.

**A survey was conducted at the conclusion of a Concurrent Enrollment Information Night on April 30, 2009, and again on January 14, 2010. Results from 39 respondents were as follows:**

## College of San Mateo Concurrent Enrollment Information Night

---

Thank you for taking time to fill out the Concurrent Information Night evaluation Form.  
The information you provide is valuable in helping to provide the best service possible.

### Were your expectations of the Concurrent Enrollment Information Night met?

- Exceeded my expectations 23%
- Met my expectation 77%
- Did not meet my expectation 0%

### How would you rate the helpfulness of the staff?

- Extremely helpful 51%
- Helpful 46%
- Somewhat helpful 3%
- Not helpful 0%

### Rate the presentation from 5 (very informative) to 1 (not very informative)

#### Power Point Presentation

5 31%      4 56%      3 10%      2 3%      1 0%

#### Other Presenters and/or Q & A Discussion

5 41%      4 44%      3 15%      2 0%      1 0%

### How would you rate the overall satisfaction with this event?

- Extremely helpful 36%
- Helpful 59%
- Somewhat helpful 5%
- Not helpful 0%

### What did you find most/least helpful?

Most respondents expressed how informative and helpful the session was, and thought the PowerPoint presentation and Q & A session at the end of the program were very beneficial.

### Do you have any ideas or suggestions that you would like to see incorporated in future Concurrent Enrollment Information Nights? Do you have any other comments?

A few of the respondents would have liked more information on placement testing, an overview of the more popular classes, late registration procedures, and having the presentation online.

### CSM/SMCCD Application Workshops

Conducted over 80 application workshops helping student apply to CSM's Priority Enrollment Program And for Priority Enrollment at the other SMCCD campuses. Impact on CSM's PEP

Program was as follows:

FY 06-07 The number of students recruited to participate in the Office of Counseling Services Priority Enrollment Program (PEP) exceeded 500 (i.e., 522) students, resulting in the second highest total in the past 8 years.

FY 07-08 The number of students recruited to participate in the Office of Counseling Services Priority Enrollment Program (PEP) exceeded 600 students, resulting in the highest total in the past 12 Years! A follow-up program for PEP students who were not registered was also initiated.

FY 08-09 The number of students recruited to participate in the Office of Counseling Services Priority Enrollment Program (PEP) exceeded 665 students, resulting in the highest total ever!

Over the years, the application workshops conducted by the High School Relations Outreach Office, has proven to be one of most productive activities that this College undertakes to secure enrollment. Not only does it result in generating hundreds of new students enrolling at CSM each year, but it is also the same group of student who (on average) enroll in the largest number of units, and who stay enrolled for the most semesters. Because of the productivity generated from this activity, it is in the College's best interest in continuing this activity.

Historically, the application workshops centered around students filling out an application for admission and signing up for CSM's Priority Enrollment Program (PEP). In return students received admission priority. Due recent budget cuts and related staff shortages, the College has requested that less material be collected (for data input by Student Services Staff), and that students begin to carry a bigger load with respect to utilizing online services. So, as part of a phase in program and effective Summer/Fall admission (2010), students will be informed at these workshops (and in high school counseling/career centers throughout the county) that they need to apply for PEP online. Reminder postcards, and student ambassador follow-up, should in the evaluation of this phase-in the program.

### **Career and Educational Planning Workshops**

Administered a Career and Educational Planning Inventory and Student Learning Outcome Surveys during FY 06-07 to over 2,240 students, and achieved over 96% effectiveness in students meeting learning objectives.

Administered a Career and Educational Planning Inventory and Student Learning Outcome Surveys during FY 07-08 to over 2,389 students, and achieved between 95% effectiveness in students meeting learning objectives.

Administered a Career and Educational Planning Inventory and Student Learning Outcome Surveys during FY 08-09 to over 1,533 students, and achieved between 97% effectiveness in students meeting learning objectives

Through this activity, thousands of high school students are provided the opportunity to gain assistance in exploring future career opportunities while learning about how higher education



(particularly community colleges) can play an effect role in helping them reach their educational objectives. The intent of these workshops is to help students explore major and career fields, identify career field(s) of their greatest interest, understand the level of education recommended to support career objectives, understand the vital role that community colleges (e.g., CSM) play in higher education and learn about the concurrent enrollment program. To that extent, and with data supporting the effectiveness of the “learning Outcomes” being realized, it is recommended that no changes take place with respect to this particular outreach effort.

1

**Concurrent enrollment (Summer, Fall, Spring)**

**CSM Student Services Program Improvement Surveys, 2003-2009**

**Concurrent Enrollment of High School Students**

**1. How satisfied were you with CSM's Concurrent Enrollment Program?**

Extremely Satisfied	64	46%
Very Satisfied	46	33%
Somewhat Satisfied	22	16%
Not Satisfied	6	4%
<hr/> Total	138	100%

**2. Would you recommend CSM's Concurrent Enrollment Program to other students?**

Yes	127	92%
No	11	8%
<hr/> Total	138	100%

**5. How did you hear about CSM's Concurrent Enrollment program?  
[Check ALL that apply]**

High School staff [counselor, teacher, etc.]	84	40%
CSM Counselor	12	6%
Parents or other family members	36	17%

Friend	45	22%
Other	31	15%
Total	208	100%

**6. Where did you obtain your CSM Concurrent Enrollment forms?**

My High School	84	62%
CSM	25	19%
Internet	26	19%
Total	135	100%

**7. Why are you interested in taking CSM courses while in high school? [Check ALL that apply]**

Earn College credit	85	16%
Earn credit toward my High School diploma	74	14%
Courses[s] are not available at my High School	87	17%
College courses are more challenging to me	50	10%
My High School counselor or teacher encouraged me	31	6%
I heard good things about CSM courses	35	7%
Increase my competitive advantage for College admission	60	12%
Advance my academic level in a particular subject area [e.g., Math]	57	11%
Other	37	7%
Total	516	100%

Respondents to the Annual Student Services survey indicated the following:

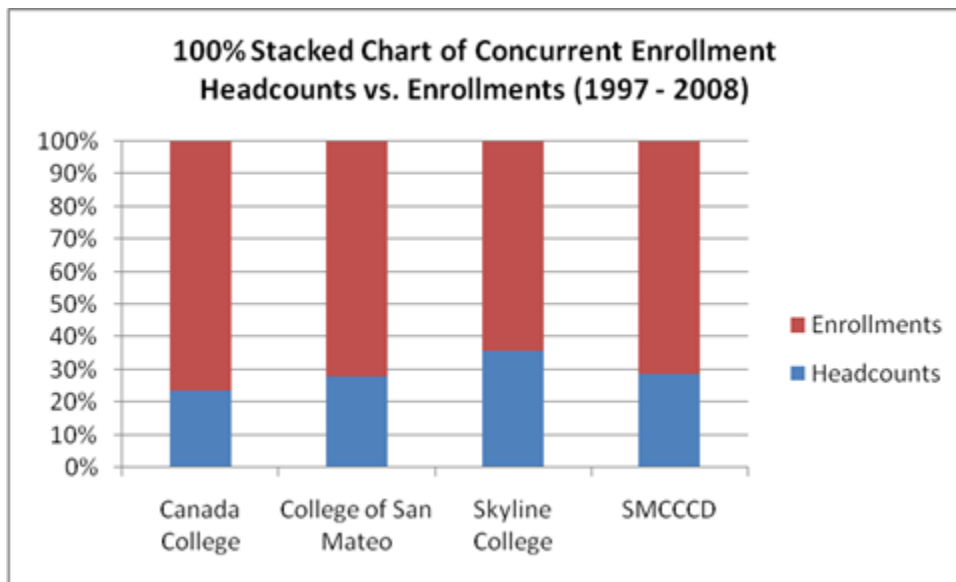
- 79% were extremely or very satisfied with CSM’s Concurrent Enrollment Program, and 92% would recommend CSM’s Concurrent enrollment Program to other students.
- 40% of students hear about the Concurrent enrollment program through their HS counselor.
- 62% of students obtain their concurrent enrollment forms off the Internet.

While there are many reasons why students participate in CSM’s Concurrent Enrollment Program, student surveys over the past few years have clearly indicated that high school counselors play a big role in this process and that students are very satisfied with CSM’s program and related services. Based on these results, it is extremely important that we do everything we can to preserve the good working relationships with the high school counselors, and for the campus to maintain a priority emphasis for the concurrent enrollment program.

To continue to increase the number of students obtaining concurrent enrollment forms via the internet, it is extremely important that the District Office continue to ensure that each year's version of the concurrent enrollment forms are available "online" well prior to the availability of class schedule information.

The San Mateo County Community College district has had a long history of providing high school students with the opportunity to enroll at our local campuses through the College Connection Concurrent Enrollment Program. (See 10 year report below)

	Canada College	College of San Mateo	Skyline College	SMCCCD
Headcounts	5294	12248	8058	25600
Enrollments	17234	31519	14549	63302



College Connection is an enrichment program that provides an opportunity for high school students to benefit from advanced scholastic or vocational work. Since 2006, over 5,300 high school students have taken advantage of this enrollment free program at CSM, and its popularity has been growing by approximately 150 students a year (over the past three years). In the past few years Concurrent Enrollment has accounted for approximately 12% of CSM's summer enrollment, and 5% of its Fall and Spring enrollment.

Recent budget realities have placed into question whether high school enrollment (Concurrent Enrollment) is impacting the enrollment opportunities of our regular college student population. As expressed in the Education Code 76001 (e), the governing board of a community college district shall assign a low enrollment priority to special part-time or full time students described in subdivision (a) in order to ensure that these students do not displace regularly admitted students. In that regard, during the Fall 2008 semester the SMCCCD conducted a study (by Bart Scott) to determine if Middle College High School students (who were given an earlier

registration priority higher than other concurrent enrolled students) were impacting high demand courses areas (e.g. Biology, English, Fire Science, etc.) at Canada, College of San Mateo or Skyline College. Data from that study indicated that Middle College students had little or no impact in courses considered impacted (in the semester under study). During the 2010 academic year, the SMCCCD is planning on replicated this study to see if the data is consistent over time. Until this study is complete, the SMCCCD (in consultation with college administration, faculty & staff), has made the decision that new and continuing Middle College students will register for classes after new and continuing regularly admitted students. Additionally, in the next year, Concurrent Enrolled students will be registering later than they have done the past few years (i.e., 6 days later for summer 2010; 54 days later for fall 2010; and 9 days later for Spring 2011).

### ***San Mateo County Public High School Survey***

Below you will find results from a 2008 survey of feeder high schools to determine student plans after high school (e.g., attending a community college), interest or prior experience in concurrent enrollment, and interest in taking online classes. Results from this survey clearly indicate that local community colleges like CSM will continue to play a vital role in education the high school students of the future.

### ***San Mateo County Public High School Survey***



HSSurvey.pdf

### ***Concurrently Enrolled High School Students Academic Performance, Spring 2000 - Spring 2007***

Attached is an analysis profiling CSM Concurrently Enrolled students vs. “CSM Comparison Group”. The comparison group is comprised of regular CSM students less than 20 years of age. For this study, we analyzed students enrolled at CSM Spring 2000 – Spring 2007. The concurrent population is comprised of 3,076 unduplicated students enrolling in 7,936 courses; the CSM Comparison group represents 18,701 unduplicated students enrolling in 112,038 courses.

#### **Highlights:**

- On every single measure of academic performance [e.g., Cumulative GPA, percent “W”, successful course completion, level of MATH and ENGL coursework taken, etc] concurrently enrolled students outperform their regular college counterparts.

There are 14 different figures in the file. The best summary academic performance comparisons are found in Figures 4, 5, and 6. Also of special interest are MATH and ENGL course-taking pattern and success rates of concurrent students. The overwhelming majority of these students are high achieving and enroll directly in upper transfer level coursework and successfully

complete that coursework. (See Figures 11 – 14)

These data strongly suggest that our concurrent high school population is very well equipped to succeed in college-level coursework. Moreover, it debunks our local ‘urban mythology’ that concurrent students do not fare well in college coursework. They clearly do quite well.



ConcurHS\_vs\_Contr  
ol\_2000 - 2007.pdf

In a study of 54 Aragon HS students enrolling in CHEM 192 Summer 2009 at the 3 SMCCCD colleges, 91% received an “A” or “B”. Only 2 students received an unsuccessful grade. See results as follows:

Final Grade	Freq.	Percent
A	34	62.96
B	15	27.78
C	3	5.56
D	1	1.85
F	1	1.85
Total	54	100.00

## Concurrent High School Students vs. CSM Comparison Group By Ethnicity and Academic Performance Spring 2000 - Spring 2007



ConcurHS\_vs\_Contr  
ol\_2000 - 2007.pdf

- b. Briefly discuss how effectively the program addresses students’ needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other

measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

- The Office of Outreach Services is often the first contact that students receive prior to enrolling at CSM. Our unit is committed to recognizing and valuing diversity, welcoming students from different cultures and background, and assisting student to successfully achieve their educational goals.
- Several times a year, CSM’s High School Relations Office is invited to local high school district’s College Nights, and special College Fairs, which are heavily attended by students and parents. To ensure that we staff these activities (e.g., nights and fairs) with a diverse staff (e.g., ethnicity, age, language, gender), both the EOPS Office and Financial Office in included in staffing these events.
- Workshops provided at the local high schools (Career & Educational Planning, Community College, and Application workshops) usually include a higher percentage of students who are not in the top 12½% of their class, therefore generally attract a larger pool of underrepresented students. This is because AP instructors are less inclined to give up class time for student participation in workshops (and AP classes typically have a smaller percentage of underrepresented students enrolled in their classes).
- Historically, there has always been a slight difference between the diversity of student population who participates in the College Connection Program, as compared with the general population who enrolls at the College (See Concurrent High School Students vs. CSM Comparison Group By Ethnicity and Academic Performance Spring 2000 – 2007 above). This is because the intent of concurrent enrollment is ‘enrichment’ and usually requires a student to be academically strong enough to be to handle college level classes in addition to their high school classes during fall/spring semesters. In addition, College Connection students are restricted from enrolling in basic skill classes. As a result, College Connection students tend to mirror CSM general population students who would normally place at the English 848 level (or higher) or place at the math 115 level or higher.

**V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS** *(Data Resources: Educational Master Plan; “Dimension: Retention and Success” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records)*

- a. Using the matrix provided below and reflecting on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	<b>INTERNAL FACTORS</b>	<b>EXTERNAL FACTORS</b>
--	-------------------------	-------------------------

<p><b>Strengths</b></p>	<p>The Office of High School Relations (in coordination with the Office of Community Outreach Services) annually provides a full range of outreach services to all high school in our service area. In addition to counseling session with students/parents, e-counseling, and phone contact with students, each year hundreds activities are scheduled (e.g., workshops), and thousands of students and parents are informed about the educational opportunities available within the community college system, and specifically at CSM.</p> <p>Positive relationships exist with our local high schools, and surveys results (from both students and staff) confirm that both are appreciative for the cooperative relationship, helpful support, information and learning opportunities provided. Additionally, the quality of the <i>High School Students</i> Website is very visible on the CSM home page, and with recent improvements, has become an important gateway from both College Connection and Priority Enrollment Students to begin their enrollment process with the College. .</p> <p>The College Connection Concurrent Enrollment Program is viewed positively by students who continue to enroll in large numbers each semester at CSM.</p> <p>The opportunity to provide community college and application workshops at the local high schools has resulted in a record numbers of incoming freshmen signing up for CSM Priority Enrollment Program (PEP).</p> <p>The cooperative working relationship between the Office of Outreach Services and all other Student Service Departments &amp; the Public Information and Marketing Office have all helped to contribute to the overall success of the Colleges outreach program. Recent establishment of a Campus Ambassador Program, and marketing materials provided by both the District Office (e.g., SMCCD Career Booklet) and the Public Information and Marketing Office (e.g., CSM View Book) have been extremely popular and effective.</p>	<p>As the economy stays relatively weak, unemployment rates stay relatively strong, and the costs of enrollment at universities continue to rise, many are projecting a growing increase in the numbers of high school students (concurrent students and incoming freshman) choosing to enroll at College of San Mateo.</p> <p>As CSM’s outreach services continue to receive an increasing number of requests for services, and college resources become more limited, it will certainly become more challenging to meet the needs of the high school community beyond our immediate service area.</p> <p>Education code precludes the opportunity for College Connection Students to enroll in specific courses (e.g., basic skills). Now that a better screening process is in place, few if any, concurrent students should now be enrolled in these (basic Skills) courses. Due to the growing competitiveness for freshman admission at UC’s and CSU campuses, high school counselors are becoming even stronger advocates of the Community College System. As a result, they are now better informed of the enrollment process and more readily share that information with their counselees.</p>
<p><b>Weaknesses</b></p>	<p>There will be greater reliance of HS</p>	<p>As other “other out-of-district” community</p>

	<p>Counselor recommendations as the SMCCD Colleges will no longer requiring copy of transcripts along with concurrent enrollment forms. Future studies will be conducted to determine what (if any) impact will result from this change.</p> <p>The Office of Counseling/Advising &amp; Matriculation Services has decided to no longer take PEP signups at application workshops. Now, students are expected to do online signup's for 1) PEP and 2) to go through WebSMART to sign up for placement testing. So far, students have been slow to comply with this requirement.</p> <p>In the coming years, the Office of Admission and Records may discontinue the practice of supporting the Outreach Office by processing hard copy college applications. As a result, students will only be able to apply online. Outreach support for assisting students with applications will be reduced from large group to one-on-one support. The near term result is an expected to negatively impact the number of application from PEP students.</p>	<p>colleges (e.g., CCSF) cancel their summer sessions, greater enrolment pressures are expected to impact SMCCD campuses. This is expected to negatively impact the enrollment options of students.</p> <p>Concerns regarding a reduced scope of course offerings due to budget constraints have led to a decision to push back the opening dates for concurrent enrollment registration.</p> <p>As CSM begins to reduce it overall course offerings (including courses offered at local high school campuses), in concert with more stringent screening out of Basic Skill course requests and the pushing back of registration dates for College Connection Concurrent Enrollment students, we can soon expect a significant decline in numbers of College Connection students who are able to find and successfully enroll in open classes.</p> <p>As economy continues to decline and the availability of extra support services lessons, there will be an increasing dependence of online technology; websites and information services to support the enrollment and matriculation of students.</p> <p>Budget limitations may cause a more concerted effort to reduce the cost of outreach services and materials in the future (e.g., mileage, printing, view brochures, student ambassadors, etc.).</p> <p>While SMCCCD Campuses have always enrolled a healthy rate of student enrollment form high school districts within the County, past studies have shown that more than a third of San Mateo high school graduates enroll in community colleges outside the County.</p>
<p><b>Opportunities</b></p>	<p>With the transformation of the College, given its new buildings and facilities, the Community Outreach Office, in coordination with the Student Ambassador Program, will be encouraged to do more group tours of the campus.</p> <p>If students can eventually make the transition to utilizing online services for admission and</p>	<p>Thanks to local and State Bonds, CSM has transformed itself into a more visually pleasing “state of the art” academic institution with fantastic facilities, giving the college the unique opportunity to promote its image within the bay area.</p> <p>There will be a greater dependence on advertising, working with key high schools</p>



	<p>enrollment procedures, and the college can help with this transition by providing appropriate information, support, and follow-up, then the dependency on technology will be validated.</p> <p>As future budget concerns start to erode the range of services that the District Campuses will be able to provide, we can look for greater cooperation and less “perceived” competitiveness among the three campuses.</p>	<p>staff, and creation &amp; utilization of user-friendly technology &amp; matriculation services &amp; procedures to ensure that future enrollments are managed in the most cost effective &amp; efficient manner.</p>
<b>Threats</b>	College budget reduction	State budget

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

Input text here.

**VI. Action Steps and Outcomes** (*Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan*)

- a. Identify the program’s action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

- Maintain the general level and scope of school relation outreach services (e.g. workshops), while continuing to collect and evaluate student comments from learning outcomes, so as to continue to improve program.
- Continue to develop ways to further enhance the delivery of outreach services, increase student awareness of post-secondary educational opportunities, and provide greater access and delivery of online services to high school students.
- To coordinate one additional College Connection workshops (for students & parents) in the summer 2010. The workshop will be evening orientation for all registered new and continuing high school students interested in hearing about the opportunities and benefits of enrolling in the Summer/Fall College Connection Program at College of San Mateo.
- Continue to participate with the Office of Counseling & Matriculation, Office of Admissions and Records, and Assessment Services, to help with the creation of an efficient and effective enrollment plan and service delivery system with for high school students interested in participating in CSM’s Priority Enrollment Program.

b. Briefly explain, specifically, how the program’s action steps relate to the Educational Master Plan.

The action steps for the Office of High School Relations, is related to some of the items in the CSM’s Educational Master Plan. In addition to offering additional workshops, and expanding outreach efforts and establishing better partnerships between high schools and our College, one of the recommended action steps in the EMP is to “expand online services for students.” As our high school community evolves, so does the way in which they will be receiving information in the future. We are always changing and improving our communication with our students in order to reach the largest number of students. We do this through our in-person outreach services, website and regular mail & email, and will continue to look at other methods of transmitting information. This should allow us to meet the needs and expectations of our students, while being more efficient and effective in our outreach and recruitment services well into the future. Promoting high school students & staff awareness of new admission and matriculation services will directly support one of the key student services action steps.

c. Identify and explain the program’s outcomes, the measurable “mileposts” which will allow you to determine when the action steps are reached.

By monitoring the high school “take rate” at CSM, and comparing this data to that of past years, we hope make progress toward meeting a “milepost” by showing a positive enrollment trend at CSM. Secondly, we hope to show an increase % of San Mateo County High School Graduates enrolling in SMCCD campuses. In addition, our goal is to transition into new enrollment procedures starting late spring 2010 for summer/fall admission of PEP students. We will be conducting follow-up studies to monitor the effectiveness of these new procedures, and to assess how well students are effectively transitioning to the College’s online services (college applications, placement testing appointments, etc.).

**VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** (*Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports*)

- 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.

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

<b>Classified Positions Requested</b>	<b>Expected Outcomes if Granted and</b>	<b>If applicable, <u>briefly</u> indicate how</b>
---------------------------------------	---	---

	<b>Expected Impact if Not Granted</b>	<b>the requested resources will link to achieving department action steps based on SLO assessment.</b>
Input text here. <b>NA</b>	Input text here. <b>NA</b>	Input text here. <b>NA</b>

- b. For instructional 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 for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

<b>Resources Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
<b>Item:</b> Student outreach ambassadors <b>Number:</b> 8 <b>Vendor:</b> High School Relations <b>Unit price:</b> \$3,600 <b>Total Cost:</b> \$28,800 <b>Status*:</b> Upgrade	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.	By solidifying the funding for the expanded student ambassador program, (on high school site) in combination with 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.

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

**Source documents supporting request for additional resources.** 1) **2008 CSM Educational Master Plan.** Expand outreach efforts to high school to increase awareness off post-secondary educational opportunities. Establish a Campus Ambassador Program to assist in advertising and marketing information, as well as providing seamless transition to college. 2) **2008-2013 Strategic Plan, Goal # 2 (Enrollment Management) Suggested Action Step:** Establish a Campus Ambassador Program to assist in advertising and marketing information, as well as providing

seamless transition to college. 3) *2008 Survey of San Mateo County Public High Schools Juniors and Seniors*. Key findings: less than 50% of the high school students may be interested in attending community colleges.

**VIII. Course Outlines** (*Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean*)

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course’s next update.

Course Number	Last Updated	Six-year Update Due
Input text here. <b>NA</b>	Input text here. <b>NA</b>	Input text here. <b>NA</b>

**IX. Advisory and Consultation Team (ACT)**

- a. Please list non-program faculty who have participated on the program’s Advisory and Consultation Team. Their charge is to review the Program Review and Planning report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program’s department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here.

Alex Guiriba, Community Outreach Program Services Coordinator  
 Marsha Ramezane, Dean of Counseling and Matriculation

Over the last three years, high school relations has grown and developed to a point where College of San Mateo can (and does) provide comprehensive outreach services to high school students, faculty, staff, and parents in the community. The productivity, variety, and connectedness of the outreach programs, the number of students served, and the relationship to the data collected, shows direct evidence of how successful this complex program has become, and how much of a vital link it is to, not just the campus community, but to the larger community it serves. The addition of support staff in Community Outreach, and a Student Ambassador program has also provided a nice compliment to the outreach program in terms of matriculation, retention, and recruitment—all while providing current students with hands on service learning opportunities.

While high school “outreach” activities continue to be the focus of the High School Relations Counselor, more “on campus” recruitment activities should be the focus of the larger college community. The annual Connect to College Event is but one example where other college personnel and programs have stepped up to coordinate a very successful “on campus” recruitment event. As new campus facilities continue to be renovated and built, the college should begin showcasing the campus by (once again) hosting “on campus” events (e.g., High School Counselors Workshops, College Days) and by continuing to provide group tours, which can be facilitated (as needed) by additional support of faculty, staff, and students. To properly serve the high school population, and have the local community embrace the educational opportunities of the college, it is essential that high school relations continue to maintain the positive partnerships it has established with the community and continue to build on the momentum created over the past years.

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

The comments, commendations, and recommendations outlined in Section IX are informative, insightful, and help to reinforce the importance of our partnerships with the local high schools, and the value of maintaining our current level of outreach services. The report acknowledges the breadth and depth of High School Relations Program, and positive work which is being carried out throughout the year. Additionally, the response is helpful in suggesting an expansion of "onsite" recruitment activities by the larger campus community as a way of showcasing the new campus environment to high school students. As mentioned in the report, some areas of the campus have already initiated "onsite" activities. As a result of these examples, and other various avenues of communications and encouragement which can be planned in the future, it is anticipated that more campus programs will be coming forward to initiate similar "onsite" events. Lastly, in the coming year, a closer review should be undertaken among concurrent high school students, to compare ethnicity and academic performance from those concurrent high school students who take classes on the CSM site, as compared those who are taking classes in Middle College and on high school sites.

---

**Upon its completion, please email this Program Review and Planning report to the Vice President of Student Services, the appropriate division dean.**

**Date of evaluation:** Completed March 24, 2010

**Please list the department's Program Review and Planning report team:**

Primary program contact person: Steve Morehouse  
Phone and email address: (650) 574-6131

Full-time faculty: (1) Steve Morehouse  
Part-time faculty: NA  
Administrators: (1) Marsha Ramezane  
Classified staff: (1) Alex Guiriba  
Students: NA

*Alex Guiriba*

\_\_\_\_\_  
March 24, 2010

*Classified Staff's signature*

*Steve Morehouse*

\_\_\_\_\_  
March 24, 2010

*Faculty's signature*

*Marsha Ramezane*

\_\_\_\_\_  
March 24, 2010

*Dean's signature*