

**INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS
QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS**

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***Outreach Office***

2. Person(s) completing the questionnaire: Joe McDevitt

3. Date of completion: 11/1/07

4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Outreach program furthers the mission and goals of the College by "reaching out" to the community and spreading the message of open access to a wide variety of prospective students. We attend a variety of activities (partnering with a variety of programs on campus) throughout the service area (the greater Santa Clara County) or host events on campus to promote the College and the benefits of a college education. We systematically develop/evaluate the Outreach Activities Calendar to serve the needs of our many constituencies; re-entry students, students from neighboring high schools, students with disabilities, students from distant high schools, scholar/athletes, non-native English speakers to name but a few.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

1. *Outreach Assistant – The funding/hiring of this 53.3% position has greatly impacted the day to day operation of the Outreach Office. This position provides vital clerical and baseline (anchor) support for the office. As we develop procedures for student follow up and create a College- wide Outreach Calendar, this position will continue to be invaluable as the College strives to meet the enrollment targets as outlined in the Enrollment Master Plan and the Student Equity Plan.*
2. *Student Ambassador Program – the (re)funding of the student Ambassador Program has allowed the College to maximize the level and amount of on-campus and off- campus activity. The ambassadors staff the Welcome week tables (at the start of each semester/session), attend College Fairs, attend community events, tabling at high schools, provide tours and provide general office support.*
3. *Marketing Budget- while directly related (but not part of the Outreach budget), the Land Corp budget augmentation for marketing has greatly assisted the College in meeting and surpassing the enrollment goals. Although we have no formal data, we are certain that the bump in inquiries is due in part to the additional marketing and outreach efforts.*

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

While no one factor can be pointed at as the reason why a student enrolls at the College, there is a clear correlation in the increase in enrollment and the increase in outreach activity. There was a slight increase in the number of inquires to the College this past year primarily in the high school age population. This increase of activity is a result of the reestablishing of the ambassador program and the increased presence in the community through marketing efforts such as newspaper advertisements, movie theater ads, community events, and mall banner ads.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

We continue to strive to provide services to all schools and programs that request our participation. Outreach activities are coordinated with almost all the other student services but in particular counseling and Financial Aid. The major component that is missing in a holistic outreach plan is the recruitment of adult learners. The program needs to coordinate with ET and Career Programs to develop a plan of action to meet the needs of the adult learner.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

The Outreach Office has limited "satisfaction" surveys. We have more anecdotal or informal surveys such as the verbal feedback offered at the annual High School Counselor Conference. Counselors attending the conference complete a conference evaluation which has historically been very positive. The feedback concerning our level and types of service has always been strong with a 'call out' of providing more service. In partnership with Counseling, Outreach sponsored (many other support services participated) an Orientation Boot Camp for parents of incoming students. The evaluations were all very positive with some helpful suggestions. We will be repeating this experience with the hope of growing the program. Partnering with Financial Aid, we offer over 20 FAFSA – all workshops are offered in English with workshops in Spanish and Mandarin as options- (includes 30 high schools) and the evaluations completed by parents and students have always been very strong. We offer the participants the opportunity to list additional questions or concerns and we follow up with every one of them. The College did hire an outside agency to evaluate the front door experience of which Outreach is the screen door. All the "shops" for the Outreach Office indicate that we are providing a high level of service. There were a few suggestions which we are in the process of implementing.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any significant differences from the College averages? See attachment.

This is a growth opportunity for the office. With limited clerical staff, we have not had the resources to monitor and analyze the success rate of the students as they move through the recruitment funnel from inquiry to matriculant.

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

For many years the staffing has been at the whim of the fiscal situation of the state and the college. This past year with the hiring of the Outreach Assistant and the (re) establishing of the Student Ambassador program we have been able to create and implement some tracking mechanisms and beef up our outreach efforts to the high schools. Given the new initiatives under way with the adult population, veterans, college advantage while providing the same level of service to the traditional age students, Middle College, Early Admissions and the Concurrent Enrollment program, there is a glaring need for a .5 staff position.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:

- a) What relevant findings have been derived through the SLO assessment process?
- b) What changes have been implemented, or are planned, based on the findings since the last program review?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.

SLO's as they relate to the Outreach operation are rather straightforward. Our goal is to help students better understand what a community college can offer and how goals can be met by attending a community college (if attending a workshop); familiarize themselves with the campus (if attending a college visit day); better understanding of the matriculation process and then successfully completing Orientation (if participating in the EA Program) or understanding the nuances of financial aid and completing the FAFSA (if attending a FAFSA workshop). Changes planned for '07-'08: 1. Developing a repertoire of workshops to cater to the variety of audiences 2. revamp the EA orientation format and curriculum to improve the student experience 3. streamline the FAFSA workshop to provide clearer information in a more time effective manor.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

As the College continues to strive to meet the educational and social needs of a diverse student body, the role and scope of Outreach continues to stretch. Some of the new initiatives for Outreach (and the College): veterans, MESA, and College Advantage. All of these new ventures will require additional Outreach support. One of the hot button topics is the status of the bus lines that service WVC. VTA is currently evaluating ridership and the elimination/combination of any lines will have an impact on the enrollment at the College. This will specifically impact our ability to attract and retain students from the eastside of San Jose.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

1. The Program has created quick and dirty event evaluation forms to assist in the strategic planning of Outreach Activities

2. Regular and ongoing training and recruitment of student ambassadors

3. Taking an active roll in the development of a regional outreach team

4. Partnering with colleagues at Mission College to maximize the visibility of both colleges

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

The Outreach program is a dynamic and vital part of the College. It strives to meet the ever changing demands of a diverse service area while competing with 7 other community colleges. It is imperative that the program receive additional funding to stay competitive with the neighboring colleges as we continue to support our current initiatives and undertake new ones.

2. Program Strengths:

1. *Relationships- relationships built and maintained over the years with the many influentails at the high schools- career techs, teachers, counselors and principals*
2. *Partnerships – the willingness of student support and academic programs to be creative in their approach to partnering with Outreach to market the College given the severe lack of resources(financial, staffing and time)*
3. *Quality – WVC provides the highest level of Outreach customer service through on- and off-campus activities.*

3. Program Challenges:

1. *Collateral – the lack of marketing collateral*
2. Tracking – the proper tracking/monitoring/analyzing of students through the matriculation cycle.
3. Follow up – inconsistent follow up to student inquires to the College
4. Adult Outreach – lack of any formal adult outreach initiatives
5. VTA – the current discussion of eliminating/combining bus routes that service the College
6. Research position vacancy – it is challenging to evaluate the effectiveness of a program without numbers upon which to base decisions

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program’s intended actions or objectives for the next three years?

See below.

Timelines

Over the next three years, what are the program’s timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

1. Create Master Outreach Plan incorporating the Student Equity Plan and District Enrollment Plan. (This is a shared goal with a variety of programs.) Summer ‘08
2. Create family of marketing collateral in a variety of languages– one item added each semester then restart the cycle with updated editions
3. In conjunction with Counseling, develop summer bridge programs for a variety of student groups – develop in academic year ‘08-’09 to unveil in Summer ‘09

1. **Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?**
2. Outreach Assistant – develop, update and evaluate the responsibilities and tasks of the new position
3. Procedures/Training– update and write procedure/training manual for the Outreach Office
4. Adult Outreach – coordinating with E.T., and Career Programs re-establish contacts (goal: 10) in corporate and social service sectors
5. Ambassador Program – re-establish ambassador program – train, mentor, develop expectations contract
6. Create enrollment targets based on demographics as it relates to the goals of the Student Equity Plan.
7. Calendar – a. Create a college-wide calendar of Outreach activities that all key players can access. b. Update and maintain the Outreach cycle calendar
8. Redesign the EA program to streamline the process, increase the participation and ramp up the quality of the student experience.
9. Evaluation – develop evaluation tools (surveys, focus groups) that will assist the office in future planning
10. Service Area Contacts – expand sphere of influence by creating contacts with nontraditional outlets – pastors/churches/places of worship, private counselors, service organizations (YMCA, JCC’s)

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

FUNDED by WVMCCD?

Full-time faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: A 53.3% Outreach Assistant position was funded	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially
Classified Hourly (in dollars): Money was allocated for additional student hourly (Student Ambassador program)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

Outreach Assistant – *The funding/hiring of this 53.3 position has greatly impacted the day to day operation of the Outreach Office. This position provides vital clerical and baseline support for the office. As we develop procedures for student follow up and create a College- wide Outreach Calendar, this position will continue to be invaluable as the College strives to meet the enrollment targets as outlined in the Enrollment Master Plan and the Student Equity Plan.*

Student Ambassador Program – *the (re)funding of the student Ambassador Program has allowed the College to maximize the level and amount of on-campus and off- campus activity. The ambassadors staff the Welcome week tables (at the start of each semester/session), participate in phone-a-thons, attend College Fairs, community events, tabling at high schools, and provide tours, student follow up and general office support.*

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Create a .5 position(or add 46.7% to the current position) to support the operational side of the new outreach initiatives such as veterans, college advantage, MESA and the ongoing programs such as Early Admissions, Concurrent Enrollment and Middle College.*

Classified Hourly (in dollars): *There is currently \$6,000 in the Outreach budget to support Ambassador program. In one semester last year the Outreach Office spent \$12,000 on student hourly to support the office activities. Request: \$10,000 for classified hourly*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *1. Storage seems to an issue for many of us but in particular the Outreach Office. We desperately need a place where we can store collateral, give-aways, banners, lawn signs, etc. Given the nature of the Outreach function, we need storage that is local and easy to access. Currently we wedge boxes, lawn signs, flyers, brochures in any and every available corner. 2. We also are in need of more work space. As we develop the Ambassador program and continue to develop new and innovative outreach programs we need space to house the staff and work space to assemble packets for visitors, conferences, as well as for activities such as telethons and mailings.*

Equipment (brief narrative description with estimated total cost):
\$2,000 for a lap top computer that can be used at high schools, community agencies, businesses to showcase the academic and support services available at the College and to assist students to apply or register online.

Supplies (brief narrative description with estimated total cost):
\$5,000- \$7,000 for a variety of "supplies"- included but not limited to: signage – lawn signs, banners; display boards; food for College Days, Orientation and Parent Boot camp; give-aways; and the creation and printing of collateral in multiple languages

Staff Development (brief narrative description):

Other: *\$6,000 to hire a Datatel consultant to provide the expertise in creating the High School of Origin Report a tool that the Colleges(joint venture between Mission and West Valley) utilize to evaluate and develop the Outreach Activity Calendar. This report has not been available since we switched from the Santa Rosa system to Datatel. A copy of this report is given to the high school counselors so they can measure the success of their programs in preparing their students.*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu