All Fields Report

Program Overview

Program	School Relations
Does this program have a CTE component?	Yes
Academic Year	2014/2015
Review Period	6 Year
Service Areas	

Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The Office of Outreach and Recruitment promotes Santa Monica College (SMC) as a first choice higher education option to students from local and out of state high schools. To effectively promote and recruit for Santa Monica College, we maintain relationships with local high schools, community organizations, out of state high schools, and the SMC campus community. We are responsible for the recruitment of domestic and out of state students. We also market the college by projecting and maintaining a positive college image. Overall, the office works to meet the enrollment targets set by the college by working with off campus and on campus constituents.
Additionally, we stress the affordability associated with attending SMC and showcase the quality instructional programs and services available at SMC. We provide all potential and committed students with an overview of the educational options available to them at SMC. We also inform students of the various support programs available to them to help them succeed while they attend SMC.
Once a student decides to attend SMC, we assist students to by helping them navigate the college application and the matriculation process. We also provide students with the information and resources they need to succeed in college. This includes providing information on the following: federal financial aid, state based aid, housing, residency, scholarships, student support services, counseling, course selection and enrollment, and academic support services.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

- Outreach and Recruitment Responsibilities

- Outreach and Recruitment of new students to SMC to help meet enrollment targets for the college

    o Primary and secondary regions in California
    o Out of state students
    o Underrepresented student populations (HSI)

- Counseling of new and prospective students through the matriculation process. This includes: application assistance, assessment preparation, assessment, transition services and educational planning (short term and long term). We also provide assistance to students in the areas of financial aid (federal and state based aid).
    -Campus Tours and Information Sessions

-Counselor Days (fall and spring)
-Admitted Student Days (spring)
-College and Community Fairs
-Print and electronic marketing
-Collaboration with internal and external community
-On campus events and programs
-Promotion and distribution of financial aid and scholarship information
-Assistance with housing
-Referrals to special programs on campus
-Work collaboratively within Enrollment Development to increase efficiency of transition to college for students

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

NA

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

NA

Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Saved Information For Populations Served

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

Service Area

We serve high schools located in the following regions of Southern California: West Los Angeles, East Los Angeles, South Los Angeles, Mid-City, San Fernando Valley, and South Bay. The Office of Outreach and Recruitment maintains a counselor presence at over 100 high schools in Southern California. School districts served include the following: Santa Monica-Malibu Unified, Los Angeles Unified, Manhattan Beach Unified, Torrance Unified, Redondo Beach Unified, Culver City Unified, Palos Verdes- Peninsula Unified, Banning Unified, Beverly Hills Unified, and Centinella Valley Union. In addition to local high schools, we serve students located in high schools in our top feeder states. Our current top feeder states include the following: Washington, Nevada, Florida, Illinois, New York, Arizona, Texas, and Hawaii.

Priority Schools

In order to meet SMC enrollment targets, we organize the high schools we serve into three different categories. We have first, second, and third priority levels for schools. The schools with higher priority or first priority schools receive more frequent contact from Outreach counselors and are invited to participate in different events or programs including our Admitted Student Days program and our High School Counselor Day. First priority schools receive visits by Outreach counselors once or twice a week. First priority schools have a large number of low-income, first generation, and underrepresented students. The second priority schools are visited two to four times a month. Lastly, the third priority high schools are visited once a month. In some instances, we only send electronic or paper based SMC materials to third priority schools. Outreach counselors are assigned a set of high schools to serve each year which includes schools in each priority category. Table 1 below shows the first priority schools which have been first priority schools for the last six years with enrollment numbers.

Priority School Applications and Enrollment

In regards to the number of applications we receive from priority schools, we see a variance in applications each year. According to data form the Office of Institutional research, the years with the most applications from our feeder schools were 2009, 2010, and 2011. Additionally, we had consecutive years with over 4,000 applications combined from priority schools during the years of 2009 to 2012. Lastly, there has been a slight decline in the yield rate or number of applications versus the number of enrolled students. The highest yield rate we had from priority schools was in the fall 2008 term when we had a 50% yield rate. Our yield rate declined to 45% in 2009 and continued declining in 2010 and 2011. The yield rate stayed at 38% in fall 2012 and rose to 44% in fall 2013. Over the last six years, we have received a total of 26,027 applications from priority schools. Out of the total applications received, we have enrolled a total of 11,123 students. The overall combined yield rate for the last six years is 42%.

Moreover, the general enrollment trend we see with the priority schools is that of declining overall enrollment. We went from a total enrollment of peak number of 2,178 in fall 2009 to a total enrollment of 1,626 in fall of 2013. This represents a total drop of 552 students. The three years with the highest enrollments from priority schools were 2008, 2009, and 2010. For the most part, fall 2009 is the year we had the highest enrollments in the majority of the priority schools. We start to see a decline in enrollment starting in 2010 and continuing on to 2013.

Table 1. Priority School Applications and Enrollment

Priority School Part-Time and Full-Time Enrollment

Table 2 shows data from the Office of Institutional Research on part-time and full-time enrollment of students attending SMC from priority schools. The overall pattern we notice is that most of the students coming from the priority schools are enrolling at SMC on a part-time basis. In the last five years, the majority of students enrolling at SMC from priority schools enroll on a part-time basis. The only year where we had more students enrolling full-time at SMC was fall 2008.

In fall 2008, we had 1,091 students enroll full time and 900 students enroll part time from priority schools. Over the last six years, we have had a total of 5,509 students enroll at SMC on a full time basis and a total of 5,614 enroll on a part-time basis.

Lastly, we see that there are schools that have increased the number of full-time students attending from their schools. Schools showing this trend are the following: Birmingham, El Camino Real, Inglewood, Freemont, Marshall, and Redondo.

Table 2. Priority School Enrollment Patterns Part-time and Full-Time

Ethnicity and Race of Students from Priority High Schools

The table below shows the ethnicity/race of students from our priority high schools. The data was obtained from the Office of Institutional Research. The data shows that the enrollment of students from certain ethnic groups has stayed consistent. The largest percentage of ethnic groups enrolling at SMC from our priority schools are Hispanic students, White students, Black students, and Asian/Pacific Islander students. Hispanic students represent the largest ethnic group with over 50% of the incoming students since 2009. White students make up the next largest ethnic group with about 18% of the incoming student population since 2008. Black students represent the third largest ethnic group with about 12% of the incoming student population. Lastly, Asian/Pacific Islander students represent the fourth largest ethnic group with about 10% of the incoming student population.

Moreover, the general trend noticed is that Hispanic students have consistently made up the largest proportion of each incoming class from our priority high schools. The size in terms of percentage of the incoming class from priority schools has steadily increased from 47% in 2008 to a peak of 57% in 2012.

The trend for our White student population is that of slight growth and slight decline. White students represented 18.8% of our incoming class in 2008 and then grew slightly in 2010 and 2011. Eventually, the enrollment for White students from the incoming class declined slightly to 18.3%. For our Black student population from priority high schools, we notice a pattern of growth and decline. In 2008, Black students represented 15% of the incoming class and then decreased slightly to 11% in fall 2013. Lastly, our Asian/Pacific Islander student population has fluctuated slightly over the years with increases of 1% and 2% some years. In fall 2013, Asian/Pacific Islander students represented 10% of the incoming class up about 1% from fall 2008.

Table 3. Priority School Student Ethnicity/Race

Ethnicity/Race	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
Asian/PI	178	8.9%	218	10.0%	178	9.5%	154	8.8%	130	7.6%	164	10.1%

Black	302	15.2%	267	12.3%	214	11.4%	184	10.5%	183	10.7%	191	11.7%
Hispanic	948	47.6%	1151	52.8%	1021	54.5%	974	55.6%	982	57.6%	895	55.0%
Native American	12	0.6%	7	0.3%	3	0.2%	6	0.3%	5	0.3%	1	0.1%
Multi-racial	0	0.0%	38	1.7%	82	4.4%	83	4.7%	83	4.9%	72	4.4%
Other	69	3.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	375	18.8%	396	18.2%	366	19.6%	346	19.7%	305	17.9%	298	18.3%
Unreported	107	5.4%	101	4.6%	8	0.4%	5	0.3%	16	0.9%	5	0.3%
Total	**1991**	**100.0%**	**2178**	**100.0%**	**1872**	**100.0%**	**1752**	**100.0%**	**1704**	**100.0%**	**1626**	**100.0%**

Applications and Enrollment

Table 4 shows data obtained from the Office of Institutional Research and Management Information Systems (MIS) on the number of applications and number of domestic and out of state students enrolling at SMC during the last six years. The trend that is noticed is that of an overall decline of domestic student applications. We had the highest number of domestic applications during 2009 and 2010. The year with the lowest number of applications was 2012. The total number of applications for the last six years is 97,720. The total number of new domestic students enrolling at SMC over the last six years was 18,102. The total number of non-resident and out of state students enrolling at SMC over the last six years was 7,638.

Table 4. New Student Applications and Fall Enrollments

Year	Applications	Local Students	Non-Residents & Out of State Students
2009	18,572	4272	1624
2010	19,794	3772	1506
2011	14,377	3542	1500

2012	13,442	3348	1425
2013	16,835	3168	1583
2014	14,700	TBD	TBD
6 year total	**97,720**	**18,102**	**7,638**

Out of State Recruitment

The office of Outreach and Recruitment has been in charge of out of state recruitment since 2003. We travel to our top feeder states once or twice a year each year. One of our recruitment trips occurs in the fall term and the other occurs in the Spring term. The overall goal of the fall trip is to identify potential students and building relationships with students interested in attending SMC. We provide students and parents with important information to help them make an informed decision. We typically talk about the SMC, student support programs, academic programs, cost of attendance, housing, and California residency. We participate in college fairs in different out of state locations put on by the National Association for College Admission Counseling (NACAC). The college fairs are one or two days long. In addition to the college fairs, we visit local high schools we have relationships with or new high schools to establish new relationships with. We try to have decided students apply for admission into SMC by the end of the fall or winter term. The overall goal for the spring trip is to help out of state students with final details regarding enrolling at SMC. We spend as much time as we can with students and parents to explain what they can expect in terms of timelines and important tasks to accomplish. Our top feeder states differ slightly year to year. Our current feeder states include the following: Washington, Nevada, Florida, Illinois, New York, Arizona, Texas, and Hawaii.

Out of State First Time Freshmen Enrollment

Table 5 below shows data from the Office of Institutional Research on the number of first time freshmen enrolling at SMC from states outside of California during the last 6 fall terms. The table also shows how many of the incoming first time freshmen outside of the state enrolled part-time or full-time during their first term at SMC. The general trend we notice is that of decline in the first time freshmen enrollment during fall terms. We had a peak in our out of state first time freshmen enrollment in fall 2009 and a trend of decline and increase throughout the years. In fall 2013, we had the smallest incoming first time freshmen class in the last six years. The other trend that is observed is that most of the out of state first time freshmen tend to enroll at SMC on a part time basis during their first term. The total out of state first time freshmen enrollment over the last six years is 3,382. The total number of out of state first time freshmen enrolling at SMC part time is 1,872. The total number of out of state first time freshmen enrolling at SMC full time is 1,510.

Table 5. Out of State First Time Freshmen Enrollment and Status All States

Term and Year	Total Out of State	Part Time	Full Time
Fall 2008	629	315	314
Fall 2009	680	351	329
Fall 2010	582	330	252
Fall 2011	495	287	208
Fall 2012	522	327	195
Fall 2013	474	262	212
Totals	**3,382**	**1,872**	**1,510**

Out of State Student Ethnicity/Race

Table 6 below shows the enrollment numbers of first time freshmen and student ethnicity/race. The data was obtained from the Office of Institutional Research. The largest ethnic groups represented by the first time freshmen out of state student population include Hispanic, White, Asian/Pacific Islander, and Black. The Hispanic student population has consistently represented the largest ethnic group among out of state students for the last six years. The Hispanic out of state student population was at its highest in terms of percentage in fall 2012. The White student population has consistently represented the second largest out of state first time freshmen population over the last 6 years. The White student population reached its peak percentage in fall 2013. The third and fourth largest ethnic groups respectively have been Asian/Pacific Islander and Black students.

Table 6. First Time Freshmen Out of State Student Ethnicity/Race

Ethnicity/Race	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
Asian/PI	130	20.7%	134	19.7%	92	15.8%	99	20.0%	78	14.9%	70	14.8%
Black	41	6.5%	54	7.9%	32	5.5%	34	6.9%	37	7.1%	15	3.2%
Hispanic	256	40.7%	265	39.0%	263	45.2%	212	42.8%	262	50.2%	216	45.6%
Native American	4	0.6%	3	0.4%	1	0.2%	1	0.2%	2	0.4%	1	0.2%
Multi-racial	0	0.0%	14	2.1%	27	4.6%	18	3.6%	8	1.5%	21	4.4%
Other	7	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	168	26.7%	198	29.1%	165	28.4%	129	26.1%	134	25.7%	148	31.2%
Unreported	23	3.7%	12	1.8%	2	0.3%	2	0.4%	1	0.2%	3	0.6%
Total	**629**	**100.0%**	**680**	**100.0%**	**582**	**100.0%**	**495**	**100.0%**	**522**	**100.0%**	**474**	**100.0%**

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

When looking at our first time freshmen student population from priority schools and our overall SMC population for the most current fall term, we see similar patterns. The fall 2013 SMC student population in terms of ethnicity/race was the following: Asian/Pacific Islander 13.8%, Black 9.2%, Hispanic 37.4%, Native American .2%, White 26.6%, and Multiple Ethnicities 3.9%. The fall 2013 first time freshmen students from priority schools in terms of ethnicity/race was the following: Asian/Pacific Islander 10.1%, Black 11.7%, Hispanic 55%, Native American .1%, White 18.3%, and Multiple Ethnicities 4.4%. Overall, we see that the percentage of Asian/Pacific Islander, Black, and Hispanic students from priority schools are higher than the SMC student population. The largest difference is between the SMC Hispanic student population and the Hispanic priority high school student population. For the incoming freshmen from priority schools, we see an 18 percent higher Hispanic student population when compared to the overall SMC Hispanic student population. The other difference we see is between the SMC White student population and the priority high school White student population. We see that the SMC White student population is 8 percent higher than the priority high school population. The Asian/Pacific Islander priority high school population is 3 percent lower than the SMC Asian/Pacific Islander population. The Black priority high school population is 2 percent higher than the SMC Black student population.

In terms of our out of state first time freshmen student population for fall 2013, we see the following ethnicity/ race breakdown: Asian/Pacific Islander 14.8%, Black 3.2%, Hispanic 45.6%, Native American .2%, and White 31.2%. When compared to the SMC student population, we see that the out of state Hispanic and White student populations are higher.

The out of state Hispanic student population is 8 percent higher than the SMC Hispanic student population. The out of state White student population is 5 percent higher than the SMC White student population. The out of state Black student population is 6 percent lower than the SMC Black student population. Lastly, the out of state Asian/Pacific Islander population is 1 percent higher than the SMC Asian/Pacific Islander student population. After looking at the data of who we serve, we are serving our target population both in the state of California and outside the state.

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3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

Service Area and High Schools

One of the significant changes in the student population we serve is a drop in the number of first time freshmen enrolling at SMC from our local high schools. When we look at the enrollment pattern of students coming from priority schools, we see that fewer students are enrolling at SMC right after graduation from high school. We went from a total enrollment peak number of 2,178 in fall 2009 to a total enrollment of 1,626 in fall of 2013. This represents a total drop of 552 students. The three years with the highest enrollments from priority schools were 2009, 2008, and 2010. For the most part, fall 2009 seems to be the year we had the highest enrollments in the majority of the priority schools. We start to see a decline in enrollment starting in 2010 and continuing on to 2013.

There are a few reasons for the declining first time freshmen population from priority schools. The first is the declining sizes of senior classes from priority schools. Since 2011, the graduating senior classes have been declining for most of the priority high schools. This means there are fewer students to recruit from thus fewer students to enroll at SMC. The second reason for the decline in enrollment was the fiscal crisis the college was going through from 2009-2012. The fiscal crisis impacted enrollment because we could not offer the same level of service to our high schools that we had offered in the past. We had more staff to help recruit students schools when we were fully staffed. Once we started feeling the budget crisis, we were limited in the number of counseling hours we could offer. We lost 5 full-time staff including a full-time Associate Dean, 3 full-time counselors, and a full-time office staff member. All of these positions were never fully replaced. The reduction in counseling hours limited the number of high schools we could be present at on a regular basis which hurt relationships with college counselors at high schools.

Lastly, we were asked to focus on out of state recruitment as a way to increase enrollment for the college. This meant that we were asked to keep domestic enrollment steady and to grow out of state student enrollment. Structures were put in place to provide more counseling for prospective out of state students on a drop in basis for the last three years. This meant that Outreach counselors were on campus waiting for prospective students instead of being proactive at high schools establishing relationships with high school counselors and students. Additionally, we offered less courses for students to enroll in which created more competition for courses. This competition for courses favored continuing students because they enrolled first. New students deciding to come to SMC early were able to enroll into courses. New students deciding to enroll at SMC after a certain point in the summer term were not able to enroll into courses.

Out of State Recruitment and Enrollment

We also experienced a decline in the out of state student population since the last program review. Specifically, we saw a decline in first time freshmen enrollment from out of state. We went from enrolling 629 first time out of state freshmen in 2008 to enrolling 474 first time out of state freshmen in 2013. The reason we had declining enrollment is due to declining budgets. This meant we were limited in the funding we could use for travel and amount of times per year we could visit top feeder states. During the last program review cycle, full time counselors traveled out of state to do the recruitment. We had 3 full time counselors that were in charge of the out of state recruitment. During this time,

counselors visited feeder states regularly and for longer periods of time. Having full time counselors travel to top feeder states kept everything consistent in terms of information disseminated as well as relationship development and relationship management. Counselors were able to spend more time developing relationships with multiple high school and counselors which yielded more enrollments. Lastly, the current out of state recruitment model is that of having part-time counselors handle the out of state recruitment. We do not spend as much time in our top feeder states like we used to because of our limited budget. This means we have limited contacts and time to develop relationships with high school counselors and students.

Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Saved Information For Program Evaluation

Area/Discipline Information Pertains To

Outreach

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

Outreach and Recruitment Student Learning Outcomes:

1. *Upon attendance or interaction with any official or electronic outreach and recruitment resource or event, domestic and out of state students will feel they are knowledgeable about the varying systems of higher education and value the benefits of attending college; which includes feeling proficient in correctly describing the purposes and functions of the various segments of U.S. higher education systems, including the four California systems (CSU, UC, CCC, and Privates), identifying the role community college play in transfer and career and technical education pathways, and assessing the social and economic benefits of attending college and earning college credit.*

2. *Upon attendance or interaction with any official or electronic outreach and recruitment resource or event, domestic and out of state students will understand and develop self-confidence in their ability to manage the enrollment process at Santa Monica College; which includes believing they are able to enroll at Santa Monica College with little difficulty and accurately identifying academic programs of interest and personally applicable student service programs.*

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

Outcomes are assessed after each presentation, tours, counseling appointments, and other events throughout the year. Students are given a brief survey to fill out by counselors or office staff. SLO's are evaluated on a yearly basis and results are discussed during our yearly Outreach staff retreat. Counselors, and office staff participate in the staff retreat. We started implementing the survey assessment during the 2010-11 academic year. We review the Student Learning Outcome data on a yearly basis and make adjustments to services if needed. During the first year of measuring Outreach and Recruitment SLO's, we did a good job of administering the survey, collecting the survey, and using the results to improve services offered. During the 2010-11 academic year, we collected surveys from 2,451 students. The survey results indicated we were meeting our SLO's. During the 2011-12, we had 13 completed surveys. We did not do a good job of distributing surveys due to limited resources. The surveys are electronic and paper based. During the 2012-13 academic year, we collected a total of 111 surveys. Based on the sample of students responding to the survey, we met out department SLO's during the 2012-13 academic year. The survey questions we use are contained in table 8 below.

Table 8. Outreach and Recruitment SLO Survey Questions

Question	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
I strongly agree that attending college will help me achieve a better life					
I feel strongly that I am able to successfully enroll at SMC with very little difficulty					
I feel strongly that I am able to name at least one academic program (major) that SMC offers					
I am able to name at least one student support program that would be useful to me.					

I feel strongly that I can correctly identify the four branches of higher education in California						

3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

We look at SMC application and enrollment data on a regular basis. We have access to a variety of reports on ISIS that help us determine how we are doing in terms of promoting SMC and getting students to enroll at SMC. We pay close attention to data on priority schools in regards to both application and enrollment. We also pay close attention to our out of state student data. We put yearly application and enrollment data into our yearly department updates. We do not look at enrollment based on race and ethnicity, gender, or age on a regular basis. We can certainly look at this data on a regular basis to inform any changes that need to be made to the program and recruitment efforts.

D1: Past year's Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

Objectives
No Objectives have been defined

Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

2013-14 Accomplishments

The Office of Outreach & Recruitment increased visibility and strengthened our level of communication with our top 30 Local High Schools and Top 10 Feeder States in the following ways:

- Increased Outreach counselor visits to the local high schools

- Increased Email communication, Connect-Ed (text messages), social media, newsletter, and Skype   contacts

- Strengthened our relationships with Hawaii college counselors

- Met with Principals and counselors at our top feeder high schools to re-establish relationships and to find new ways to support incoming students

- Collaborated with the Welcome Center and the Assessment Center for the Admitted Student Days program to ensure students received short term educational plans and received guidance through the matriculation process

- Hosted High School Counselor Day to promote better communication between Outreach counselors and high school counselors to help new students transition to SMC

- Outreach housing resource program continues serve out of state and domestic students

- Campus tours continues to grow with our information sessions in the Outreach backyard

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

2008 Program Review Recommendations and Summary of Actions Taken:

1. **Write a complete set of SLOs for the program and begin development and implementation of the assessment process.**

Action Taken: In the 2010-11 academic year, 2 SLO's were developed and assessed. The SLO's can be found below. A brief survey was distributed to students after most presentations, tours, counseling appointments, and other Outreach events

Office of Outreach and Recruitment Student Learning Outcomes:

1. *Upon attendance or interaction with any official or electronic outreach and recruitment resource or event, domestic and out of state students will feel they are knowledgeable about the varying systems of higher education and value the benefits of attending college; which includes feeling proficient in correctly describing the purposes and functions of the various segments of U.S. higher education systems, including the four California systems (CSU, UC, CCC, and Privates), identifying the role community college play in transfer and career and technical education pathways, and assessing the social and economic benefits of attending college and earning college credit.*

2. *Upon attendance or interaction with any official or electronic outreach and recruitment resource or event, domestic and out of state students will understand and develop self-confidence in their ability to manage the enrollment process at Santa Monica College; which includes believing they are able to enroll at Santa Monica College with little difficulty and accurately identifying academic programs of interest and personally applicable student service programs.*

1. **Work with other areas to develop cohesive marketing materials that include vocational programs and special college programs and services.**

Action Taken: In the 2009-10 academic year, staff from the Office of Outreach and Recruitment began working with a consulting group to create new promotional materials to distribute to prospective students. Additionally, a new student webpage was established in 2009 to help new students access information regarding admission, majors and careers, transfer options, life on campus, and media showing SMC. Lastly, a social media presence was developed to help promote SMC. Outreach staff began using social media sites to reach out to students. The social media sites used include the following: Facebook, Twitter, and YouTube.

In the 2010-11 academic year, a set of branded and uniform publications were created to help promote Santa Monica College, student services, and academic programs. The promotional materials that were designed include the following: 1) mini view book, academic department sheets, financial aid information sheet, housing information, school visit announcements, out of area receptions and interviews, and targeted electronic messages. Outreach staff worked collaboratively with academic departments including Career Technical Education and Transfer disciplines to create the academic department sheets.

1. **Broaden the focus of recruitment beyond transferability**

Action Taken: As mentioned above, Outreach and Recruitment staff worked collaboratively with all academic departments including Career Technical Education (CTE) to develop academic department sheets. The academic department sheets describe certificates of achievement, department certificates and Associates Degree options for students. In addition to the academic department sheets, Outreach staff distributes various promotional materials like brochures and fact sheets on different Career Technical Education programs and options available to students attending SMC. These materials were created by the Office of Workforce and Economic Development and Career Technical Education faculty. Career Technical Education prepares students for entry level professional employment opportunities. Lastly, we have collaborated with CTE since 2009 to host Counselor Day. Counselor day brings between 50 to 100 high school counselors from LAUSD and other school districts to inform them about SMC student programs, academic offerings, and other services.

1. **Finish creation of outreach website(s) ensuring they are ADA compliant, align with the overall look and feel of the college website, and that important keywords are identified and embedded.**

Action Taken: A new student webpage was established in 2009 to help new students access information regarding admission, majors and careers, transfer options, life on campus, and media showing SMC. The new student webpage contains information that is relevant to high school students, and out of state students. On this page, high school students and high school counselors can access a wide variety of information about enrolling and attending SMC. All of the content is ADA compliant and the page and pages of information linked to this page look and feel like the rest of the college website.

1. Review the current practice of administering assessment testing to high school students during group visits to the campus to determine if this timing is best for accurately reflecting student scores.

Action Taken: In progress. We collected data on the 2014 Admitted Student Days (ASD) program and determined that we need more time to assess the impact of the program. Initial data shows that a high percentage of students participating in the ASD program enroll at SMC. Of the students who participated in ASD's this past spring, 94% of students enrolled in Summer 14 courses and 75% of students enrolled in Fall 14 courses. While initial results are impressive, we would like more data to determine whether to keep the program or make adjustments to the program.

1. Consider closer collaboration with vocational programs and look for opportunities to be mutually supportive.

Action Taken: As mentioned above, we have collaborated with Career Technical Education (CTE) programs, formerly known as Vocational Education, to help promote CTE educational options for students. We have promoted CTE programs by disseminating CTE program information both through brochures and by highlighting programs through our Counselor Day program every year.

1. Explore ways to better analyze and communicate the results and relationship between the number of contacts made by Outreach staff and eventual enrollment from those populations.

Action Taken: This has been an on-going effort. In 2013, we secured a contract with a technology firm called Target X/Salesforce to better communicate with, track, and create reports on prospective students. For the past year, we have been meeting with the Target X/Saleforce staff, Admissions, Telecom and Management Information Systems (MIS) staff to implement a new technology platform. The Target X/ Salesforce platform will allow us to better manage, message, track, evaluate services, and create reports on prospective students. We will be able to tell what services and events prospective students took advantage of. We will also be able to run reports on which prospective students became SMC students.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

None to report.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

None to report.

Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

Objective 1: Increase enrollment from priority domestic high schools and top feeder states by 5%

Based on the declining enrollment of both domestic and out of state students, we plan to have a greater presence at priority high schools during the coming year and spend more time in feeder states. We will accomplish this goal by reducing the amount of drop in counseling available for students and by maximizing the amount of time counselors spend at priority schools. This means Outreach counselors will have more time to spend on domestic and out of state recruitment. Additionally, applications and enrollments for both priority high schools and top feeder states will be monitored closely on a monthly basis to determine the impact of renewed recruitment efforts. Results of the monthly reports will be shared with Outreach staff during monthly meetings.

Objective 2: Assess services provided by the Office of Outreach and Recruitment consistently

We will administer our SLO survey more often and more consistently after programs and services have been offered to students. The goal will be to have a large enough sample to gauge the impact of services offered through Outreach. Lastly, we will develop and implement the TargetX/Salesforce technology platform to be able to make a direct connection between services offered by Outreach and Recruitment and enrollment to SMC. We will track the activities, and events students participated in and determine if this participation had a positive impact on a student's decision to enroll. If possible, we will ask the Office of Institutional Research to conduct some focus groups to gauge student response to services provided.

Objective 3: Increase the number of high school students participating in the Admitted Days Program

Based on ASD data from spring 2014, a large percentage of students participating in the program enrolled at SMC either for the summer or the fall term. We will increase the number of high schools participating in the ASD program and determine the impact of participation in the program on enrollment. We will make an effort to better track all of the student participants and enrollment trends. The data collected will help us make further decisions on the structure of the program and if we keep the program. If possible, we will ask the Office of Institutional Research to conduct some focus groups to gauge student response to the program.

Objective 4: Provide on-going counselor professional development that focuses on maintaining academic counseling skills

We will be providing on-going professional development for Outreach counselors to ensure they stay up to date with their academic counseling skills and SMC enrollment processes. Since the Outreach counselors function primarily as recruiters, we want to make sure our counselors understand all processes and procedures regarding enrollment and counseling to better serve students.

Objective 5: Create a five year staffing plan and implement the staffing plan

In order to help SMC meet enrollment targets, a five year staffing plan will be created and presented to the Vice President of Enrollment Development. Data and trends will be further analyzed to determine the optimal staffing pattern to support the overarching goal of meeting SMC enrollment targets during the near future.

D2: Coming year's Objectives (Moving Forward)

Objective #1
Objective:

Increase enrollment from priority domestic high schools and top feeder states

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
 Institutional Research Data

External Factors:

Timeline and activities to accomplish the objective: Staff will spend more time recruiting locally and out of state. We have the year to accomplish a 5% increase in enrollment, if the climate is right.

Describe how objective will be assessed/measured: We will use this year's data as our benchmark to strive to improve upon for next year. To reach our goal of a 5% increase for students from priority schools we need to enroll 81 more students. To reach our out of state goal we need to enroll 18 more students.

Comments: Other data to use will be the number of applications and enrollments based on MIS data.

Objective #2
Objective:

Assess services provided by the Office of Outreach and Recruitment consistently.

Area/ Discipline/ Function Responsible: Outreach

Assessment Data and Other Observations:
 Other data or observed trends

External Factors:

Timeline and activities to accomplish the objective: We will consistently administer and collect surveys after selected Outreach events throughout the year. We will use technology options available to increase the yield of surveys turned in. We will accomplish this goal by monitoring the number of turned in surveys on a monthly basis and reporting to Outreach staff the number of surveys submitted.

Describe how objective will be assessed/measured: We will make an intentional and sustained effort to continue assessing our progress towards meeting SLO's through the use of surveys. We will also use focus groups as needed throughout the year.

Comments: We will incorporate surveys into the Target X/Salesforce technology platform to be able to better assess the impact of program activities.

Objective #3
Objective:

Increase the number of high school students participating in the Admitted Days Program

Area/ Discipline/ Function Responsible: Outreach

Assessment Data and Other Observations:
 Institutional Research Data

External Factors:

Timeline and activities to accomplish the objective: We will begin inviting priority high schools to participate in the ASD program in the Fall. Schools will confirm and participate in the program in the Spring.

Describe how objective will be assessed/measured: We will track the number of students participating in ASD's as well as their progress towards enrolling into courses for summer and fall. Once final numbers are calculated and enrollment status is determined, we will create a brief report to share with staff. Based on the results of the report, we will decide to discontinue or continue the program.

Comments: We will use MIS and Institutional Research data to determine program impact.

Objective #4
Objective:

Provide on-going counselor professional development that focuses on maintaining academic counseling skills.

Area/ Discipline/ Function Responsible: Outreach

Assessment Data and Other Observations:
 Other data or observed trends

External Factors:

Timeline and activities to accomplish the objective: We will conduct trainings during Winter and Summer.

Describe how objective will be assessed/measured: Lead counselors will conduct the training. Lead counselors who conducted the training will be asked to assess the academic counseling skills of part time Outreach counselors participating in the training.

Comments: NA

Objective #5
Objective:

Create a 5 year staffing plan and implement the staffing plan

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
 Other data or observed trends

External Factors:

Timeline and activities to accomplish the objective: The staffing plan will be created during the fall 14 term. Staffing patterns over the last 6 years will be analyzed to determine the optimal staffing levels to reach SMC enrollment goals.

Describe how objective will be assessed/measured: Staffing patterns will be analyzed along with enrollment patterns.

Comments: NA

Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Committees and other activities Outreach Staff Involved In 2013-14

- VIP Welcome Day

- Enrollment Management Team

- Out of State Student Orientation

- Student Success

- Target X/Salesforce Implementation Team

- Santa Monica College and Santa Monica/Malibu Unified Educational Collaborative

- LA High Tech Pathway Development Committee

- High School Counselor Day Planning

- First Year Experience Leadership Team

- Student Success and Support Program (SSSP)

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Western Association for College Admissions Counseling (WACAC)

National Association for College Admission Counseling (NACAC)

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

Program staff are involved in different committees to support institutional programs and services. Program staff stay familiar with special programs and academic departments to better promote both to new students. Different departments and programs are invited to present to Outreach and Recruitment staff during the year. This helps Outreach counselors stay current with student support programs and academic programs.

Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Staffing and funding levels are the two primary factors impacting performance. More full time staff in the form of counselors, administrators and classified staff are needed to help the institution to meet enrollment targets.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Technology needs are high for the department. At minimum, we would need laptops and portable printers for each of the Outreach counselors to use while at the high schools. Office space and equipment for College Recruiters is limited at priority schools. As such, Outreach staff could benefit tremendously from technology resources to help them enroll and counsel new students.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Ideally, we could use one or two full time counselors, one dedicated administrator, and a full-time clerical support staff member.

4. List all current positions assigned to the program.

Outreach Staff Fall 2014:

Name and Title	% of time Devoted to Program
Dr. Roberto Gonzalez, Dean of Student Success Initiatives	15% / full-time
Trena Johnson, Administrative Assistant II	100% / full-time
Reginald Brown, Student Services Clerk	100% / full-time
Elizabeth Mejia, Counselor	100% / part-time
Stuart Ortiz, Counselor	100% / part-time
Genoveva Nieto	100% / part-time
Brenda McDonald	100% / part-time
Claudia Leotaud	100% / part-time
Matthew Williams	100% / part-time
Tanesha Williams	100% / part-time
Chris Hurd	100% / part-time
Rudy Santacruz	100% / part-time
Diane Orellana	100% / part-time

Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

There are several emerging items that may impact the program in the future. It is too early to tell the impact of items such as Student Equity, Student Success and Support Program (SSSP), funding based on completions, and Basic Skills Initiative (Student Success). For the moment, what we do know is that we are funded based on students completing steps from the matriculation process. It is important for us to create a plan to consistently implement the matriculation process college wide. These discussions have begun but are by no means over. Depending on what is decided, we will make some changes to Outreach. We will follow the state and federal mandates required of us.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Not applicable. Technology needs have already been addressed above.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Not applicable. Human resources/staffing needs have been addressed previously.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

Not applicable.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

Program yearly goals and outcomes should be better tracked on a yearly basis. After reading through all of the yearly summaries for the Office of Outreach and Recruitment, no consistent pattern emerges in terms of goals and outcomes. A clearly identified set of goals and outcomes to be used each year would help with program evaluation. Additionally, a yearly summary of data and data analysis should be included in the yearly reports. A consistent set of data to track helps with on-going program planning efforts.

6. Please use this field to share any information the program feels is not covered under any other questions.

NA

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

Executive Summary

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

CAMPUS AND ALUMNI RELATIONS

Campus and Alumni Relations is a new office in existence as a separate entity about a year. As such, this review took place sooner than would be normal but the committee anticipated a natural synergy with Outreach and Recruitment and chose to review them together. However, upon review the synergy appears more manufactured than natural with the result

that the committee elected to review the two programs separately. Thus, the committee issues a caveat that Campus and Alumni Relations is still in the development and implementation stage. The program was envisioned as a comprehensive approach to maintaining student engagement with SMC beginning while students are still at the College. As such, the office is responsible for overseeing the development and growth of the SMC Alumni Association and its sub groups, the Dale Ride internship program, and the President's Ambassadors.

The Alumni Association begins building the SMC alumni base while students are still attending SMC through the Future Alumni Club and a host of activities geared toward encouraging students to stay connected to the College. By using social media tools, building interactive venues and databases, and creating targeted events the Alumni Association has already increased visibility and participation. The Young Alumni group focuses on engaging recent graduates even as they continue their education at upper division institutions and recruits them to serve as ambassadors for SMC transfers who follow them.

The Dale Ride internship program is a long-standing program that has been moved under Campus and Alumni Relations. Every year a small group of students are selected for an internship opportunity in a governmental or public service agency in Washington D.C. underwritten by the SMC Foundation. This prestigious program broadens participant awareness of public service careers and offers a unique summer opportunity for those selected. The program attempts to match student interest with the assignment. Thus the internship venues change every year.

The President's Ambassadors program, begun several years ago, recruits and trains students who represent the diversity of the SMC student body to be student representatives for the College and the President's Office. Students receive leadership training as well as information enabling them to truly represent the College. This experience builds a sense of community while promoting service and involvement and a deeper connection to the SMC.

OUTREACH AND RECRUITMENT

The office of Outreach and Recruitment is responsible for the recruitment of domestic and out of state students. To do this, staff maintains strong relationships with local high schools, community organizations, out of state high schools and the SMC community.

The office operates from a one-stop-shop perspective. Once contact is made with a student the Outreach counseling staff works with the student through the matriculation process providing application assistance, assessment preparation, assessment, transition services and educational planning. They also provide financial aid assistance and manage or participate in on-campus activities for new and prospective students. As Outreach and Recruitment targets high school students, this approach creates a transition for students from the first contact.

The Office of Outreach and Recruitment sets enrollment targets and uses historical enrollment data to develop an annual plan. As the College is committed to serving low-income, first generation, and underrepresented students this data is also factored into the plan. Outreach maintains a counselor presence at over 100 high schools in Southern California. In addition to local high schools, Outreach counselors also serve selected high schools in the College's top feeder states. High schools served are organized into three priority levels with first priority schools receiving the most contact.

Building strong relationships with the high school counselors at priority schools and providing a broad range of information and services has strengthened the impact of outreach efforts. However, as the report indicates, the focus of recruitment fluctuates between local recruitment and out of state recruitment to respond to external factors to ensure the

College reaching enrollment targets. One strategy by which Outreach tries to compensate for shifts in budget and recruitment priorities is to use newer technology to maintain a basic level of contact with priority schools and students, especially those that are out of state. Outreach counselors employ texting, Skype, and other methods of direct communication to supplement in person contact, as well as using social media (Facebook, Twitter and YouTube) to more broadly connect to prospective students.

In addition to regular visits to priority high schools, Outreach counselors conduct campus tours and information sessions for prospective students, participate in Counselor Days for local high school counselors and Admitted Student Days for accepted high school students to complete much of the matriculation process, represent SMC at college and community fairs, and collaborate with other departments in efforts to connect with, recruit, and support new students.

Development of a five year recruitment plan, in conjunction with Enrollment Management, that could be adjusted annually based on data results and budget vicissitudes would help both the institution and staff plan more effectively. Additionally, having up-to-date, portable technology for the Outreach counselors to use when visiting highs schools would improve their ability to comprehensively counsel and enroll prospective students on the spot.

Program Evaluation

CAMPUS AND ALUMNI RELATIONS

As a new office, goals have been established for each program but UOs have yet to be fully articulated. However, specific data has been identified, collected, and analyzed , parameters for evaluation of program element effectiveness developed, and structures for regular feedback and assessment implemented.

OUTREACH AND RECRUITMENT

Outreach and Recruitment regularly reviews disaggregated enrollment data, along with data from priority schools, and analyzes it to inform planning. This information also provides concrete evidence of unit effectiveness in contributing to meeting institutional enrollment goals. For example, the number of first time freshman enrolling at SMC from local and priority high schools has dropped since 2009. One significant factor in this decline was the fiscal crisis which resulted in fewer class offerings and a decrease in the number of counselors assigned to Outreach. An unrelated factor is the declining size of senior classes in most priority high schools. Fewer seniors to recruit from means fewer students enroll at SMC.

The budget crisis of recent years severely impacted Outreach efforts. However, continuously monitoring data and working with Enrollment Management has allowed Outreach to adjust strategies for recruiting students. From the data it appears that Outreach efforts are helping to increase the numbers of underrepresented students as the percentages recruited from priority schools are higher than that of the total SMC student population. Thus Outreach is positively impacting the institutional goal of reaching more underrepresented students. However, it appears that identifying and collecting a more consistent set of data would help program evaluation efforts.

Outreach has identified two SLOs, which are assessed by survey after presentations, tours, counseling appointments and other events. SLO assessment data is reviewed annually by Outreach staff and adjustments to services made accordingly. However, administration of the surveys has been inconsistent in response level which is likely to impact the validity of conclusions drawn, especially in years when survey numbers are low.

Staff are in the process of working with Target X/Salesforce to implement a new technology platform that will allow Outreach to better manage, message, track, evaluate services and create reports on prospective students. Once in place, this system will

provide more detailed data to better inform planning and decision-making.

Commendations

CAMPUS AND ALUMNI RELATIONS

Campus and Alumni Relations is commended for:

1. Impressive level of outreach and the number of events organized in a short time.
2. Successfully the Dale Ride and President's Ambassador programs with growing the alumni base.
3. Expanding databases and methods of communicating with alumni

OUTREACH AND RECRUITMENT

The committee commends Outreach and Recruitment for:

1. Acquisition of Target X/Salesforce technology.
2. Increasing counselor contacts with local high schools.
3. Website improvements.
4. Maintaining high school relationships in the face of severe cutbacks.

Recommendations for Program Strengthening

CAMPUS AND ALUMNI RELATIONS

The committee recognizes this is a nascent office that has accomplished a lot in a short time with some program elements yet to be fully articulated and implemented. To further strengthen the programs the committee recommends Campus and Alumni Relations consider the following:

1. Develop a comprehensive evaluation plan for all programs under the office to inform planning and assessment of program effectiveness.
2. Articulate UOs so that they are clearly measurable.
3. Look for ways to partner with other areas of the College to adapt tools such as Target X/Salesforce already acquired by other programs for effective use by Alumni Relations.
4. Articulate strategies for strengthening collaboration with the SMC Foundation to increase giving as a by-product of Alumni Relations engagement building.

OUTREACH AND RECRUITMENT

The committee acknowledges that Outreach and Recruitment is emerging from a period of severe cutbacks in services and staffing recommends Outreach and Recruitment consider to the following to further strengthen the program:

1. Engage in more consistent and comprehensive assessment of SLOs.
2. Identify a consistent set of data to be tracked and used for program evaluation.
3. Systematically document how the data informs planning.
4. Develop a long range staffing and recruitment plan.
5. Assess students' preferred methods of communication and develop a plan based on the results.

Recommendations for Institutional Support

OUTREACH AND RECRUITMENT

1. Consider acquisition of portable technology to enable the delivery of services by Outreach counselors at any location.

Attached File Upload

Attached Files