STUDENT SERVICES PROGRAM REVIEW

SELF STUDY TEMPLATE

GROSSMONT COLLEGE

Name of Department or Program:	Outreach Department
Writing team:	Heriberto Vasquez, Outreach Coordinator
Writing semester:	Fall 2018
Presentation semester:	Spring 2019

STUDENT SERVICES PROGRAM REVIEW

The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

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SECTION 1 – MISSION & OVERVIEW

Name of Program:	Outreach Department

PURPOSE OF SECTION 1.1 - 1.3: To help the committee understand how the department/program supports the mission of GC.

> **College Mission:** *"Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities."*

> ***Note: College mission statement is currently under revision***

1.1 Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of GC.

Program mission:	Grossmont College's Outreach Department is committed to ease educational access, inspire lifelong learning, promote academic programs as well as student services, and strengthen communities through intentional recruitment of academically, financially, and/or historically disadvantaged students via outreach activities on campus, at local area schools, community centers, religious organizations, non-profit organizations, businesses, and more.
Relationship to College mission:	The Outreach Department supports the College Mission by empowering students to pursue their hopes, dreams, and full potential at Grossmont college through our outreach and recruitment events and activities. Keeping educational access at the center, our program's mission strives to inspire the members of our local community to envision themselves pursuing their hopes, dreams, and full potential within our exceptional learning environment and student resources. We strengthen the community through the recruitment of diverse students who can develop into leaders and thoughtful citizens.

1.2 Please describe the process your department uses to review and revise its mission statement.

Comments:	The statement is reviewed by all Outreach personnel (including student hourlies) during the spring retreat. The Outreach Department reviews work that was completed during the fall semester and then looks how the work aligns with the mission and then will determine if the mission needs to be edited. The department is focused on upholding the mission and making sure the work aligns.

1.3 Did your department make any changes to its mission statement in this program review cycle?

Comments:	The mission has not been edited as this is the first program review cycle. During this Spring 2019 training our outreach staff and students will come together to review and revise the mission statement. It will then be submitted to our Associate Dean and Vice President for approval.

PURPOSE OF SECTION 1.4 – 1.10 **To help the committee understand the history of the department/program, target populations, services provided, department staffing, contributions to student success, and collaboration across the campus.**

1.4 **HISTORY**: Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

History:	Grossmont did not have a coordinated Outreach Department. Outreach was the responsibility of each individual program as well as through academic departments. It was not until Grossmont became an Achieving the Dream School that the work began to identify what the Strategic Plan was going to focus on. In response to the analysis of challenges and opportunities and the review of evidence, the Grossmont College community identified three key priorities to enhance student success: enhanced outreach, student engagement, and comprehensive retention. Under this framework the goal of Outreach is to reach out to prospective Grossmont students and their families; recruit academically or financially disadvantaged students; serve as a liaison between campus departments and the district, local high schools and the community. Outreach focuses on the following: • Conduct outreach to prospective Grossmont students and their families • Recruit academically or financially disadvantaged students • Serve as a liaison between campus departments and the District, local high schools, and the community • Create information, marketing and communication materials for prospective and incoming students • Deploy well trained student ambassadors throughout the greater San Diego area • Conduct a wide range of outreach events such as open houses, workshops, participation in community cultural events, and activities to help new students prepare for assessment into courses Outreach started out as a vision on a piece of paper and the timeline below shows how it has come to life. **Timeline:** September 2016 – Hired Outreach Coordinator (Heriberto Vasquez) October 2016 – Successful Campus-wide Outreach Event (Fall Preview) Coordinated by Heriberto Vasquez Spring 2017 – Outreach moved from under Admissions & Records to its own department under the leadership of Associate Dean of Student Services Spring 2017 –Outreach Ambassadors hired solely for Outreach Purposes Spring 2017 – Training with Title V Peer Mentors and Ambassadors Co-coordinated with Faculty Irene Palacios Spring 2017 – Grossmont College Outreach Brochure for Grossmont College Spring 2017 – Successful On-Boarding (matriculating services) in collaboration with SSSP of GUHSD schools assigned to Grossmont College Summer 2017 – Established Welcome Desk in Building 10 lobby Fall 2017 – Grossmont College hosts GUHSD "Got Plans?" College Fair. Over 4,000 attendees. Spring 2018 – Hosted ECEA event with 400+ students

1.5 **SERVICE POPULATION**: What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

Population:	Outreach touches all parts of the local community. Our focus is to pursue our local high school population as well as to serve East County and Greater San Diego Area in person as well as online through our YouTube tutorials and social media pages. The data below shows the student education status as well the student enrollment status which shows the breakdown of students by age, gender and ethnicity.

	Fall 2016	Fall 2016	Spring 2017	Spring 2017	Summer 2017	Summer 2017
	Credit Student Count	Credit Student Count (%)	Credit Student Count	Credit Student Count (%)	Credit Student Count	Credit Student Count (%)
Grossmont Total	17,849	100.00 %	17,320	100.00 %	6,073	100.00 %
College Degree Total	801	4.49 %	844	4.87 %	280	4.61 %
Received a Bachelor degree or higher	732	91.39 %	766	90.76 %	263	93.93 %
Received an Associate Degree	69	8.61 %	78	9.24 %	17	6.07 %
High School Graduate Without A College Degree Total	15,939	89.30 %	15,466	89.30 %	5,271	86.79 %
Foreign Secondary School Diploma / Certificate of Graduation	1,467	9.20 %	1,532	9.91 %	361	6.85 %
Passed the GED, or received a High School Certificate of Equivalency	760	4.77 %	678	4.38 %	251	4.76 %
Received a California High School Proficiency Certificate	177	1.11 %	157	1.02 %	46	0.87 %
Received High School Diploma	13,535	84.92 %	13,099	84.70 %	4,613	87.52 %
Not A High School Graduate Total	192	1.08 %	184	1.06 %	61	1.00 %
Currently enrolled in adult school	52	27.08 %	57	30.98 %	26	42.62 %
Not a graduate of, and no longer enrolled in high school	140	72.92 %	127	69.02 %	35	57.38 %
Special Admit student Total	330	1.85 %	318	1.84 %	316	5.20 %
Special Admit student currently enrolled in K-12	330	100.00 %	318	100.00 %	316	100.00 %
Unknown Total	587	3.29 %	508	2.93 %	145	2.39 %
Unknown / unreported	587	100.00 %	508	100.00 %	145	100.00 %

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The Outreach Department based on the data targets the following:

Title 1 High Schools (free or reduced lunch schools)
Adult and Re-Entry Students (students age 30+)
First Generation College Students
Students with varying abilities
Spanish Speaking Community
Arabic Speaking Community
Farsi Speaking Community

Needs:	Starting with the inception of Outreach, we have constantly evolved to meet the needs of the students we serve. The needs are based on students telling us, first hand, what it is that they would like to see or what could have helped them as they began their path at Grossmont College. We realized that students whose native language is not English face barriers to understanding the complex processes of entering a community college. Students need a variety of resources such as translation of materials (presentations, brochures, literature, etc.). Additionally, through the Welcome Desk Assistance Survey, we found that students need hands-on assistance with completing the college application, online orientation, finding their registration date, assisting registering for classes, as well as other actions within WebAdvisor. (See Appendix for Survey)

1.6 **SERVICES**: Please list and describe the services provided through your program. (Add rows as needed.)

Service:	Description:
College Visits (GUHSD)	During the Fall semester student Outreach Ambassadors are assigned throughout all 12 Grossmont Union High Schools (our feeder schools) to promote Grossmont and the district as a whole. Student Ambassadors provide information regarding programs, services, dual enrollment courses, etc., as well as assisting students complete applications and follow up questions. **Fall 2017 (Students assisted 288)** **Fall 2018 (numbers being calculated)**
Welcome Desk	First-Stop information desk with very knowledgeable student ambassadors who guide current and potential students, as well as community members, as they step onto the college. Outreach Ambassadors provide information and assist with GC applications and web advisor/self-service registration facilitation, and other services. **2017-18 (times a student was assisted 18,212)** **Fall Semester 2018**
Campus Tours	Outreach provides 45 minute presentation on services and academic programs as well as a 1 hour comprehensive informative tour, a 30 min loop tour guided by our student Outreach Ambassadors, or a self-guided tour of campus. The tours are given to prospective students and their families, high school and middle school groups, as well as community groups/organizations. Anyone can request a tour via our Grossmont college website button titled (request a tour). **2017-18 2,152 campus visitors** **2018 – 19 400 campus visitors**
Griffin Coyote Connection (SSSP Collaboration)	Districtwide program created to provide support for the matriculation process during spring semester in efforts to increase access and help ease student's transition to GCCCD. **Spring 2017 – During the Spring semester we saw approximately 1,200 students the total amount of units enrolled directly impacted by our effort was 6,591 units.** **Spring 2018 – We are currently about to begin our matriculation services, data will not be available until the first week of Fall Semester.**
Social Media & Online Support Content *People Reached: The number of unique accounts who viewed posts and stories.*	Outreach continues to create engaging, attractive, appealing, and pertinent content to expand Grossmont College's online footprint as well as marketing items in order to attract online visibility. We began developing a series of tutorial videos titled "How To" in order to assist prospective and current students do a variety of things from applying to the college, paying fees, registering for classes, and checking their financial aid award, among many others. We cross-promote all of our content among all of our social media pages, as well as promote the different GC related social media accounts (ASGC, Umoja, Athletics, etc.). Below are some interesting statistics to our social media pages. **FACEBOOK:** **People Reached* - 32,031** **Likes – 213** **Comments – 1,109** **Reactions** – 2,694** **YOUTUBE:**

*Reactions: A response to a Facebook post in which a person chooses one of several emoticons (thumbs up, heart, laughter, surprised, sadness, anger) to indicate their feelings about the specific post/content. ***Impressions: The number of times your post/stories/profile were on a screen (tablet, phone, computer, etc.)	**Subscribers – 38** **Likes – 141** **Comments 12** **Views – 6,000** **INSTAGRAM:** **People Reached* – 23,313** **Likes – 4,480** **Comments – 136** **Views – 5,126** **Impressions*** – 36,520**
Community Engagement	Through presentations, tabling, and volunteering, this activity promotes visibility out in the greater east county region and provide information regarding programs and services available to them via Grossmont College. **2017-18 5,386 community members reached** **Fall 2018- 4,750 community members reached (42 events) and counting…**
Registration Labs	During registration season (summer and fall) we provide registration assistance labs to help new or returning students register for their classes, especially with the new "Self-Service" website. **Fall 2017 Not applicable / activity was not established** **Fall 2018 86 students who attended enrolled in 429.5 Units for Fall 2018**
Outreach Event Collaboration	The outreach department supports staffing on-campus departments that engage with the outside community (English & Social Behavioral Sciences Outreach, career center / adult re-entry, First Year Experience, SSSP, Financial Aid, etc.)
Griffin Experience	The outreach department collaborated with SSSP to create a student centered event focused on assisting students get acclimated to their new environment. Students are able to receive a student success kit (Scantron, Pencil, Pens, Notebook, USB, high lighters, and notecards), a detailed tour which demonstrated where their physical classes would be located, and their Grossmont College student ID cards. **Summer 2017 – 300 students served** **Summer 2018 – 110 students served (drop due to room capacity/availability)**

1.7 **STAFFING**: The committee is interested in knowing about the people in your department and what they do. Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Add rows as needed.)

Position/Name:	FTE:	Responsibilities:
Outreach Coordinator Classified Supervisor	1	Coordinate Outreach activities to ensure college outreach goals, education alliance goals, as well as district wide outreach goals are met. Correlates outreach related activities with outside community groups; community organizations, GUHSD, and other community groups.
Student Services Specialist	1	This full-time classified employee is responsible for assisting in the coordination and preparation of outreach activities, as well as handling the day to day operations of the Outreach Department.
2 Student Resource Specialist	.625	Assists with special functions such as video/photography, digital designs, social media, analytics, and other duties essential to the online visibility of Grossmont College. The resource specialist provide leadership to ambassadors during high

		demand periods as well as assist in the training of ambassadors. They also assist in event attendance and staffing.
2 Lead Ambassador	.625	Lead ambassadors are the point of contact for the ambassadors when creating their schedules and support event staffing. The lead ambassador is also charged with keeping uplifting the morale of their peers during high foot traffic.
10 Ambassadors	.625	Promote Grossmont College's academic programs and student services through campus tours, answering multi-line phone calls, and facilitating presentations and workshops on and off campus. They represent the college in community events and are the face of the College.

1.8 **STUDENT SUCCESS**: How does your department/program contribute to student success outcomes (i.e. GPA, transfer, completion of educational goal, retention, and capacity for future success)?

Comments:	The Outreach Department provides information to high school students, parents, faculty, and the community to educate and promote the value of a lifelong education, and to recognize Grossmont College as a valuable educational option. The Outreach Department is dedicated to maximizing student access to Grossmont College and to providing support and information for the transition to college regardless of age and background.

1.9 **STUDENT EQUITY**: Describe how your program identifies and responds to the unique needs of special populations?

Comments:	Outreach continues to respond to the needs of special communities in a holistic approach; surveying, hiring, training, and taking action.
	Surveying: Through a thorough examination of our campus data specifically relating to the initial application, provided by CCC Apply, we analyze age, English language learners, and other demographics (ethnic, first generation college students, residency, etc.). We have analyzed this data after students have been recruited and enrolled in courses, typically during the beginning of the fall semester.
	Hiring: Outreach hires skilled student hourly employees who represented some of the demographics that have been historically affected, and continue to be disproportionately affected at the college including students who identify as; males, speakers of other languages at home, first generation college students, low-income or low socioeconomic, undocumented status, African American students, Foster Youth, Latinx students, athletes, older students, as well as LGBT students (who seem to still be invisible in our current data). These self-identifications were provided verbally during our student interviews for Outreach Ambassadors.
	Training: Consistency is the key to effective training. Outreach performs two types of trainings: Break trainings (happening during academic breaks and are comprehensive in nature) and Weekly trainings (happening at the end of every week). These trainings incorporate cultural awareness workshops regarding differing student populations and sometimes include bringing professional speakers to speak regarding the population they serve. These trainings also provide a comprehensive view of all the academic programs, services to students, as well as pertinent knowledge regarding our community partners like the Grossmont Union High School District and other community organizations. We teach our Outreach team, student employees as well as full-time classified staff, the skills necessary to interact with ALL prospective students; by emphasizing to go above and beyond in assisting students. Whether that means standing in line with the student while waiting for a department clerk, or walking them to the far end of campus.

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<td>Taking Action: Taking action is crucial to continually address the concerns of the students as they are uncovered. One example is the Grossmont Outreach YouTube site. Outreach took action when needed to explain how to crash a course to incoming students. This video has over 1,315 views and counting. Another need was to assist students in their native language as ambassadors realized at the Welcome Desk the varying languages that are requested at the welcome desk. The most common are (Spanish, Arabic, and Farsi). In doing so we are able to assist students who speak those languages with their applications to the college, registration of classes, or simply checking their financial aid, when staff that speaks those languages are not present. Additionally, we collaborate with departments to provide outreach opportunities to those students who prospectively can find a community amongst programs like EOPS, A.R.C., Dream Center, CalWorks, Umoja, Puente, & First Year Experience, Student Engagement Center; or other historically marginalized communities.</td>
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1.10   **CAMPUS COLLABORATION:** Please describe how your program currently coordinates with other programs on campus. (*Note: Plans for new and improved partnerships are included in Section 4*).

Partner	Activities
Student Success & Support Programs	- Student Success Fairs: Outreach staff has assisted in the preparation and support during the student success fairs in the main quad. - Fast Friday: Outreach staff assisted in the first of its kind one-day matriculation (on-boarding) process, where prospective students were able to complete applications, orientations, English and Math placement, and advising. - Super Saturday: Outreach staff assisted in the weekend matriculation process (on boarding) where prospective students were able to complete orientations English and Math placement, and advising. - Parent Orientation: Outreach staff assisted in evening Parent Orientations with logistical support, presentations, tours, and Ambassador Student Panel.
Career Center - Adult Re-entry	- Adult Re-Entry Open house: Outreach staff assisted in the preparation and provided support during the adult re-entry yearly open house which focuses and introducing community members to college and career opportunities - Career EXPO: Outreach staff assisted with logistical support and provided tours for prospective students in attendance. This yearly event focuses on Industry & Career promotion to all Grossmont College students and prospective students as high schools are also invited. - Career Center & Adult Re-entry Staff trainings: The Outreach Coordinator facilitates workshops for the center's staff and student hourly employees focused on cultural humility, leadership, teambuilding, and student centered service.
Title V	- First Year Experience Orientation: Outreach assisted in delivering tours to first-time to college students participating in the First Year Experience Program (Hispanic Serving Institution Grant). - First Year Experience Parent Orientation: Outreach assisted in delivering multilingual (Arabic, English, Spanish) tours to parents of first-time to college students participating in the First Year Experience Program (Hispanic Serving Institution Grant). - Peer Mentor Training Collaboration: Outreach collaborated with the Peer Mentor Coordinator to develop a training for both the Outreach Ambassadors and Peer Mentors.

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	- Community Outreach: Title V (First Year Experience) continues to support and collaborate with Outreach in several community events and college fairs as well as assistance in application workshops and presentations.
Student Affairs	- Week of Welcome: The Outreach Department assisted in the coordination of week of welcome information booths, provided staff for booths, and even created a 4th information tent/booth to assist students during the first days of classes.
Counseling Office	- Provide tours to counseling classes: The Outreach Department collaborated with the Counseling Department by providing tours to new students taking counseling courses in order to assist students get acquainted with services provided in their new college environment. - Spring Registration Labs: During the spring semester Counseling leads the registration labs for returning and new students who might need assistance. Outreach Department provided well trained staff to assist with this effort.
Financial Aid	- Attend community events together: Financial Aid continues to provide valuable outreach to the community via presentations, fafsa/daca completion workshops, and tabling. Financial Aid shares dates to add to our districtwide outreach calendar. - Financial Aid Cal-SOAP trainings: Outreach hosted a training provided by CA Student Aid commission certified trainer and invited Grossmont College financial aid student hourly employees.
English & Social Behavioral Sciences Division	- Gompers Preparatory Academy School Visit: Dean Albaran invited Gompers Prep Academy to visit Grosmont College and the Outreach Department assisted in the coordination of the event, including with the purchase of food as well as providing tours via our Outreach Ambassadors.
Grossmont Cuyamaca College Promise (ECEA)	- Outreach staffed a kiosk during the 2018 Summer and Winter at a Parkway Plaza mall in El Cajon. We provided district-wide general information about academic and support programs our district has to offer. - GUHSD Back to School Nights: during the fall semester Grossmont union high schools have an open house type event and invite parents and students from all levels to participate. The Outreach Department was present throughout all high schools to provide general information about Grossmont College.
Allied Health & Nursing Program	- Matador Academy Visit: The Outreach department coordinated an immersive visit from Mt. Miguel to the Allied Health & Nursing Program. The visit includes sitting in on two lectures as well as actively participating in a lab. Outreach provided transportation and lunch for the students. - Sweetwater Schools Visit: The outreach department coordinated logistical support for this visit including lunch, as well as a general campus tour, and college gear for the prospective students.

SECTION 2: ALIGNMENT WITH COLLEGE STRATEGIC PLAN

PURPOSE OF SECTION 2.1 & 2.2: **Please demonstrate how your department/program links into GC's strategic plans of Outreach, Engagement, Retention and Institutional Capacity.**

Outreach
High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College. Outreach extends from first connection with potential students to enrollment in a class.

Engagement
A culture of participation among the College community, connecting to specialized events on campus that address cultural competency, social justice, student leadership development and advocacy.

Retention
A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals at Grossmont College.

Institutional Capacity
The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.
- Use of **information technology** & **institutional research**
- Process for **identifying achievement gaps**
- Process for **formulating and evaluating solutions**
- Commitment to and capacity for **data-informed decision-making**

2.1   Summarize your program strengths in the following areas (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	The Outreach Department continues to provide authentic and intentional outreach activities on and off campus. The strength of our program is the student centered training of staff and hourly employees which is continual, as it happens every Friday at the same time in the same location and a week long training twice a year (Fall and Spring). The student ambassadors are really the essence of outreach as they the ones who are deployed to perform various activities under the supervision of the outreach coordinator. Another strength of the department is the overall diversity in staff. From lingual and ethnic diversity to religious and gender or sexual identity, our staff is open and understanding of one another. This is a strength because we are able to represent not just one aspect of our local community but all identities represented throughout our community.
Engagement	The outreach department has committed to the development of engagement activities for Grossmont College. We continue to actively participate and be visible during on campus events as student success fairs, or common ground conversation with the coordinator for student engagement. During spring recruitment season, we actively promote student clubs and organizations as well as ASGC. Additionally, the Outreach Department offers other departments' staff and student hourly training with workshops that further cultural competence, social justice, student leadership development advocacy and professional development, among other foci.
Retention	Our ambassadors are knowledgeable of all the programs and services Grossmont College offers. With such knowledge, they are able to direct the students in the proper routes if they needed help when struggling in classes, or are simply looking for ways to achieve their goals. Though the outreach student ambassador program varies from 10 – 18 students semester by semester, we constantly check in on their academics to connect them with proper support services and academic tutoring. Our ambassadors are consistently performing better than their peers and continue on their educational path to complete their degree. Thus far we have

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	had 5 Ambassadors complete their degree and transfer to their college of choice including SDSU, UCSD, UC Irvine, UC Berkley.
Institutional Capacity	One of the strengths for institutional capacity has been the creativeness and improvisation of our department. When the welcome desk idea was created and the space was approved via the presidents cabinet, we did not wait until the space configuration or furniture was decided on (that process is still going on now). We took initiative and purchased four 6 foot long tables and covered them with Grossmont College table cloths and began to provide our services, which were in dire need as students were standing in lines and going from one counter to another trying to figure out where it is they need to turn in a form.

2.2   Summarize your program challenges in the following areas (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	One issue facing the Outreach is the lack of internal systems to accurate and relevant data collection that correctly demonstrate first contact to enrollment in class. Currently we deal with Google spreadsheets during recruitment events and we cannot decipher whether the students who come in contact during community events actually enroll at our college without our staff individually checking each student for enrollment on Ellucian's Colleague. The district purchased a CRM component to Ellucian in order to track prospective students through to applications. This will assist us in seeing which community events yielded the most applications, however it will not be able to identify whether students enrolled into courses.
Engagement	There is opportunity to collaborate more with the Engagement Coordinator and with the new Director of Student Development as it is a new area and is being developed. This is not a challenge but an opportunity to enhance our services.
Retention	In the continuing effort to provide improved services to students, staff development opportunities are an integral component of the Outreach Program. In the future, the Outreach Program would benefit from the stability of a permanent fulltime Outreach Front Desk Assistant for the welcome desk. This position would allow our department to meet the increasing demand for Outreach services on and off campus. In having a dedicated fulltime front desk assistant we will be able to continue providing relevant and pertinent information to our students who are struggling and perhaps create a streamlined Student Services to Grad Coaches pathway for our students to continue in their educational pathway.
Institutional Capacity	In regards to Institutional Capacity, space continues to be a challenge the department faces. Though hired in 2016, the Outreach Coordinator received an office in July 2018 in the counseling department but still is lacking an overall space for the Department to house the ambassadors as well as a presentation room that prospective students and families can feel welcomed and receive information as other institutions do. The Outreach budget is made up of several different funding sources and varies from each year in regards to funding, therefore it would be beneficial to have a sustained budget from year to year. Lastly, the Outreach Program develops informational and promotional material for each of our key programs, like Fast Friday, Super Saturday, Griffin Experience as well as the campus as a whole. Continuing to provide an operational budget is important for future growth in marketing, recruitment and retention. We have collaborated with the director of marketing and community relations to print some items but we do not have a consistent support for these items. *(see appendix for Grossmont College Brochure created via Outreach Department)*

SECTION 3: PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 3.1 & 3.2: **To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.**

3.1   Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section (duplicate table as needed).

SSPR Recommendations:	N/A
Response to Recommendations:	N/A

SSPR Recommendations:	N/A
Response to Recommendations:	N/A

SSPR Recommendations:	N/A
Response to Recommendations:	N/A

3.2   If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

Comments:	

SECTION 4 – STUDENT OUTCOMES

PURPOSE OF SECTION 4.1 & 4.2: **To access practices used to achieve Student Service Outcomes (SSOs) and Student Learning Outcomes (SLOs). SSOs and SLOs allow faculty, staff, administrators, and institutional researchers to assess the impact of services and instruction.**

Grossmont College Student Services Outcome:

Students will have access to a spectrum of services that respond to their needs, provide quality information, and are delivered with authentic care.

Note: Inquiry questions are intended to guide departments and programs in reflection about their services, successes, challenges, and goals. Each individual department or program is invited to identify its own unique approach in addressing the various components

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Inquiry questions…	
Access	How many students can we serve? What is our capacity? How many students do we turn away? How long do they have to wait for help? What is the process to request and receive assistance?
Services	What types of resources do we offer? How do students know about them? How do they know which one is right for them? Do we have an effective referral process across departments?
Needs	Have we asked what students need? Is our service plan designed to respond? Do we recognize the patterns of service demand? How do we take into account the needs of underserved populations?
Quality information	How do we stay updated? How do we foster collaboration with instruction? How do we participate in campus initiatives? How do legislative decisions affect us? What tools and resources make us more effective? How do we ensure that all department members have access to relevant training and information? How are trainings scheduled to have the least impact on student access?
Authentic care	What is the "tone" of our written communications (letters, email, webpages, and counter signage)? Is our messaging clear and comprehensible? How do we convey our commitment to service? Do we listen to students' concerns and frustrations? Do we have a strategy to improve their experience and build their confidence?

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4.1 How does the population you serve assess your department/program? Describe various methods by which students provide feedback to your department or program.

Comments:	- Students have the opportunity to provide feedback verbally at the very end of our presentations. That feedback is then provided to the Outreach Coordinator. - Campus Visitors have the opportunity to submit a campus visit post survey provided to them via Google Forms. - Ambassador to Ambassador Kudos - where our service recipients provide kudos to the ambassadors that assisted them and are recognized during our Weekly Friday Trainings - Students who are assisted by our welcome desk staff can provide feedback through the Welcome Desk Assistance Google Form. – More than 570 surveys have been completed since we implemented the – when do students complete the survey? SHOWCASE MORE INFORMATION - Grossmont Cuyamaca College Promise event surveys. We are in the process of shifting our assessment of the services provided to a before an after method which will inquire about their prior knowledge of the campus and the knowledge acquired by the services we provided. - Pre and Post tour surveys - Pre and Post presentation surveys

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Commented [7]: al - are the kudos verbal or are these part of post surveys that are then shared at Friday trainings?

Commented [8]: al - is each student asked if they would like to provide feedback? How are they encouraged to complete it?

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4.2   Student Service Outcomes (SSO):
➤ As a result of participating in the Outreach Campus Tour, prospective students will demonstrate increased desire to attend/or see themselves attending Grossmont College.
➤ Students who visit the Welcome Desk will be provided with general information about the college as well as hands on assistance to complete all matriculation (on boarding) services: application, orientation, assessment, and online education planning tool. These services shall be rendered with authentic care.
➤ Enhance the overall awareness of San Diego County regarding Grossmont College's academics and student services.

Please use the table to fill in the appropriate information regarding:
● Department/program SSO to be measured
● Indicate linkage to the GC Student Services Outcome (checkbox)
● Assessment Tool - Briefly describe assessment tool
● Next Steps/Timeline– Indicate 4-semester plan to implement the SSO assessment process

GC SSO components (Check all that apply) X Access ☐ Services ☐ Student needs X Quality information X Authentic care	Dept/Program SSO	As a result of participation in the Outreach Campus Tour, prospective students will demonstrate increased desire to attend /or see themselves attending Grossmont College.		
	Assessment Tool	The assessment for this will be a post tour survey which they can complete after the tour or at the comfort of their own home.		
		Next Steps & Timeline		
Semester: Spring 2019	Semester: Summer 2019	Semester: Fall 2019	Semester: Spring 2019	
Development and implementation of assessment tool (post-survey)	Evaluation and Tabulations of surveys to present to department meeting as well as Student Services Council	Utilize gathered data to update Tour or Fall training to improve towards reaching goal	Gather post surveys and continue to evaluate/tabulate in order increase quality of service	

GC SSO components (Check all that apply) X Access X Services X Student needs X Quality information X Authentic care	Dept/Program SSO	Students who visit the Welcome Desk will be provided with general information about the college as well as hands on assistance to complete all matriculation (on boarding) services: application, orientation, assessment, and online education planning tool. These services shall be rendered with authentic care.
	Assessment Tool	A Welcome Desk Assistance Post Survey proctored via Google Doc. Each student who receives more than directional or general informational assistance will receive be guided to this form already saved on a surface pro at the welcome desk. (See Appendix for full survey)
		Next Steps & Timeline

Semester: Spring 2019	Semester: Summer 2019	Semester: Fall 2019	Semester: Spring 2019
Continue to gather surveys for review and tabulation during summer.	Evaluation and Tabulations of surveys to present to department meeting as well as Student Services Council	Utilize gathered data to update Tour or Fall training to improve towards reaching goal	Gather post surveys and continue to evaluate/tabulate in order increase quality of service

GC SSO components (Check all that apply) X Access ☐ Services ☐ Student needs X Quality information ☐ Authentic care	Dept/Program SSO	Enhance the overall awareness of San Diego County regarding Grossmont College's academics and student services.
	Assessment Tool	Number of community engagement events Outreach participates in.
	Next Steps & Timeline	
Semester: Spring 2019	Semester: Fall 2019	Semester: Spring 2019	Semester: Fall 2019

4.3 Student Learning Outcomes (SLO): Workshops

GC SSO components (Check all that apply) ☐ Access X Services ☐ Student needs X Quality information X Authentic care	Dept/Program SSO	AMBASSADOR TRAINING SLO (LEARNING) Confidence in delivering information; Knowledge correct and up to date; motivation to succeed in their coursework, as an ambassador, as a student leader.
	Assessment Tool	The assessment tool is a Post-Survey proctored daily after each day of training. It is a Google Form to be completed via their cellphones, tablets, laptops, or smart device.
	Next Steps & Timeline	
Semester: Spring 2019	Semester: Fall 2019	Semester: Spring 2020	Semester: Fall 2020

INSTITUTIONAL LEARNING OUTCOMES

PURPOSE OF SECTION 4.14: **To describe how Institutional Student Learning Outcomes (ISLOs) are supported by your department/program.**

4.14   Check each ISLO supported by your program. Please describe <u>two examples</u> of how the work of your department or program links to the <u>*selected ISLO(s)*</u>.

ISLO		Description
X	**Critical & Creative Thinking**	Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion. Students will analyze, connect, and synthesize ideas in order to creatively solve problems. Students will demonstrate competence in interpreting and working with quantitative and qualitative data to weigh evidence, support arguments, and solve problems in everyday situations.
	Comments:	- Students have the capacity to analyze the various majors, programs, services, and form an opinion as to which programs they want to apply, what major/career they want to choose. - Outreach creates videos that students can use to analyze, connect, and synthesize ideas to solve their problems. Whether it is registering for courses, finding their student ID number, or paying for classes, etc.
X	**Communication Skills**	Students will communicate effectively through reading, writing, speaking, and listening.
	Comments:	- Students will participate in active listening through engaging tours and presentations provided by the outreach department's staff. - The Outreach videos help support the development of listening skills as they have to follow the steps to "crash a course" or "register via self-service" videos. - Our Outreach Student Ambassadors are trained to hone their communication abilities via presentations, discussions/dialogues, during our spring and fall trainings.
X	**Global & Local Perspectives**	Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live. Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.
	Comments:	- The outreach student ambassadors have been trained and will continue to be trained to demonstrate sensibility and humility pertaining to individuals of diverse backgrounds, perspectives, and values. By employing and training Grossmont college students we develop their Global and Local perspectives through cultural sensitivity/awareness workshops. - The Outreach department brings students from various backgrounds, perspectives, and values together for tours and presentations. We engage them and facilitate an environment where sensitivity, respect, and integrity are demonstrated in their interactions. Guests/prospective students are able to engage in dialogue and to speak about themselves in a safe environment.

19

Commented [9]: al - 2nd example, creating videos that students can use to analyze, connect, and synthesize ideas to solve their problems.

Commented [10]: al - a second example is Outreach creating videos that support listening skills, such their video on crashing a course. **Also helps students solve problems (piggybacks on ISLO Critical & Creative Thinking)

Commented [SS11]:

Commented [SS12]:

Commented [13]: al - ambassadors are students? Mentioning it highlights how Outreach (by employing Ambassadors) helps these students develop Global & Local Perspectives.

Commented [14]: al - a 2nd example? Outreach brings students from various backgrounds, perspectives, and values together for tours and presentations. They engage them and facilitate an environment where sensititivity, respect, and integrity are demonstrated in their interactions (think of Griffin Experience when high schoolers were sharing about themselves).

X	Technology & Information Skills	Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly. Students will demonstrate skill in the use of technology and its ethical and responsible applications.
	Comments:	- Ambassadors have the capacity to view and gain sensitive information when assisting students with the on boarding process. These students (ambassadors) will demonstrate skill in the ethical and responsible application of the technology they have at hand. - The various videos that Outreach has created help students identify reliable information and provide opportunities for them to critically evaluate information.
X	Life & Career Skills	Students will engage in self-reflection to cultivate their personal development and well-being. Students will engage in and interpret various forms of creative expression. Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities.
	Comments:	- Ambassadors have the opportunity to reflect on their academic journey, historical background, and other aspects of their identity to better provide equitable services to students whom they will be assisting. During trainings students have a weekly check-in where they say one thing that is negative and one thing that is positive; it could be relating to school, their job, or personal. We encourage one another through difficult times to uplift each other and rejoice in times of accomplishments. Every week is a variation on this but the purpose is to check in and support each other. - Ambassadors engage in dialogue that assist them in mutual understanding and civic communication which assists them as co-workers and with customer (student) service skills.

Commented [15]: al - for 2nd example, maybe mention the various videos that Outreach creates to help all students. This helps them identify reliable information and provides opportunities for them to critically evaluate information.

Commented [16]: sz - Share example of these opportunities for reflection. Do they reflect in weekly trainings? Team retreats?

SECTION 5 – STUDENT DATA

PURPOSE OF SECTION 3.1: **To use Key Performance Indicators (KPIs) to demonstrate the following:**

- **Scale of operation**
- **Efficiency**
- **Effectiveness**

Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 3.2.

5.1 If applicable, report data showing the quantity of services provided the past two academic years (refer to services listed in Section 1.7).

KPI or Service:	Year 1 Quantity:	Year 2 Quantity:
Welcome Desk Assistance (times we assisted a student)	18,212	3,586 (only fall 2018 semester counted)
Tour Visitors	2,152	386
Registration Labs and Registration Assistance (students helped)	N/A	86 (429.5 units enrolled for fall 2018)
GUHSD High School Connections (prospective students seen)	288	250
Community Engagement Events (community members served via college fairs and other tabling)	5,386	4,750 (only fall 2018 semester counted)
Presentations in the Community (presentation attendants/ audience members)	1,773	645 (only fall 2018 semester counted)
Phone Banking Students who applied but not enrolled (students contacted during phone banking to see how we can support them)	N/A	1,000
Grossmont Cuyamaca Griffin Coyote Connection (On Boarding Services)	1,200 students (enrolled in 6,591 units in Fall 2018)	Recruitment for fall is currently underway
Students Contacts	29,011	10,703

PURPOSE OF 5.2: **Summarize findings of additional data provided by the Data Liaison.**

Comments:	Outreach did not receive any additional data from the Data Liaison.

PURPOSE OF SECTION 5.3 & 5.4: **To examine the trends represented in the data from 5.1 - 5.2.**

5.3 What does the data illustrate about your department's contribution to student success outcomes (i.e. increase GPA, promote transfer, support completion of educational goal, improve retention, and strengthen capacity for future success)? As compared to previous years?

Comments:	Looking at the data, within a short amount of time the Outreach Department has made a significant impact in regards to access. With the department starting in September 2016, with only one person, to within a year creating a team and getting out in the community as well as creating a presence on campus with the Welcome Desk, speaks volumes to the dedication of the department. The goal was to provide access through a variety of services.
Comparison to prior years:	There is no comparison to previous years.

5.4 What story does your data tell about efficiency, responsiveness, timeliness, and number of service requests? (Use bulleted list and limit to ½ page).
Does the data suggest any areas of need or gaps in service?

Comments:	The current data that we have illustrates that the Outreach Department has been active in the last 2.5 years (since the department's inception). Through the enhancement of services we have accidentally developed many metrics that allow us to further understand student needs such as video views, tours provided, tour takeaways, ambassador training feedback etc, welcome desk assistance. (see appendix for student feedback and quality of student service)
Need/gaps:	More data, more funding to respond, timeliness, spaces, and front desk staff

SECTION 6 – GOALS & IMPROVEMENT

PURPOSE OF SECTION 6.1 – 6.3: **To describe the main goals and objectives for the program.**
Goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.

6.1 What were your goals in the last program review cycle, and did the program achieve those goals?

Goal 1:	Outreach was not a part of last program review cycle because it was not yet created.
Results:	

Goal 2:	
Results:	

Goal 3:	
Results:	

Commented [17]: al - does this apply? Maybe this is a good place to discuss student feedback.

6.2 Expand to answer all parts of the question. How did you determine that this activity was the most successful. (ATTENDANCE, GOALS MET, ETC.)

6.2 Identify your most successful activity or intervention, and its relationship to program/department goals. Describe the activity and how it was a success (including supporting data). Do you have plans to scale-up this activity to serve additional students?

Comments:	Grossmont College Outreach Ambassadors Program – Outreach the weekly trainings provide in-time updates regarding shifts in campus policy, date changes, and general campus information. The ambassadors are the center of all outreach services provided. They embody the college with professionalism, enthusiasm, and knowledge.

6.3 Identify your least successful activity or intervention, and its relationship to program/department goals. Describe how it was unsuccessful (include challenges or obstacles encountered). What changes have you made as a result of this experience?

Comments:	Fall Preview 2016 – though it was the college's first official outreach event, it did not yield as many community members as it should have. Some contributors to the challenges were competing community events, the date chosen for the event, venue of the event. We scaled down organizations and groups visiting the campus on a campus tour and provided them with in depth information of the services offered at Grossmont College. Rather than having one major event, we broke the visitors into smaller groups in a more intimate setting.

PURPOSE OF SECTION 6.4 – 6.10: **The committee wants to gauge efforts related to quality, vitality, and responsiveness to student needs; and also review how these efforts inform department improvement and refinement.**

6.4 Please describe any programmatic changes in your department/program (i.e. modifications to organizational structure, addition or deletion of services, policy or procedural adjustments) during the last 3 years; and the process used to implement the changes.

Program change:	Process used to implement:
Outreach in Admissions & Records shift to SSSP	Formal process through Vice President Student Services and Executive Board
Creation of a Comprehensive Campus Tour	Written by the Associate Dean of Student Services with the collaboration of other departments, the campus tour was updated with relevant historical information, as well as proper student services and academic program information.
Student Ambassador Hiring and Training	Ambassadors went through a hiring committee composed of student leads and the Outreach Coordinator. Then were/and continue to be trained in several areas.
College Visits at GUHSD high schools	Outreach communicated with High School counselors to see what the need was and saw that the counselors wanted a student representative to connect with their students at all GUHSD high schools. We schedule those visits every fall and spring semester.
Creation of the Griffin Welcome Desk	Formal process through Student Services Council
Recruitment of the Student Services Specialist position	Formal process through Classified Human Resource Staffing Committee

6.5 Explain how external factors (e.g. state budget, local economy, local job market, changes in technology,

similar program or service at neighboring institutions) influence your department or program, and describe any measures that have been taken to respond to these factors.

Comments:	Policy has heavily affected outreach and its presence in the community due to AB19. Event attendance/invitations have increased based on the promotion of "free college" and we have been heavily tasked to promote not only the college, but the district as a whole. To respond to these factors we have contracted more student hourly employees and have consistently maintained training sessions for them. Trainings consist of college requirements as well as training them with affective skills (time management, cultural sensitivity, communication skills, etc.). We have noticed a decline in GUHSD enrollment, we expect that our numbers will continue to decline but through percentage/ratio of overall senior high school to first time to college students enrolled we will be able to obtain relevant metrics.

GOALS: Next Three-Year Cycle

6.6 Please describe the process by which your program/department identifies goals and reflects on progress.

Comments:	In 2017-18, Outreach utilized weekly Outreach Team Meetings (including the two Resource Specialists as well as the Lead Ambassador) to discuss objectives, plan department events and activities, and look at overall improvements. For the future when the Outreach Specialist comes on Spring 2019 agendas for each meeting will be developed and minutes will be generated and distributed to the ambassadors in the Friday trainings. As institutional performance data became available during the year, it will be distributed and discussed during the weekly meeting or the Outreach Team Retreats. One-on-one meetings were held between the Associate Dean of Student Services and the Outreach Coordinator to discuss more specific project goals.

6.7 Make a rank ordered list of priority goals for your department/program for the next three-year cycle. *Refer to "SMART" Goal standards and Grossmont strategic plan.*

Smart Goals: Specific – **M**easurable – **A**chievable – **R**elevant – **T**ime-Bound

Strategic Plan (see Section 2)

Alignment w/ GC Strategic Plan Check all that apply X Outreach ☐ Engagement ☐ Retention	Goal #1:	Increase by 5% the amount of applications to Grossmont College.
	Linkage to dept or GC SSO:	
	Description:	Guide students through the college application and enrollment process.
	Problem or gap being addressed:	The ability to apply for Grossmont College due to the lack of information, assistance, and guidance.
	Action Plan:	Continuing on working closely with SSSP and assist the program in the on-boarding process, specifically the application workshops. Continue to host HS Tours at Grossmont and info sessions at high schools. Increase the number of application workshops and visitations offered between Jan-May.

	Institutional Capacity (IC):	
Alignment w/ GC Strategic Plan Check all that apply X Outreach X Engagement ☐ Retention	Goal #2:	Though we are not currently measured this would be something to implement during Spring 2019 – All prospective students participating in a guided tour of Grossmont College will explain whether or not they see themselves going or would want to come to Grossmont College.
	Linkage to dept or GC SSO:	Communication Skills: ambassadors will communicate effectively to showcase the best of Grossmont College.
	Description:	Service to students, community, and workforce by (a) providing educational opportunities.
	Problem or gap being addressed:	Making sure potential students are aware and understand the services that are available on campus to support their success.
	Action Plan:	80% of tour participants who complete a post survey at the end of the tour will indicate that they do in fact see themselves attending Grossmont College or would like to come to Grossmont College.
	Institutional Capacity (IC):	

Alignment w/ GC Strategic Plan Check all that apply X Outreach ☐ Engagement ☐ Retention	Goal #3:	Recruit students for the new Grossmont/Cuyamaca College Promise Program. Increase the first cohort by 3%.
	Linkage to dept or GC SSO:	
	Description:	Recruitment concluded in August 2018 for the first cohort of Grossmont College Promise Students. There are 700 students who are currently a part of the program.
	Problem or gap being addressed:	It took a while for the program requirements to be finalized as well as dates and deadlines for students to submit. Due to the lack of consistency in messaging it made it hard to communicate out to the community as well there was not a central database of information.
	Action Plan:	Train student ambassadors, outreach staff, and first year services employees to fully understand the Grossmont/Cuyamaca Promise Program and provide information to prospective first-time to college students.
	Institutional Capacity (IC):	

6.8   Answer the following questions related to **Student Equity** and your department's efforts to address achievement gaps in special populations.

Access: How do you ensure that students from special populations have access to your services?

| Comments: | As outreach our main focus is access and we do this by meeting prospective students where they are; which is essentially everywhere. We assist organization events, community engagement fairs, high schools with high free/reduced lunch needs (title 1 schools). We also involve ourselves in intrusive practices by embedding Grossmont College in various advisory boards such as Cuyamaca College EOPS and the Cal-SOAP (student opportunity access program) both assist students from marginalized communities as well as first generation prospective students.

Outreach provides assistance in several languages (Arabic, Spanish, Farsi) whether it is online (social media), in person at local community or at our welcome desk, or via phone. We have found that assisting in a variety of languages makes our incoming/prospective students feel an increased sense of belonging and assist ease the anxiety of the student.

Outreach is also in contact with organizations such as International Rescue Committee, Organizations that assist people with visible/invisible disabilities, students who are from lower socio-economic means, and other disproportionately impacted groups. Our focus is to increase college going rates by bringing students to campus and engaging with them in a positive manner. Our online tour request ask for special accomodations and also allows people to input special demographics, or interests, which enables our ambassadors to tailor their experience to each visitor's needs and creates a sense of community with our partners. |
|---|---|

Support: How will you increase or improve support to special populations to promote their success?

Comments:	Continue to increase awareness and continue to clarify the pathway towards success, as well as assist them (step by step) with each piece of the process from first contact to enrollment in their classes.

CAMPUS COLLABORATION

6.9   Please describe plans for improved collaboration (refer to Section 1.10) or new partnerships across campus. Indicate the expected positive impact on student success, as well as on program and institutional effectiveness.

Partner	Plans for New (N) or Improved (I) collaboration	Positive impact
Director of Student Development (Student Affairs)	More Cultural sensitivity workshops for ambassadors and other student leaders of Grossmont College (Improved)	Demonstrate diversity and increase awareness
Student Services Programs who perform outreach	Aligned Outreach Strategies among departments who also actively recruit students out in the community (New)	Create a more comprehensive outreach calendar
Academic Departments	Open Houses – Coordinate with academic departments to develop/enhance their outreach open houses or events. (New/Improved)	Increase awareness of academic programs and services
SSSP	Matriculation – Onboarding Services: streamline the services provided (Improved)	Streamline process

6.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Comments:	Outreach has increased Grossmont College's online footprint on different social media platforms. **FACEBOOK:** People Reached* - 32,031 Likes – 213 Comments – 1,109 Reactions** – 2,694 **YOUTUBE:** Subscribers – 38 Likes – 141 Comments 12 Views – 6,000 **INSTAGRAM:** People Reached* – 23,313 Likes – 4,480 Comments – 136 Views – 5,126 Impressions*** – 36,520

SECTION 7 – STAFFING, FACILITIES & RESOURCE NEEDS

PURPOSE OF SECTION 7.1-7.3: To examine current levels of staffing as it relates to department function.

7.1   For reference, please copy and paste staffing summary from Section 1.7

Position/Name:	FTE:
Outreach Coordinator – Classified Supervisor	1
Student Services Specialist	1
2 Student Resource Specialist	.625
2 Lead Ambassador	.625
10 - 15 Ambassadors	.625

7.2   How do these positions contribute to basic department function and/or the success of students in the program?

Comments:	Coordinator – Oversee the coordination and supervise classified full-time, as well as student personnel.The main function of the coordinator is to plan and organize outreach program and activities, including but not limited to, school visits, recruitment fairs, community event presentations, information booths, open houses and campus tours; arrange and schedule local and high school visits to the College to provide general college recruitment. Student Services Specialist – assist with the clerical and operational needs of the outreach departments including oversight and scheduling of the student hourly employees as well as helping coordinate trainings, tours as well as keeping up with the management of the data. Resource specialist - assists with special functions such as video/photography, digital designs, social media, analytics, and other duties essential to the online visibility of Grossmont College. The resource specialist provide leadership to ambassadors during high demand periods as well as assist in the training of ambassadors. They also assist in event attendance and staffing. Lead Ambassador – is the point of contact for the ambassadors and provides leadership in trainings as well as input in creating hourly schedule and support event staffing. Ambassadors – hourly employees deployed to participate in on campus and off campus events as events are coordinated.

7.3   Are the current levels of staffing adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly workers. If available, provide supporting documentation.

Comments:	Year 1 – Only 1 full time person (outreach coordinator) was carrying the work alongside of 5 part time employees Year 2 – Only 1 full time person (outreach coordinator) was carrying the work alongside of 12 part time employees

	Year 3 – Two full time employees (outreach coordinator and student services specialist) are expected to carry the work alongside 12 part time employees.
	Though the support for Outreach services has increased due to support from district wide approach to Outreach, outreach still lacks an outreach front desk assistant. The welcome desk provides help to more than 2,000 students per semester and sometimes ambassadors are fully deployed in ongoing outreach activities (due to the high demand) and the welcome desk suffers proper staffing. An assistant would not only secure proper staffing for the welcome desk but would also increase the assistance for prospective students, students, and community as a whole. In supporting this classified position, Grossmont College will dedicate 1 full-time employee to enhance the on campus recruitment of prospective and new students, as well as the retention of returning students, and overall outreach to community members who visit our campus.

PURPOSE OF SECTION 7.4 – 7.6: **To determine how departments utilize various campus facilities and the impact on student service delivery and access.**

7.4   List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

Facilities:	- Computer labs - Classrooms - Campus as a whole (tours) - Virtual – videos - Conference rooms - Open spaces (Griffin Welcome Desk) - Community Centers - City Libraries - Local High Schools - Adult School

7.5   Are the spaces listed in 7.4 adequate to meet the program's educational objectives? Yes ☐ **No X**

- If you checked 'Yes', please explain how your department/program effectively utilizes its space in support of its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

- If you checked 'No', please describe the current use of facilities and your department's efforts to ensure optimal use of existing space. Please indicate any specific facility needs of your program, and explain how space limitations inhibit your department's ability to adequately meet its educational objectives.

Yes:	
No:	We have been currently utilizing 6" feet tables as desks for our student hourly employees. The facilities for the welcome desk have undergone a facilities committee review and were approved but the changes have not been made. Scheduling for programs is difficult because, though the expectation is to bring many students, the maximum amount that we can invite is 80 – 100 students because either classes/venues are taken by instruction, or other events on campus.

7.6   What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

Comments:	Systematizing application workshops for the spring to be consistently scheduled throughout the Spring semester on campus, as well as registration labs for web advisor navigation assistance. Outreach is also working to consistently schedule campus tours every Friday to where students and families can drop-in for a tour.

PURPOSE OF SECTION 7.7: **Please list significant resource needs that should be addressed currently or in near term. For each request, identify which goal guides this resource need (refer to Section 6.7).**

7.7   Fill in the table with your resource needs – indicate the guiding goal, type of request, and brief description.

Indicate which goal(s) guide this need:	*Type of Request: P, T, PH, PD, O	Brief description:
Goal 1	Tech	Computers for front desk
Goal 1, 2 and 3	PH	Space for hourly and full time employees
Goal 1 and 2	PD	Statewide conferences in Sacramento regarding enrollment and outreach practices
Goal 1 and 3	P	Faculty Counselor (part-time or full-time) to optimize outreach services

*Type:
 P = Personnel: list faculty and staff in order of priority
 T = Technology
PH = Physical: list facility resources needed for safer and appropriate delivery of services
PD = Professional Development: list need for professional development resources in priority order
 O = Other: list any other needed resources in priority order

7.8   Describe any concerns or possible threats to the function or integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time instructors, addition of new programs, funding issues, etc.

Comments:	As outreach expands, the demand on outreach has also expanded. The Outreach Department continues to provide services to continuing students well after enrollment. Since its establishment, Outreach has shifted from Admissions and Records to SSSP and from equity funding to SSSP, the lack of consistency on behalf of the college risks the consistency of outreach services as well as the programmatic needs of the department, thus risking the recruitment of prospective students which may decrease enrollment.

PURPOSE OF 7.9: **The committee is looking to recognize department/program efforts for outside funding.**

7.9   If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are ongoing or one-time.

Comments:	Outreach received financial support from the Innovation Grant in the form of camera equipment as well as Grossmont and District-Wide promotional items purchased by the innovation grant. They also

Commented [22]: al - Did the Innovation Grant fund the camera equipment or was that separate? If not, what were the Innovation Grant funds used for?

	helped with transportation, food, and marketing materials. This was awarded in Spring of 2018 and Fall 2018, and was a one-time funding to support our Districtwide Outreach efforts.

SECTION 8: COMMENTS & RECOMMENDATIONS

PURPOSE OF SECTION 8.1 & 8.2: **To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.**

8.1   Please rate the level of your agreement with the following statements regarding the program review process:

1.   This year's program review was valuable in planning for the continued improvement of our department/program.

2.   Analysis of the program review data was useful in assessing department/program outcomes and current status in multiple areas.

Question:	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. SSPR Value	☐	X	☐	☐	☐
2. Useful for Analysis & Assessment	☐	X	☐	☐	☐

8.2   How could SSPR be improved to assist your department/program in completing the self-study?

Comments:	

Appendices

Flyers