

REVISED.10.17.13--2 (2011/2012/2013)

Santa Ana College Student Services

Planning Portfolio

Student Affairs
Outreach

Student Services
Division





Portfolios for Planning

The purpose of the RSCCD portfolios is to provide an instrument for department planning, evaluation, and resource prioritization that is streamlined and that coordinates those related activities.

In good practice, planning processes are cyclic, and priorities for resource allocation result from the identification of goals. That is, evaluation or program review, conclusions are used to identify future goals; those goals are used for budgeting. After plan implementation, further evaluation results in refined, revised plans, and so forth.

The portfolio process is designed to enhance the cohesion of planning-related activities as well as to allow for maximum customization of planning and evaluation activities for each unique support services department.

The portfolios should be maintained on an ongoing basis, with goals and budgets being updated each year. In this way, the portfolio can be used as a source document for resource allocation requests when needed.

Functions

Student Outreach

The Outreach staff is trained to provide a variety of services to our future students and our community. In the area of recruitment, they conduct application and financial aid presentations, schedule assessment testing, provide pre-orientations, and participate in the registration process to ensure that new students understand both the importance and the process of matriculation. They are an integral component in every aspect of Early Registration for incoming high school students and all new students.

As part of their work to increase access to higher education throughout our community, they are trained to provide financial aid and scholarship application workshops and present at college nights held throughout the county; on a scheduled basis in the schools within our service area and as requested in other high schools and community settings. Because families need information regarding the importance and structure of higher education, they schedule special presentations for parents and provide referral to all programs and services at Santa Ana College.

Because of their close relationship with new students, they are often the college staff member that the student feels free to contact when they need books or personal support, so the Outreach team often plays the role of student advocate. A natural extension of this role is their developing expertise in residency issues, specifically related to AB540, for which they attend annual training workshops. In summary, Outreach provides a liaison between community-based organizations, traditional high school students and students from non-traditional educational programs, including our School of Continuing Education. They are Santa Ana College's ambassadors and carry the message of access to the residents of our service area, primarily Santa Ana, Garden Grove, and Anaheim.

Population to be served:

Multilingual and multicultural youth (secondary school) and adults who are potential and new or ongoing students of Santa Ana College.

Organizational Chart

Lilia Tanakeyowma
Dean of Student Affairs

Office of School & Community Partnerships

VACANT
Administrative
Clerk

Amanda Romero
CASP
Counselor (PT)

John Vu
Counselor Coordinator GEAR UP
Service Learning Center

Maria Sanchez-Mendez
H. S. & Community
Outreach/GEAR UP

VACANT
H. S. & Community
Outreach
CA ENLACE/GEAR UP

Rosa Harrizon
Student Services Spec.
15 hrs.

VACANT
Student Services Spec.
12 hrs.

Outreach

Teresa Mercado-Cota
Assistant Dean,
Student Services

Daniel Marquez
Student Services
Coordinator
Outreach

Victor Castro
H. S. & Community
Outreach Spec.

VACANT
H. S. & Community
Outreach Spec.

Luisa Ruiz
H. S. & Community
Outreach Spec.
.5 FTE

VACANT
H. S. & Community
Outreach Spec.

VACANT (revised)
Support Services
Assistant

Outcomes—2012-2013

Student Outreach

- 9 high schools in Santa Ana Unified School District (SAUSD) + Garden Grove High School + Santiago High School + Independent Study + Anaheim High School = 13 high schools were served in 2012-2013, this is a 52% decrease from years past. This decrease was due to budget constraints which led to ongoing staff reductions.
- 404 hours of in-class financial aid presentations at 13 high schools including after school and evening financial aid assistance was provided for both students and their families. Approximately 3,000 students & their parents were assisted in completing the FAFSA on line. Approximately 58% of students who registered during Early Decision completed the FAFSA on line. There was no decrease in the number of hours provided for financial aid information and assistance.
- A “Financial Aid Family Night” was held at the 9 comprehensive high schools in SAUSD, at Garden Grove HS and Santiago HS. Over 2,000 students and family members attended these events supported by our Outreach staff.
- Worked with 13 schools and over 4,900 seniors in the SAUSD, the Anaheim Union High School District (AUHSD), Garden Grove Unified School District (GGUSD), and the Orange County Access Programs. Efforts were coordinated on campus to assist 2,337 students in taking the placement tests at their high school sites and a total of 1,743 students were registered through the Early Decision Registration days during the months of April, May and June on the SAC campus.
- All Early Decision students participated in a new program designed to teach students how to register on-line. The general counselor-led orientation was followed by a counselor-led session teaching online college registration procedures. SAC counselors, outreach team members, and other special program staff collaborated to insure that all student participants were registered online for the fall of 2013.

Early Decision 2012-2013:

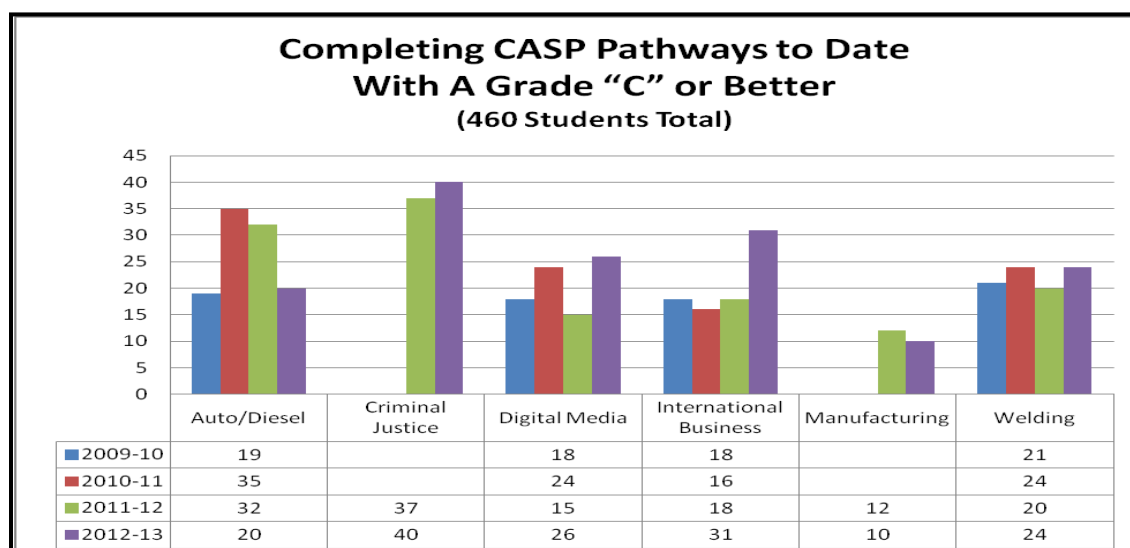
SAUSD School	# of Students Registered through Early Decision		
	Applied	Tested	Registered
Century	361	284	213
Chavez	150	62	61
Godinez	458	384	331
Lorin Grisct	190	129	53
Middle College	75	75	37
Saddleback	373	289	198
Santa Ana	598	437	382
Valley	430	303	233
Seegerstrom	329	278	216
TOTAL	2,964	2,241	1,724

*Tier 2 Schools	# of Students Registered through Early Decision		
	Applied	Tested	Registered
Anaheim	44	32	27
Katella	77	64	49
Santiago	75	47	47
TOTAL	196	143	123

*Tier 3 Schools	# of Students Registered through Early Decision		
	Applied	Tested	Registered
TOTAL	243	175	152

*Note: Six schools were not served due to staff reductions in GGUSD and AUHSD.

- The Career Advanced Placement Program (CAPP) allows eligible K-12 students to enroll at Santa Ana College. Students may only register for less than 12 units. College credit is granted for all courses taken under this tuition-free program. In previous years high school students were encouraged to apply to advanced courses at SAC. Due to budget cuts and course reductions this process is minimized and on hold. High school students may still apply but recruitment efforts have centered on CTE/CASP (see next section).
- The Career Academy Scholars Program (CASP) is a program which allows current high school students an opportunity to enroll at SAC while still being enrolled in high school. The program covers the cost of the class, textbook, and any necessary equipment needed for the course which the student is enrolled in. The high school students receive both high school and college credit, and have their own college counselor to help facilitate a successful higher education experience. The following chart reflects the number of student participants from the start of the program and those who passed their course with a grade “c” or better. The second chart reflects Fall 2013 student enrollment in the program.



Fall 2013 Students

High School	Art 195	Bus 100	CJ 101	Engr 103	Weld 008	TOTAL
Century	1	0	3	0	3	7
Chavez	3	10	1	3	4	21
Godinez	3	4	3	2	2	14
Griset	0	0	1	0	3	4
Middle College	0	0	0	0	1	1
Saddleback	2	2	2	5	4	15
Santa Ana	0	3	0	0	3	6
Seegerstrom	1	7	11	0	4	23
Valley	9	3	5	1	3	21
Total	19	29	26	11	27	112

- Outreach staff organized and/or participated in 58 College/Career and community events throughout Orange County and the City of Santa Ana; including special on-campus events, like KinderCaminata. Students and community members served are estimated at over 20,000.
- Since 2007, Kiwanis Club of Santa Ana has supported SAC students by developing positive avenues to assist them with books, tuition and bus passes. One such program was the creation of a lending library which outgrew Santa Ana College in 2008-09 and moved to a larger permanent location with a supportive business partner. Outreach staff continues to refer students in need to this vital resource; however, funds have been reduced and are minimal.
- The Outreach staff continued to educate students of a new pilot project linked to the Bank on Santa Ana/Comunidad Latina program, a new initiative to serve the unbanked population and provide micro-loans to students needing to pay for registration, books or like services.

- 18 SAC students participated in the SAC Student Ambassadors program in 2009/2010 42 in 2010/2011, and 80 in 2011/2012 and 120 in 2012/13. These students were provided with training and a SAC t-shirt was provided by the SAC Foundation. Throughout the year, individual student ambassadors served approximately 600 hours. They led campus tours, were hosts and hostesses at cultural and Foundation events, assisted with large mail outs, supported Kiwanis events on campus, participated in high school college/career fairs in SAUSD and other high school districts. In addition, they provide much office support in Outreach and at the information booths during the beginning of each semester.
- University interns and community volunteers have begun to intern, shadow, learn and assist in the Outreach office. In 2011-12 there were 4 interns and 1 volunteer. In 2012-13 there were 8 interns and 2 volunteers. This is a new and evolving program that both supports student learning objectives while assisting with Outreach services.
- Due to the success of our traditional seniors in September each high school in SAUSD held its own event which they called “The Senior Push”. This event was to ensure all seniors at each high school were made aware of the critical timelines during this final year as they prepare to go to college. Over 3,500 students were served through this program.
- Outreach staff played a major role in the school site specific events. In particular, all junior students were served at each of the 9 comprehensive high schools in SAUSD. Presentations about SAC were made at these events and staff presented each junior with an individual review of their transcript using the tool provided by the UCOP-Transcript Evaluation Service. This tool showed each student their “on-track” status.
- Staff assisted with a similar event, as Junior Push, geared at sophomores at Valley HS. Reports were favorable from the school and the district and might lead to the same event being held next year at all other high schools.
- High School Scholarships were awarded to 250 high school seniors this year. The scholarships ranged from \$500 to \$5,000 and were funded by Santa Ana Futures, Kiwanis of Santa Ana, Santa Ana Public Schools Foundation, and the SAC Foundation. The recipients awarded constituted a 43% increase from the previous year.
- The Student Transition Program has been reinstated to serve students transitioning from the Non-Credit Program to the Credit Program at SAC. A team of staff, faculty and administrators are working together to develop and implement key programs and services that will ensure a smooth and effective transition for students. Currently, over 3,500 students have been served.
- The Santa Ana ¡Adelante! Program, piloted in 2010-11, instituted in 2011-12, and fully implemented in 2012-13 is a project that provides guaranteed admission to CSU, Fullerton or UC, Irvine to all SAUSD students participating in Early Decision, enrolled at SAC, and complete transfer requirements. This project is funded by the Lumina Foundation and Outreach is a full partner, together with other SAC programs and community organizations. Currently, over 15,000 SAUSD students have been introduced to the program, over 500 have participated in special orientations, and over 100 parents have attended a Parent Orientation.

- Due to its visibility and long-standing respect with schools and the community the Outreach office has become the “hub” of other for many community and college programs. As part of to its core outreach and recruitment efforts, the Outreach unit supports marketing, public relations and community relations strategies. In addition, the Student Outreach Office has also led the classified awards for the college and has been a lead in communications efforts for other specially funded projects dealing with college access and college completion.

Student Services Program Effectiveness Review - 2011/2012

The Student Services Program Effectiveness Review process is established to ensure continuous attention to the quality of the work in progress, data trends, student learning and success outcomes, and to the local and regional context of the work in relation to the students being served. It further serves to bring expert practitioners together to think, analyze, reflect and innovate to create the best possible student outcomes. To accomplish this work, program teams consider the following domains and respond to key questions every two to three years.

Program: Student Outreach

Brief Program Summary/Purpose:

The Outreach staffs are trained to provide a variety of services to our future students and our community. In the area of recruitment, they conduct application and financial aid presentations, schedule assessment testing, provide pre-orientations, and participate in the registration process to ensure that new students understand both the importance and the process of matriculation. They are an integral component in every aspect of Early Registration for incoming high school students and all new students. As part of their work to increase access to higher education throughout our community, they are trained to provide financial aid and scholarship application workshops and present at college nights held throughout the county; on a scheduled basis in the schools within our service area and as requested in other high schools and community settings. Because families need information regarding the importance and structure of higher education, they schedule special presentations for parents and provide referral to all programs and services at Santa Ana College. Because of their close relationship with new students, they are often the college staff member that the student feels free to contact when they need financial aid or personal support, so the Outreach team often plays the role of student advocate. A natural extension of this role is their developing expertise in residency issues, specifically related to AB540, for which they attend annual training workshops. In summary, Outreach provides a liaison between community-based organizations, traditional high school students and students from non-traditional educational programs, including our School of Continuing Education. They are Santa Ana College’s ambassadors and carry the message of access to the residents of our service area, primarily Santa Ana, Garden Grove, and Anaheim.

Area I: Environmental Scan: Provide highlights of the most significant trend data, student input, strategic planning efforts, and other activities or environmental impacts that were a significant part of the current year.

In previous years the SAC Outreach staff worked with 19 schools and over 7,200 seniors in the Santa Ana Unified School District (SAUSD), the Anaheim Union High School District (AUHSD),

the Garden Grove Unified School District (GGUSD), and the O.C. Department of Education's Access Programs. They coordinated the efforts on campus to assist over 3,000 students take the placement tests at their high school sites on a yearly basis and ultimately registered anywhere between 1,300 to 1,500 students through the Early Decision Registration days during the months of April & May on the SAC campus. Each year there was a steady increase of services, programs and student numbers.

Currently, due to harsh economic times, there has been a reduction and reassignment of staff and services to high schools and the community. The local and surrounding community is now in a "tiered" structure which is reflected as follows.

Tier 1: SAUSD high schools that are considered immediate feeders to SAC are provided with an Outreach representative that serves students for one half to one third of their weekly work assignment during the academic year.

Tier 2: GGUSD and AUHSD that are considered surrounding but not immediate feeders to SAC are provided with one to six half days of support during the late fall and spring semesters.

Tier 3: All other high school students that request assistance from the Outreach unit are provided with a flyer containing information about applications, testing and registration.

The following reflects data as compared to the numbers served in the 2009-10 academic year.

	SAUSD Graduates	Seniors Who Took the SAC Placement Tests	Seniors Who Registered for Fall	% of Graduates Who Registered
2010	2,905	1,649	1,334	46%
2011	3,875	1,662	1,358	35%
2012	3,387	2,337	1,743	51%

Maintaining the high school registration numbers to SAC is based on the redirecting of services from other districts to SAUSD graduating seniors. In addition, ongoing and pilot partnership programs between SAC and SAUSD continue to grow and strengthen. Select programs are geared toward providing additional opportunities with new pilot projects, such as the Accelerated Model where students will enter an academic program designed to fast-track their academic path. Other efforts are designed to enhance course placement and retention, such as a pilot collaborative effort to closely examine English and math assessment. For example, the former has led to dialogues between SAC and SAUSD faculty and the creation of processes and forms that assist high school students with both preparing and selecting the best placement testing exams.

However, resources to orient, advice, and register SAUSD students continue to be limited given the state financial crisis. In recent years, ensuring that transportation, staff and facilities were available to support these students when they came for Early Decision registration became more and more challenging. Yet, departments pull together to provide maximum support. These graduating seniors are a wise investment for SAC as they will become ongoing full-time students for years to come. In addition, Early Decision is a "feeder" to existing college programs, such as EOPS, Freshmen Experience, U-Link, Center for Teacher Excellence, MESA, TRIO and Puente. However, it would

benefit the program to examine the progress and barriers that these students encounter during their college experience to learn from and ensure their academic success.

Another outreach component that has been severely impacted is our community outreach as this has been vastly reduced to periodic and seasonal support to schools and communities outside our service area subject to staff and volunteer availability. The Outreach office is currently closed about 50% of the day as staff is out at the high schools and/or reassigned to other departments in need of support. Also, Outreach staff time is stretched due to support of new programs and initiatives at the high schools, while also working at the college with VIP (new student orientations), assisting new students with enrollment through an Information Table and computer aid that provide daily and important class details, supporting Admissions & Records, and related assignments.

Outreach staff is also challenged with the Datatel computer system as inputting of data is now taking longer due to an increase of inputting systems and associated processes. Furthermore, there needs to be a reconciliation of district research data and analysis, and Outreach data and analysis—for example, district data reflects a downward trend with enrollment of SAUSD feeder high schools, while Outreach data reflects steady maintenance of SAUSD enrollment figures, even with the cutback in resources.

On a local level, there is a concerted effort to achieve college and district goals directly related to access, matriculation, and retention. Yet, with cutbacks in force and limited resources, questions grow pertaining to decreases in services, reduced figures and associated data, and overall outcomes. It is imperative to record that while numbers for SAUSD have been maintained with the potential for growth additional resources would allow us to enhance and secure these results. Also, it is just as important to note the drop in numbers of students enrolling from GGUSD and AUHSD. We feel this is due to the vast reduction of direct and focused Outreach staff support. For example, a recent report produced by the Rancho Santiago Community College District (RSCCD) Research Department, February of 2011, reflected a steady decline of new high school graduates from GGUSD enrolling at SAC with fall of 2007 at 20% and fall of 2010 at 12% enrollment at SAC.

On federal and state levels, it is evident that current trends reflect a widening gap for communities like ours with existing barriers reflective of their social-economic realities. For example, the recent increases in college tuition from \$26 to \$36 to \$46 a unit will continue to affect our working poor and AB540 students. In addition, the reduction in programs like Extended Opportunities and Services (EOPS) and other like-programs will also affect the demographics in our service area.

The Early Decision schedule calls for SAC outreach recruiters to (1) spend quality time at their assigned schools to take as many seniors as possible through the application process during the months of October and November, (2) make financial aid presentations in the classrooms during December and January, (3) assist students and their families file the FAFSA during in-school and after-school (evenings) sessions at each high school, (4) guide students in completing scholarship applications, (5) arrange all of the logistics and conduct the recruitment for the placement testing that is done at each high school site, and (6) ultimately arrange and recruit for the orientation/advisement/registration process during the months of April and May. Also, Outreach team members recruit and provide information for other SAC programs, such as CASP, Scholarships, EOPS, and Center for Teacher Excellence. In addition, all outreach staff is available to host booths at community fairs and college fairs, attend the Achieving College Site Team meetings at their assigned schools, participate in all of the Achieving College events and activities (Seniors in September, Frosh/Soph nights, Junior Day, Junior nights, etc.), and be on-call for

schools outside our SAC service area who call requesting special presentations on college options, the value of community college, financial aid and AB 540. These individuals are ambassadors, matriculation experts, and financial aid technicians who promote SAC and higher education in general to a community in which many are new Americans unaware of the system of higher education in California and who don't understand the necessity or the process for education beyond high school.

Area II: Comparative Context: Consider your work in context and comment on significant issues relative to the impact of the program over time and/or the relative status of peer programs regionally.

Although no college in our vicinity has the outreach staff capacity nor the long-running relationships that our SAC outreach team has, other colleges in our vicinity are pouring funding into marketing strategies, marketing materials, and special mega events that make it more difficult to highlight Santa Ana College to high school students. While high school counseling staff and administrators favor Santa Ana College and its expert staff, students continue to be easily manipulated by the glitz and glamour portrayed by other college's image-making machines. Our more personal approach is definitely a plus, especially for first-generation college students, but limited staff time is beginning to show unwanted outcomes. Outreach staff has decreased over the last three years due to budget reductions in matriculation funding from the state but more schools are being opened in the districts we serve. This has required staff to take on more schools and a larger case load of students thereby decreasing the actual time they can spend with the individual student. **Recent research reflects that 48% of SAUSD graduating seniors are NOT enrolling in any college or university. This is a major concern and reflects the immediate need for additional support to students.**

In spite of the challenge posed by decreasing staff, the needs faced by our service area students has caused this unit to collaborate and be creative in serving the needs of our student population. Several new initiatives have been undertaken during these past academic years. These include: (1) special programs to serve students at risk of not graduating from high school due to failure to pass the required California High School Exit Exam or being credit deficient; (2) desire of current high school students to begin earning college credit before graduation; (3) meeting the motivational needs of continuation high school students; and, (4) accessing volunteer support through the newly implemented Student Ambassador Program and university interns.

The Outreach staff has been providing new services to seniors in high school. Due to the new California Exit Exam, students who are in jeopardy of not graduating or need to repeat a failed class are instructed to find other avenues. We are now able to refer students to the Santa Ana College School of Continuing Education Graduate Success Program (GSP). The two major focus areas of the GSP are the CAHSEE Academy and the Credit Recovery Program. The CAHSEE Academy provides assistance to students who need to pass the CASHEE and the Credit Recovery Program helps students who need to repeat classes that they have previously failed.

Staff has also been instrumental with the implementation of a new CTE program entitled the Career Academy Scholars Program (CASP). This program allows current high school students an opportunity to enroll at SAC while still enrolled in high school. The program covers the cost of the class, textbooks, and any necessary equipment needed for the course. The pathways are currently Digital Art, Business, Auto Technology and Welding. The high school students receive both high school and college credit, and have an assigned counselor to facilitate a successful higher education

experience. This counselor is part-time and additional hours are needed to fully support the students in the current pathways and grow the success of this program.

SAUSD has two continuation schools that assist alternative, at-risk, and low income students, Lorin Grisot and Chavez High Schools. Newly implemented Senior Days have provided an opportunity to dedicate one full day to showcase SAC's support programs, student services, and the various opportunities available at the college.

In addition, a new student volunteer program, Student Ambassadors, has been implemented. This program selects students from feeder high schools, trains and provides them with an invaluable opportunity to build their educational resumes while enhancing current and future enrollment efforts. Student Ambassadors lead tours, greet and assist students with resources for academic and scholastic success. They also provide presentations and personal testimonials to motivate other students and encourage them to pursue their higher education. We have also welcomed the support of local university interns that need the experience to complete their baccalaureate or graduate studies. While student time is limited, these students provide needed assistance during peak intervals.

Area III: Analysis: What are the implications of the above information for the program work in progress and future efforts?

More staff is needed to meet the demands of the individual students and community members in our service area. More bilingual staff is needed to address the language and cultural diversity of our three major school districts (Santa Ana and Anaheim – Latino majority, an ever-growing Vietnamese population in Garden Grove, and both languages in Anaheim). In the last three years, we lost one full time Vietnamese-speaking staff member, one full-time and one part-time Spanish-speaking staff members. In addition, we have lost one full-time coordinator, and one full-time secretary.

An increased focus needs to be placed in the marketing and image-making efforts on behalf of our college. Today's youth is more technologically engaged and more commercially savvy which requires greater effort in creating marketing materials (print and virtual) and programs, such as the Adelante Student Program that provides Ambassadors or recent high school graduates with an opportunity to go out to recruit and mentor new students, that will captivate their interest as much as our neighboring colleges are doing.

Every attempt to document and record data without increasing the workload of current Outreach staff needs to be examined. Also, a cross-analysis of RSCCD Research Department figures and Outreach Department figures would assist both entities with reviews and associated reports.

Additionally, due to the ever-growing undocumented student population in our region it is critical that efforts to serve our AB540-eligible population be provided in a more assertive yet sensitive manner. In high school, these students have learned to hide their identity out of fear and, thus, often fail to learn of the opportunity to attend college and begin to lose motivation during their last years in high school when college outreach is most prevalent. Even when they take advantage of their AB540 eligibility, their inability to access government-sponsored financial aid, makes it difficult for them to afford resident fees and the cost of books. Thanks to the collaborative efforts between the Student Outreach office, new legislation such as AB 131, and the Scholarship Office, the financial burdens of AB540 students are being addressed early in their college career when they are most

vulnerable. However, the Dream Act and recent legislation are creating a tidal wave of questions, concerns, anxiety and need of support for both new and recently enrolled AB540 students.

Area IV: Plan: Please highlight related action and planning items. So what?

- Replace full-time student, community and office support specialist.
- Replace full-time High School & Community Outreach Specialist.
- Replace additional full-time and part-time recruiters that are Vietnamese-and Spanish-speaking, bilingual/bicultural.
- Seek to hire feeder high school alumni to work with outreach staff to help in making student connection at the schools served.
- Analyze what is working and what may be changed to maximize limited resources.
- Reconcile district research and Outreach data and analysis to provide accurate numbers, comparisons and reviews. In addition, examine the academic progress of students enrolling through the Early Decision Program.
- Provide technical support to the Outreach staff with laptops.
- Upgrade marketing material and increase promotional materials.
- Pursue creative outlets for traditional and new electronic marketing avenues for our college (My Space, Facebook, etc.)
- Continue to grow efforts (scholarships, special programs) to meet the financial needs of the AB540 student population.

Progress in Meeting the 2011-12 Goals

Student Outreach Goal	Progress Rating 1-10	Comments
Streamline our database and make it more systematic so it is easier to maintain and keep it up to date at all times	9	Software, time, meetings with lead colleagues
Align outreach services to the SCE high school program and have graduates of this program participate in Early Decision	10	Collaborate with SCE staff
Enhance coordination with outreach staff from other SAC programs and offices through Outreach Summit	5	Time, scheduling of common meeting date & time
Maintain an up-to-date master calendar that shows all activities and events.	9	Information, time
Revise our website so it is informative to potential students, current students, and families.	5	Time, information, training
Support CASP by ensuring all students participating are kept enrolled properly with Admissions & Records.	9	Time, Admissions support
Implement online application as part of Early Decision	10	Time, Admissions support, Datatel Coordination
Santa Ana Adelante	10	Time, Funding, Staff
Student Ambassadors	10	Time, Training, Role Modeling

Goals for 2012-2013

Student Outreach	Who's Responsible	Completion Date	Resources Needed
Streamline our database and make it more systematic so it is easier to maintain and keep it up to date at all times	Victor	October, 2013	Software, time, meetings with lead colleagues
Align outreach services to the SCE STP program.	Luisa	July, 2013	Collaborate with SCE staff
Enhance coordination with outreach staff from other SAC programs and offices	Lilia & Teresa	October, 2013	Time, scheduling of common meeting date & time
Establish calendar of outreach events on our website.	Teresa & Daniel	January, 2013	Information, time
Revise our website so it is informative to potential students, current students, and families.	Lilia & Teresa	Spring, 2013	Time, information, training
Continue to streamline applications for CASP students.	Amanda & Staff	Fall, 2012 & Spring, 2013	Time, Admissions support
Implement online application as part of Early Decision	Teresa & Staff	Fall, 2012 & Spring, 2013	Time, Admissions support, Datatel Coordination
Ensure Early Decision students are fully aware of Santa Ana Adelante Program	Lilia & Teresa	Fall, 2012 & Spring, 2013	Time, Funding, Staff
Student Ambassadors will be fully trained and able to participate in outreach activities on-and off-campus.	Luisa & Team	Fall, 2012 & Spring, 2013	Time, Training, Role Modeling

Recommendations

Student Outreach

Recommend a full time student support assistant, coordinator and additional High School & Community Outreach Specialists to work with additional Garden Grove and Anaheim high schools. These positions should require bilingual Spanish and/or Vietnamese capacity. With the growth of high schools in the Santa Ana Unified School District, the current demand for services in the SAUSD will require the attention of existing and additional staff.

Additional staff time is also needed to ensure greater yield in the recruitment of students from the School of Continuing Education into our credit program.

- **Paid Student Assistants, at least 4 work study**
- **Need Marketing materials**
- **Lack of proper equipment at High Schools**
- **Datatel system access at high schools/reporting/processing/Laptops**

Student Learning and Program-Specific Outcomes: 2012–2013

Student Learning Outcomes

SLO	ACTIVITIES & TIMELINE	BASELINE & PROGRESS TARGETS (Include data sources)	ANALYSIS of DATA	APPLICATION OF DATA	NOTES
<p>Life Skills:</p> <p>High school seniors who apply to attend Santa Ana College will demonstrate they know of and understand at least 3 support programs available to them once they enroll at SAC as measured by an online survey conducted after Early Decision orientation and immediately following online registration.</p>	<p>Activities:</p> <p>Attend application and financial aid workshops.</p> <p>Take SAC placement tests for Math and English.</p> <p>Attend orientation led by SAC counselors.</p> <p>Participate in the online registration process.</p> <p>Timeline: April – May, 2013</p>	<p>Baseline & Progress Target:</p> <p>High school students are not knowledgeable of SAC support services programs prior to participating in the Early Decision program.</p> <p>Survey will be conducted during Early Decision Registration program at SAC.</p>	<p>Data Source:</p> <p>Results reflect that 92.3% of the student participants were able to identify one program and 88.9% were able to describe the program; 59.2% were able to describe two programs and 44.4% were able to describe the program; 43.3% were able to identify three programs and 34.2% were able to describe the programs available at SAC, as measured by the student survey.</p>	<p>Target Population:</p> <p>High school seniors who apply to attend Santa Ana College as part of the Early Decision program.</p>	

The results indicate that 92.3% of the student participants were able to identify one program and 88.9% were able to describe the program; while 59% were able to describe two programs and 44.4% were able to describe the program; 44.3% were able to identify three programs and 34.2% were able to describe the programs available to SAC, as measured by the student survey. The findings indicate that Outreach, Counselors, Higher Education Coordinators, High School Counselors and other partners need to work on constructive ways to ensure students know and understand at least three SAC programs that will assist them with their academics and college life as a whole.

The survey was also used to gather basic information about the process of matriculation at SAC, with specific emphasis on the Early Decision process and the role of the outreach staff. In addition, 73.9% of respondents indicated they attended presentations/workshops on SAC; while 42% indicate they strongly agree that Outreach staff is helpful throughout the academic year. While students indicate that Outreach staff is helpful with online applications, financial aid information, testing, and registration the findings reflect that more can be done to support students. Outreach staff will maximize support partnerships and support processes with high school and SAC staff while examining what works best for students. The fact that 51% of SAUSD high school seniors are registered at SAC in the fall of 2013 is an indicator that Outreach staff is extremely successful in reaching out to first-generation college students. However, the fact remains that all partners: college, university, high school, private sector, non-profits and the community as a whole, need to focus on the 48% of high school graduating seniors are not enrolled in any institution of higher education in the fall of 2013.