

# **SANTIAGO CANYON COLLEGE STUDENT SERVICES**

**PROGRAM REVIEW  
FALL 2006 - FALL 2009**

## **HIGH SCHOOL AND COMMUNITY OUTREACH DEPARTMENT**

December 2009  
**DATE**

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**I. SIGNATURE PAGE**

(Santiago Canyon College Student Services Program Review)

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**Signature of Program Leader**

**Date:** \_\_\_\_\_

**Printed Name/Title**

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**Signature of Vice President, Student Services**

Dr. John Hernandez **Date:** \_\_\_\_\_

**Printed Name**

## **II. PROGRAM DESCRIPTION**

(Include Vision, Mission, Services-Functions, Funding Sources Statement)

### **Vision Statement:**

Facilitate and establish the communication and distribution of information about SCC programs and services to the SCC service area; including K-12, businesses, and community agencies. Strive to create a diverse staff that can meet the ethnic and linguistic needs of the diverse population in which SCC serves.

### **Mission Statement:**

Our mission is to recruit and prepare a diverse student population to participate in the matriculation process, provide critical information on SCC programs and act as the liaison to the SCC service area in order to promote growth and learning via outreach efforts that include presentations, information tables, events and orientations.

### **Main Services-Functions of Department**

Under the direction of the Associate Dean of Admissions and Records, develop and implement outreach and recruitment program for students in assigned populations including: K-12, community college, business, and the community.

#### **1. Outreach and Recruitment:**

1. High School Services:
  - i. Work closely with high school students, teachers, administrators and guidance counselors on strategies for recruitment, setting dates for classroom presentations, and obtaining high school student contact lists;
  - ii. Provide information about college procedures, policies, goals and objectives;
  - iii. Meet with prospective students in groups or on a one-to-one basis to promote college enrollment and provide general information regarding financial aid, academic programs, student support services, career assessment, and the matriculation process;
  - iv. Organize/coordinate and participate in the following events at SCC:

1. Early Decision Program
  2. High School Counselor Breakfast
  3. Senior Day
  4. Parent Night
  5. Cash for College
  6. Discover SCC
  7. Community Science Night
  8. Campus tours
- v. In collaboration with Counseling, Admissions, EOP&S, and DSPS: coordinate the application and financial aid workshops, onsite placement testing at area high schools, for Early Decision orientation/advisement, and registration sessions;
  - vi. Support high school-sponsored college recruitment events;
  - vii. Prepare annual and ad hoc reports on recruitment and outreach statistics as requested;
  - viii. Act as liaison between Santiago Canyon College and local high schools;
  - ix. Collaborate with high school faculty and staff to assess student/parent needs and provide pertinent resources and services to meet those needs;
  - x. Participate in annual high school college nights/fairs throughout Orange and Riverside Counties;
  - xi. Distribute SCC Schedules to high schools in Orange and Riverside Counties.
  - xii. Facilitate the SCC Dream Scholars Program for AB540/Dream Scholarship recipients:
    1. Work closely with the Scholarship office on developing the scholarship application;
    2. Create publicity material for the scholarship;
    3. Create a follow-up program for scholarship recipients.
  - xiii. Develop and facilitate the Parent Academy for ELAC (English Language Advisory Committee) parents at El Modena and Orange High Schools:
    1. Work closely with the ELAC Coordinator at each school site to develop topics for the Parent Academy;
    2. Facilitate workshops on the four systems of higher education, financial aid, and the Early Decision Program;
    3. Distribute needs assessments and post-surveys to parent participants to ensure learning outcomes.

2. K – 8<sup>th</sup> Services:
  - i. Coordinate with SCC career services and area elementary schools on the development and programming of the annual **KinderCaminata** event;
  - ii. Organize middle school visits to SCC which include presentations on higher education topics;
  - iii. Provide campus tours;
  - iv. Offer presentations at local middle schools for students and parents on higher education topics and life skills;
  - v. Assist in the activities of the CTE Middle School Career Exploration Grant;
  - vi. Coordinate and ensure participation in the RSCCD **Adelante** Women’s Conference and SCC Future Leader’s Conference (formerly known as the Orange County Young Men’s Conference);
  - vii. assist in the coordination of SCC’s annual Community Science Night.

**3. Community/Business Outreach:**

- i. Distribute SCC Class Schedules to local businesses, community centers, and libraries;
- ii. Participate in annual community fairs including, but not limited to the following:
  1. Orange Chamber of Commerce Slice of Orange Event;
  2. Annual Orange Chamber of Commerce Business Expo;
  3. The Strawberry Festival;
  4. La Habra Goes to College;
  5. Orangewood ILP fair (program for foster kids);
  6. Statewide Conference for American Indian Families;
  7. Orange International Street Fair;
  8. 3<sup>rd</sup> of July Celebration.
- iii. Provide presentations at local community centers on higher education topics.
- iv. Provide support staff to local community centers to assist in community outreach efforts such as citizenship applications and information tables;
- v. Maintain contacts and provide publicity information to businesses and community organizations in the local area.

**2. Retention Services**

1. Develop, update, revise and distribute the annual SCC Student Handbook and Planner to the campus community.
2. Coordinate the Fall/Spring Semester Welcome Table for the first week of instruction

- i. Coordinate the scheduling by recruiting faculty, staff and student leaders to staff the table throughout the day;
  - ii. Gather materials to promote SCC Support Services to current SCC students;
  - iii. Provide any classroom changes and/or updates in the class schedule;
  - iv. Provide campus maps and add/drop cards.
3. Collaborate with the Office of Student Life and Leadership on student leadership programs such as SLI, in order to promote campus involvement.
4. Provide informal advisement to current SCC students who participated in Early Decision and/or the SCC Dream Scholars Program.

### III. ORGANIZATIONAL CHART

## IV. STUDENT LEARNING OUTCOMES

2007-08

### Student Learning Outcomes

1. As a result of Early Decision workshops, prospective students will be able to identify the steps of the SCC matriculation process.
2. As a result of campus tours, prospective students will be able to identify academic programs and support services to meet their educational goals.

Assessment of the 2<sup>nd</sup> SLO was not implemented due to multiple factors, one being staff turnover and transition. As we started to develop assessment tools for both of these SLO's it was determined that focusing on one SLO would be an extensive process in itself.

#### **Methods:**

To assess our first SLO: *As a result of Early Decision workshops, prospective students will be able to identify the steps of the SCC matriculation process.* A brief survey was developed. This survey asked students to identify the three steps in the matriculation process (i.e. completing an Admissions Application, Placement Testing & Registering for classes). This survey was distributed to students who participated in three of our registration dates in May 2008. The first date of SLO evaluation served as a "pilot test" for the assessment tool. The two following SLO evaluation dates used a modified version of the survey. Both versions of the survey are provided in this section.

On the evaluation dates, an SCC Outreach staff member was stationed at the beginning of the cashier's office line. On Early Decision registration dates, the cashier's line is the last stop prior to a student completing the registration process. At the cashier's office a student can choose to either; pay for their fall semester classes and get a print out of their fall schedule or get a print out of their fall schedule and a bill with their fall semester tuition and fees balance.

The cashier's office line provides an opportunity to engage a captive audience of participants in the assessment process. Therefore, as students entered the line they were given the assessment question provided below. After the student exited the cashier's office, the survey was collected by the same SCC Outreach staff member that initially handed the survey to them. Below you will find the survey question that was given to the participants on the pilot date:



***Please circle the three steps of Santiago Canyon College's Early Decision Program/Enrollment Process (circle one choice: A, B or C)***

- A. Completing an application, Placement Testing, Registering for Classes
- B. First day of classes, Placement Testing, Completing an application
- C. Registering for classes, buying your books, First day of classes

With criteria for each outcome – The target for a successful Early Decision SLO was a response rate of 70% of the students that could correctly identify the 3 steps of the Early Decision Process/matriculation process. This response rate was established by the Outreach coordinator (a statistically based satisfactory response rate needs to be developed for future assessment).

Add limitation, if applicable – Although the data did not reflect this; we assumed that one significant limitation would be the varying levels of student familiarity with the Early Decision/matriculation process. This varying level of exposure could be based on the high school attended by ED participants. At some local high school such as El Modena and Orange High School's application workshops are held in every senior classroom, while at other schools; a student's only exposure to the program could be an Early Decision flyer collected in the high school Career/Counseling Center.

Below you will find the modified version of the SLO assessment tool that was used on the last two evaluation dates. The assessment tool was modified for clarity. This feedback was provided by the Outreach Staff.

***From the choices below, please circle the three steps of Santiago Canyon College's Early Decision Program/Enrollment Process:***

- A) Completing an Application
- B) Buying books
- C) Placement Testing
- D) First day of classes
- E) Registering for Classes

## Implementation of Assessment Process:

Identify who is responsible for doing each step in the evaluation process (list all of the individuals involved in the assessment process)- In terms of distribution of the assessment tool, the appointed staff member is responsible for the distribution & collection of the survey question. The "cashier's line" described in the *methods* section allows for collection of the majority of distributed surveys. The development of the assessment tool was a collaborative effort amongst the outreach staff. The final assessment survey was subject to approval of the department coordinator. The department coordinator will continue to work with department staff and the Vice President of Student Services to enhance the ED SLO assessment process.

Outline the timeline for implementation - The opportunity to implement this assessment is during the 3 weeks of May and the 2 make up dates when Early Decision registration is held. When planning future Early Decision SLO assessment; we need to determine how many dates we want to survey students (i.e. each day, 50% of the dates, etc).

Identify who will be evaluated - The intended target group are High School senior's participating in the Early Decision program. Depending on the registration date the number of participants could range from approximately 60-120 students.

Identify who is the intended user of the data that will be collected - The intended user of the data collected is the High School and Community Outreach Department. The results of this assessment can be used in future planning and development of the services offered by this department.

## Results

Summarize the results for each outcome - The following data is from the 199 surveys collected on three evaluation dates during Early Decision 2008.

### **N=199 students surveyed:**

- 162 Students correctly identified the 3 steps of the matriculation process or 81% of the participants: Completing an application, Placement testing, Registering for classes

- 9 Students identified the 3 steps of the matriculation process as: Registering for classes, Buying books and The first day of classes
- 5 Students identified the 3 steps of the matriculation process as: The first day of classes, Placement testing and Completing an application
- 4 Students identified the 3 steps of the matriculation process as: Completing an Application, The first day of classes and Registering for classes
- 3 Students identified the 3 steps of the matriculation process as: Placement testing, Registering for classes and Buying books
- 3 Students identified the 3 steps of the matriculation process as: Placement testing, Registering for classes and The first day of classes
- 2 Students identified the 3 steps of the matriculation process as: Completing an application, Registering for classes and Buying books
- 1 Student identified the 3 steps of the matriculation process as: Placement Testing, Completing an application and The first day of classes
- 10 Surveys were submitted incomplete

Summarize the process to verify/validate the results – After the survey was administered, the results were manually sorted by response.

## **Decisions and Recommendations**

What needs to be done? – One hundred sixty-two of the 199 students that were surveyed were able to correctly identify the 3 steps of the matriculation process (81% of the respondents). We need to determine what percentage of our overall Early Decision Population needs to be surveyed in order to make this information statistically significant. This will be taken into consideration as SLO assessment is planned for Early Decision 2009.

Identify the groups who participated in the discussion of the evidence that led to the recommendations and decisions – During the 06-07 and 07-08 academic years the Outreach Staff participated in the initial development of the two department SLO's. The assessment results were a topic of discussion for the 2008 Outreach Staff Retreat, conversation on what area/service in the Outreach Department should be assessed next (Tours, Application workshops, etc). The data collected on the Early Decision non-feeder date along w/ the data collected at the Early

Decision make up dates, will be incorporated into the Early Decision 2009 planning process.

Summarize the decisions/recommendations made for each outcome –

- Further Early Decision assessment can examine the depth of participant familiarity with the 3 steps of the matriculation process. Is our goal simply having program participants be able to identify the three matriculation steps? Or do we want the Early Decision participants to have a working knowledge of each step in the matriculation process?
- The development of the Discover SCC: Introduction to college life program has provided us with an added opportunity to transition students into their first year of college. We need to examine how we can continue to intentionally connect Discover SCC to the college matriculation process.

Identify when each outcome will be evaluated again (if the outcome is to be retained) –

- The Early Decision student learning outcome will be evaluated again (and potentially enhanced) for Early Decision 2009. Early Decision 2008 was intended to be a pilot year, ED 2009 will allow us to have an additional year of data. The coordinator recommends that SLO assessment becomes a standard part of the Early Decision program.

Identify those responsible for implementing recommended changes –

- It is the responsibility of the High School and Community Outreach Department Coordinator to facilitate conversations with program staff about how defining and improving the services and educational opportunities offered to students can be done. As we continue to solidify our Early Decision SLO, the Outreach department should also examine other potential areas where student learning outcomes can be developed (i.e. Campus Tours, Discover SCC, Jump Star Program, Early Outreach Workshops, etc). Examining future assessment possibilities will allow the High School and Community Outreach Department to continue to demonstrate the value of their work within the campus community.

## 2008-2009

### **Student Learning Outcome(s)**

As a result of the Early Decision Application Workshop, prospective Santiago Canyon College incoming students will be able to identify:

- 1. the steps of the SCC matriculation process,**
- 2. the appropriate mathematics placement test level based on their educational preparedness, and**
- 3. at least 2, student support/academic services at SCC**

### **Methods:**

A survey consisting of three questions was developed to assess the learning outcomes of the Early Decision Application Workshops. A total of 15 Application Workshops were presented to various high schools throughout multiple districts in Orange County. The survey, however, was distributed to two feeder high schools (Orange and Canyon) and one non-feeder high school (Esperanza). At Orange High School all seniors received an Application Workshop during their Economic/Government classes which covered the entire senior class. At Canyon High School and Esperanza High School interested students signed up for their Application Workshops through their Career Centers. Students from these three schools were asked to anonymously answer three questions: *the steps of the SCC matriculation process; the appropriate math placement test level based on their educational preparedness; at least 2, student support/academic services at SCC*. The questions were developed in conjunction with the development of the content for Application Workshops during which a new emphasis was placed on the importance of choosing the appropriate math placement test level in order to ensure proper test-level placement; students also received a brief description of support services and special programs provided to them by SCC as well as an explanation of the three steps in the matriculation process (i.e. completing an Admissions Application, Placement Testing & Registering for classes).

With criteria for each outcome – The target rate for correct responses for both questions #1 and #2 was 75% and the target rate for identifying at least 2 student support services was also 75% from the sample populations.

## Implementation of Assessment Process: Who? How? When?

Identify who is responsible for doing each step in the evaluation process (list all of the individuals involved in the assessment process)

– The evaluation was conducted by the Outreach Coordinator and Outreach Staff members. The development of the assessment tool was a collaborative effort amongst the outreach staff. The survey was aligned with the objectives of the Application Workshops. The final assessment survey was subject to approval of the Vice President of Student Services. The Application Workshops were held during Spring 2009 (January/February) and were led by appointed staff members who were responsible for the disseminating of the information as well as the distribution and collection of the survey questions at the end of their respective application workshops.

Outline the timeline for implementation -- The opportunity to implement the assessment was during Early Decision Application Workshops held in January and February 2009 and a total of 15 different high schools received an Application Workshop, while assessment was conducted at the 3 high schools which represent two school districts (Orange Unified School District and Yorba Linda/Placentia Unified School District).

Identify who were evaluated – The intended target population to be evaluated were all high school seniors from Orange High School and high school seniors interested in attending Santiago Canyon College from Esperanza and Canyon High School. A total of 474 students were surveyed with the highest number coming from Orange High School, a primary feeder school.

Identify who is the intended user of the data that will be collected - The data collected will be used by the High School and Community Outreach Department to measure the effectiveness and content of Early Decision Application Workshops and to enhance Early Decision program development. In addition, data will be shared with student support services departments to illustrate the importance of early exposure to their programs. The results of this assessment may be used in future planning and SLO development, including program reviews offered by various campus departments.

## Results

Summarize the results for each outcome – As a result of the Early Decision workshops, 75% of the students surveyed were able to identify the steps of the SCC matriculation process, 70% of the students surveyed were able to identify the appropriate

mathematics placement test level based on their educational preparedness, and 76% of the students surveyed were able to identify at least 2, student support/academic services at SCC.

### **Decisions and Recommendations**

a. Summarize the decisions/recommendations made for each outcome

A total of 75% of students responded correctly to question #1. This indicated that the Early Decision Application Workshop was successful in conveying the important steps of the matriculation process. Recommendation for this question was to continue to stress the matriculation process as the content for the Early Decision Application Workshop is revised for next year. A total of 70% of students responded correctly to question #2. This indicated that there is still a lack of understanding of the methods and factors a student should consider when determining the selection of his/her appropriate mathematics placement test level. However, compared to previous years, as a result of the new emphasis placed on mathematics placement testing during the Early Decision Application Workshops, more students took the correct mathematics placement test, resulting in fewer students retaking their test. As the Early Decision Application Workshop is revised for next year, it is recommended that more emphasis be placed on explaining the methods and factors a student should consider when determining the selection of his/her appropriate mathematics placement test level. In response to question #3, a total of 76% of respondents identified at least 2 student support services at Santiago Canyon College. This indicates that the presentation of student support services during the Early Decision Application Workshops was successful. The recommendation is to continue to provide students with information on student support services via-the-student-information-sheet and an explanation of each student support services program on campus.

Due to budget and staffing constraints in the department, a recommendation for next year is to restructure Early Decision Application Workshops to Information Sessions. During these sessions, students will no longer fill out a paper version of their admission application but will receive a worksheet and will be instructed to apply online. This will allow more time to be spent focusing on the matriculation process, proper selection of the appropriate mathematics placement test level and student support services.

b. Identify the groups who participated in the discussion of the evidence that led to the recommendations and decisions.

The High School and Community Outreach Department staff all participated in the discussion of the evidence that led to the recommendations and decisions.

c. Summarize the suggestions for improving the assessment process (including improvement of outcome, evaluation methods, criteria, etc.)

It was decided that the survey was the best approach to assess students on the retention of the information presented during the Early Decision Application Workshops. A concern was that students did not have ample time to complete the survey at the end of the Early Decision Application Workshops. Due to the time constraint, additional time will be allotted during the Information Sessions for both instruction and the completion of the survey. A suggestion for providing a more sophisticated and longitudinal assessment process was to add an additional follow-up survey during Early Decision Registration in order to measure the retention of the information provided to students.

d. Identify when each outcome will be evaluated again (if the outcome is to be retained)

The outcome will be first evaluated during the month of January 2010 and the follow up assessment will take place during May 2010.

e. Identify those responsible for implementing recommended changes

All assessment methods and implementation of recommendations will be developed and coordinated by the High School and Community Outreach Department staff with final approval of any changes by the direct administrator of the department.

## **V. Data (include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program effectiveness.)**

The following data pertains to the high schools that were surveyed for the 2008-2009 SLO

### **Canyon High School**

- Total participants- 94
- Total of correct responses for question #1 = 67 (71%)
- Total of correct responses for question #2 = 76 (81%)
- Total who identified at least 2 support programs and services = 81 (86%)

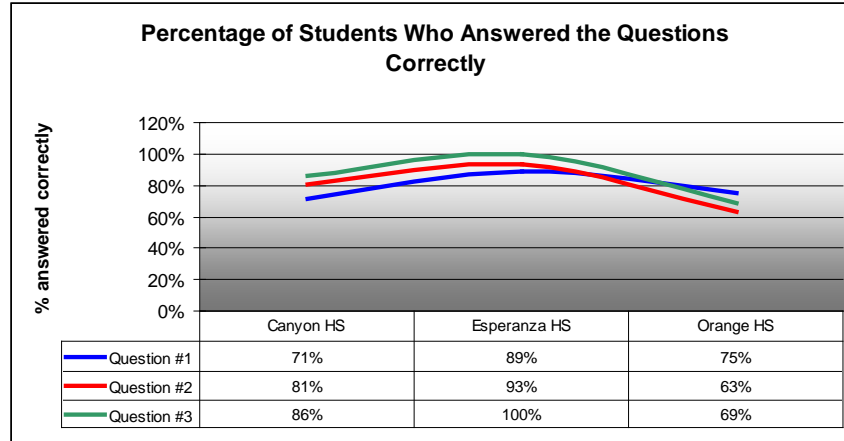
### **Esperanza**

- Total participants- 57
- Total of correct responses for question #1 = 51 (89%)
- Total of correct responses for question #2 = 53 (93%)
- Total who identified at least 2 support programs and services = 57 (100%)



## Orange High School

- Total participants- 323
- Total of correct responses for question #1 = 241 (75%)
- Total of correct responses for question #2 = 203 (63%)
- Total who identified at least 2 support programs and services = 224 (69%)



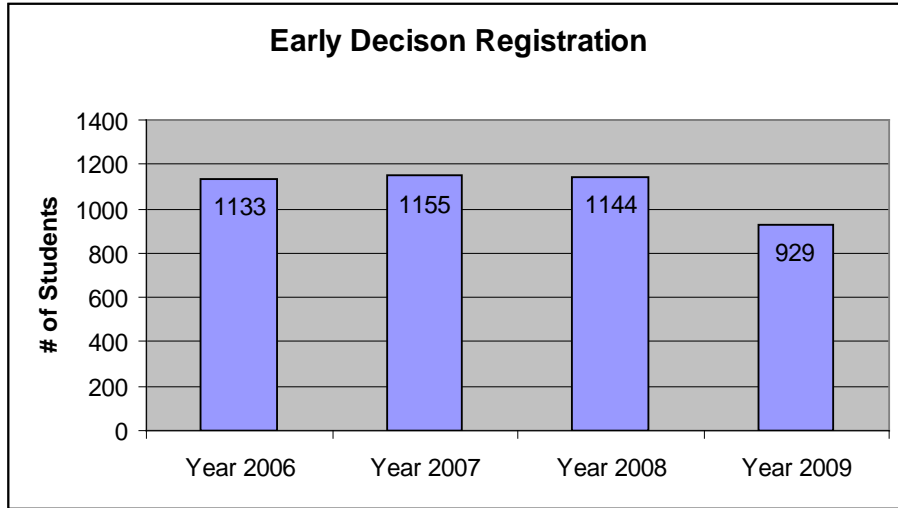
### The following data pertains to the 2009 Early Decision Program

(Early Decision is a program that gives priority registration to current graduating high school seniors for the fall semester)

### **2009 Early Decision School Districts & High Schools Served:**

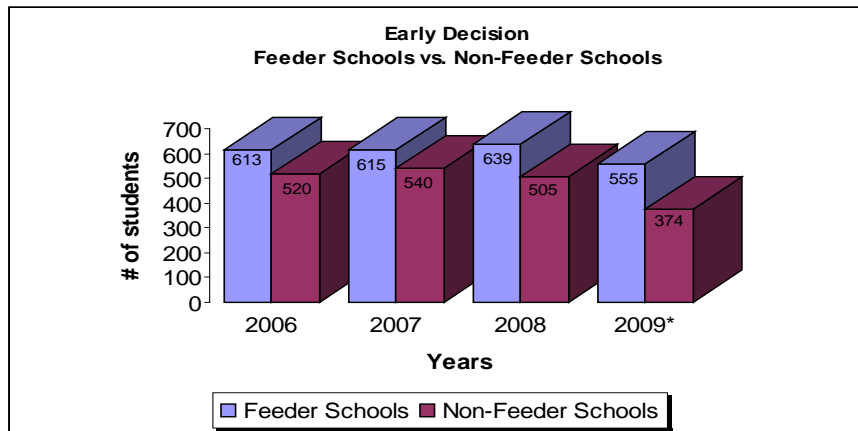
- Orange Unified
- Placentia-Yorba Linda Unified
- Tustin Unified
- Irvine Unified
- Fullerton Joint Union
- Anaheim Union
- Santa Ana Unified
- Saddleback Unified
- Corona-Norco Unified
- Brea-Olinda Unified
- Capistrano Unified
- Huntington Beach Unified
- Garden Grove Unified
- Hesperia Unified
- Norwalk-La Mirada Unified
- Chino Valley Unified
- **Private/Independent Schools:**  
Rosary, Pacific Coast High, Orange Lutheran, Access, Calvary Chapel, Mater Dei, Servite, Animo Leadership, Berean Christian, Crystal Cathedral, East Orange Academy, Eastside Christian, & Independent Studies
- Out of State: Colorado

**Early Decision registration participants:**



This graph shows the number of students who registered between the years of 2006 and 2009 for the fall semesters through the Early Decision Program.

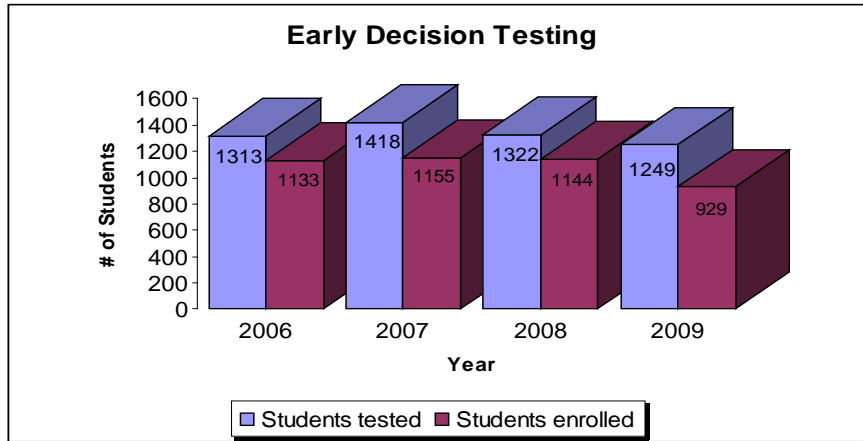
**\*Note:** Unlike previous years, the 2009 Early Decision number does not include make-up test dates due to budgetary constraints.



This graph compares the number of Orange Unified School District (Feeder schools) students who registered through Early Decision versus Non-Orange Unified School District (Non-Feeder) students who registered through Early Decision.

**\*Note:** Unlike previous years, the 2009 Early Decision number does not include make-up test dates due to budgetary constraints.

### Early Decision placement test results:



This graph compares the number of students who took the SCC placement test with the students who registered for the Early Decision program.

**\*Note:** Unlike previous years, the 2009 Early Decision number does not include make-up test dates due to budgetary constraints.

### The following data pertains to the 2008 Parent Night event

(Parent Night is an event where parents of high school seniors are invited to hear about the programs and services offered at SCC)

### 2008 Parent Night Evaluations

Total Number of Surveys: 13

This graph shows the parents evaluation of the specific topics presented during the Parent Night event.

The following data pertains to the 2009 High School Counselor Breakfast  
 (The High School Counselor Breakfast is an event where high school counselors are invited to SCC to hear about the programs and services available to their high school students)

### 2009 High School Counselor Breakfast Evaluation

(This evaluation sheet was distributed at the start of the event and collected at the end of the event)

Total Number of Surveys: 43

1. Please rate each of the following presentations:

Presentation Topic	Excellent	Good	Fair	Poor
Student Involvement Panel (Moderator – John Hernandez)	30	13	0	0
Financial Aid (Presenter – Syed Rizvi)	19	19	5	0
University Transfer Panel (Moderator – Robert Waldren)	36	7	0	0
Early Decision Registration (Presenter- Ed Cervantes, SCC Outreach)	23	16	0	0
Overall Program Content	30	8	0	0

2. Is there any additional academic programs and/or student services you would have wanted more information about?

- I would like to hear from students who are participating in apprenticeship programs or student who may not be transferring but completing a certificate program.
- Athletics and performing arts
- I would love to know more about the fire science program at SAC.
- More of the English language population on campus (AB540). Also, different school activities.
- More about the special programs offered at SCC. What makes them different from other Community Colleges?
- Athletics, Scholarships, eligibility, transferring qualifications. Degree program info. CTE. Honors program. More time!
- More specific info. about SCC, financial aid. Info. for underprivileged, alternative student programs assistance.
- Financial aid info. on pins and electronic.
- Honors, Scholar Athletes, NCAA
- Specific programs/certificates that make your school stand out
- Always enjoy student panel, perhaps more about certificate programs or apprenticeships.
- Scholarship opportunities
- Wish we had more time
- Panel including vocational students
- I think it would be great to visit the transfer center, library, student center, and the athletic complex.

3. Additional comments about the program in general:

- Very organized and informative
- I don't think the "early decision" program is aptly named. Too confusing.
- Transfer panel info would be great on a handout. As HS advisors we do not counsel kids on transfer info – doesn't mean anything until they are at SCC. I did appreciate the question made by the moderator regarding early transfer because it applies to our current HS kids.
- The university transfer panel was very helpful!

- Great School!
- Suggestion for student panel, perhaps a question or two about the process they have gone through in building classes to transfer.
- Excellent! Thanks for the fantastic breakfast and presentation!
- Would love more Q & A with the transfer panel.
- NCAA info would be nice to hear. EOPS info, AB540, and scholarships opportunities. How we as HS can establish connections with "cash 4 college" workshops.
- Knowledgeable panels, great info.!
- Overall it was informative and breakfast was tasty!
- Transfer panel was difficult to hear at times. Excellent information from panelists.
- More info on financial aid. Please have a short break.
- It was great due to the time and amount of information.
- I always enjoy coming every year. You have awesome information that's why you always have a large # of attendees.
- Great information!
- Very informative presentations!
- This is always a great morning, thank you.
- There was a lot of time dedicated to the transfer panel, the focus switched from SCC to the universities. Excellent breakfast!
- Great job as usual.
- Lots of information!
- Always a great program!
- Good info.
- The university panel was really useful information that had changed or added that I hadn't heard yet.
- It would be great to have a list of all of the clubs and student organizations

### The following data pertains to the 2009 Discover SCC event

(Discover SCC is event that encourages incoming high school seniors to familiarize themselves with SCC's departments and student support services by participating in workshops and an interactive tour.)

### **Discover SCC 2009 Evaluation**

Number of evaluations =125

**(This evaluation sheet was distributed at the start of the event and collected at the end of the event)**

	strongly agree	agree	neutral	disagree	strongly disagree
1. I feel more familiar with Santiago Canyon College and its programs and services.	85	39	1	0	0
2. I now know more information about the campus.	88	36	1	0	0
3. I now know where to go when I have questions and/or need assistance.	85	38	2	0	0
4. I enjoyed the interaction with other new students and the orientation leaders.	66	49	9	0	1
5. I feel that I made a connection with other new students and orientation leaders.	52	47	24	2	0
6. I understand the importance of utilizing Counseling resources (i.e. Transfer Center, Career Services, etc.)	91	26	7	0	1
7. I feel more comfortable about deadline dates and adding/dropping classes.	67	49	8	0	1
8. My orientation leader(s) was/were helpful in answering my questions.	100	21	4	0	0

9.	I feel more confident about starting college at SCC.	86	36	3	0	0
10.	The information I received about this program was easy to understand.	73	48	4	0	0
11.	The check-in process was smooth and I felt welcomed.	88	33	4	0	0
12.	The morning group activity (ice breakers) helped me feel more comfortable.	57	43	23	2	0
13.	The workshops provided useful information.	82	40	2	1	0
14.	The tour gave me more confidence about coming here in the fall.	78	42	5	0	0
15.	I'm glad that I attended Discover SCC.	87	36	2	0	0

**What was the best thing about the orientation for you?**

Understanding better where everything is on campus. Enthusiastic O leaders. Admissions presentation. Transfer Center. Learned a lot about the schools. The PowerPoint's and tour. Orientation leader were very helpful and well motivated. The workshops. Health center and tutoring. Counseling. The food. The services SCC offers. Speakers kept us awake and answered questions. Getting ID and finding books. Getting to know other students. The plethora of info that was provided in such a short time. Knowing were my classes are going to be. FAFSA. Ice breakers. The beautiful girls. Sarah. Getting all my questions answered. Learning about clubs.MASH center and its services.

**What would you change about the orientation?**

Nothing. Length. More time to talk to staff. Not having to come so early. I would make it a little bit more fun. A little shorter and later in the day. Shorter tours. Have a food break. The temperature. The sun was too hot. Change some of the icebreakers because I don't feel we really talked to one another during that time. Not a lot of walking. Route the tours to where everything is in one swoop as opposed to constantly walking back and forth. Longer tour of campus. Bigger groups. More activities. More student interaction.

**Which workshop was most helpful?**

Counseling. Admissions. Visiting each room. All of them. Financial Aid. FAFSA and to drop within the first 2 weeks. Bookstore. Denise was really funny. Speaker that talked about time management and self-discipline/control. Health center.Transfer center. Tutoring. MASH.

**Additional Comments:**

I love college. Good job. Everything was great. Like this school. Great students and staff. Jasmin and Mayra helped me a lot, they showed me around campus and I learned a lot. Group 5 was very helpful. SCC is awesome. I had great O leaders Jasmine and Mayra. Group 4, Nicole and Zuxheilli. Enjoyed the experience. I really enjoyed my day! Excellent program. Thanks! Enjoyed group 4. Very knowledgeable O leaders. It was a blast.!

**VI. Analysis**(evaluates the strengths, challenges, opportunities and needs of your program; provide thorough interpretation of data and complexity of analysis)

**1. Strengths:**

- a. Effectiveness of Staff:** The High School and Community Outreach Department has undergone major changes in the past 3 years, most notably the effects of the budget cuts in staffing and programs. The greatest strength of the department is its dedication to the school districts in the communities in which it serves. During these strenuous years the department staff has been reduced, but the effectiveness and quality of the department continued.
- b. Early Decision Program:** As the above data for the Early Decision Program illustrates, a total of 17 school districts and several private schools have been served due to the collaborative efforts between the HS & Community Outreach, Admissions and Counseling Departments the Early Decision Program. The program has therefore become a major success. Each year the departments have been able to improve and develop the current framework for its services, which is also proven by an increase in student participation and in successful student learning outcomes.
- c. Discover SCC:** According to the student evaluation data provided above for Discover SCC, students felt that the program helped them to become familiarized with the programs and services provided at SCC. The results also showed that students felt more comfortable and knowledgeable beginning their first year. All Early Decision students as well as incoming traditional and nontraditional students were recruited to attend Discover SCC by way of flyers, emails and presentations during New Student Orientations and during Early Decision Presentations. Studies such as in Laura Rendon's work on Validating Culturally Diverse Students (1994) prove the effectiveness of student involvement in campus-life. Rendon states that, "Some students are quite independent and can function within academic and social infrastructures quite easily, but many nontraditional students need active intervention from significant others to help them negotiate institutional life" (Rendon, 1994, p. 37). Student involvement in college-life and support programs increases retention levels and overall student

success rates. Students who participated as Orientation Leaders also provided verbal accounts of feeling more confident and prepared to transfer to a four-year institution. Outreach will continue to research best practices from four-year institutions from which to model the Discover SCC program.

- d. **Support of Administrators:** The department has had tremendous support from campus administrators, most notably the V.P. of Student Services, in developing programs, events and services that have aided in the recruitment effort for the college.
- e. **Framework of HS Outreach & Recruitment Effort:** Establishing and maintaining relationships with contacts, creating new partnerships and by providing follow-through and ongoing communication with local and non-local school districts aided in the creation and implementation of the framework and in all recruitment efforts. Outreach was able to further access more students and high schools within and outside of the traditional SCC service area. Early Decision (priority registration) and the organization of the matriculation process have helped to increase the number of student participation in the Early Decision Program as the data shows.
- f. **Effectiveness of Outreach and Marketing Events:** Events such as *KinderCaminata*, Parent Night, Cash for College, Trig-Star and the High School Breakfast have helped showcase the college and its programs and services. Events have been well received and indicated by participants based on satisfaction surveys. These events along with the support of administrators, faculty and staff have helped solidify our positive reputation throughout the community and beyond.

## 2. Weaknesses:

- a. **Staffing:** The makeup of the HS and Community Outreach Department at the end of 2005 consisted of two full-time and four part-time (19 hours/week) staff. Although the staff has been effective in its delivery of service, the department has been limited in the extent of recruitment and event participation based on the limited number of hours in total the department has been able to work. Currently, two full time staff members are redesigning the delivery methods of central Outreach programs.



- b. **Business and Industry Outreach:** one area that has been underserved to this point is the business and industry sector due to lack of resources and staffing.

## VI. Findings & Future Direction

(summarize finding and indicate how the findings have shaped decision making; areas of concern are addressed; provide recommendations for future direction of your department (programs & services) and address applicable needs (funding, facilities, personnel, and technology)

### a. Recommendations/Future Direction:

- i. **Staffing and office space:** In order to improve high school and community outreach efforts, the hiring of full time and part time staff would allow Outreach to expand on current programs. Additional staffing would also help Outreach to create new community partnerships and programs that focus on student life-long learning. More office space would also aid in providing a larger environment that fosters a collaborative working environment between Outreach staff and other student services departments. During Early Decision, departments such as EOPs, Admissions, Pathways to teaching and Counseling need access to student test scores, provide handouts for students for Early Decision. More space would allow access and allow for stronger and more effective communication among all staff members.
- ii. **The continuation and improvement of the early matriculation programs:** In collaboration with Admissions and Records, Counseling, and Testing, Outreach will continue to improve the **Early Decision** Program in order to continue to provide the early matriculation process to OUSD and non-OUSD schools in a more efficient manner.
- iii. **The High School Counselor Breakfast:** The information provided to high school counselors from OUSD and non-OUSD schools will focus on specific programs and services provided by SCC such as Counseling, the Transfer Center, Career Education programs, EOPS, DSPS and Testing; other vital information such as updates on changes in student programming due to budgetary cuts will enable both high school counselors and community college educators to promote student success throughout the local and non-local school districts.
- iv. **Technology and programming:** Outreach will utilize technology (datatel) for the processing of student

applications for the **Early Welcome Program**. Outreach will also require all students to contact the department via-email or by phone to schedule placement testing and registration dates. Outreach will utilize all electronic data to follow up on student contacts, reporting and the monitoring student progress through the programs. Technology will also play a role the development of new student learning outcomes in order to better serve students and advance the **Early Decision** and the **Early Welcome** programs overall.

- v. **Reporting and evaluation:** Outreach will utilize past data to create longitudinal student learning assessments in order to progress current programming and the direction of the **Early Decision** and **Early Welcome** programs.
- vi. **Community Involvement:** Outreach will help to maintain partnerships with community-based programs and organizations.
- vii. **Collaborative Efforts:** Outreach will work closely with various departments such as the office of Financial Aid to promote community events such as **Cash For College** and **Financial Aid Awareness Day**; The Math and Science Division to assist with **Community Science Night** and faculty and staff members of the **AB 540 Task Force** to provide workshops on private scholarships and the matriculation process for AB 540 students and their parents. All collaborative efforts will continue to support student programs designed for current and new SCC students.
- viii. **Working closely with school liaisons:** Due to current staffing changes throughout all of OUSD and the shortage of staffing in the Outreach department, Outreach staff will work with key counselors and/or Career Technicians at each feeder high school by providing lists of incomplete applications, reminders, etc. in order to follow up with students applying for the **Early Decision Program**.