# #20

COMPLETE

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| **Collector:** | Email Invitation 1 (Email) |
| **Started:** | Monday, February 10, 2020 2:42:17 PM |
| **Last Modified:** | Wednesday, February 19, 2020 5:11:14 PM |
| **Time Spent:** | Over a week |
| **Email:** | jessica.murguia@gcccd.edu |
| **IP Address:** | 160.227.129.187 |

## Page 1: I. Service Area Overview and Update

**Q1** Department(s) Reviewed:

High School and Community Relations (Outreach) Department

**Q2** Lead Author and Collaborators:

Jessica Murguia, Kevin Brown, Nicole Jones

**Q3** Dean/Manager:

Nicole Jones

## Page 2: II. Service Area Reflection and Description

**Q4** Provide your service area's mission statement:

To facilitate equitable access, inclusion and student success by providing students and community members with useful information regarding college pathways. As well as informing and connecting them to programs and services while encouraging, guiding, and empowering students to pursue higher education.

**Q5** Describe how your service area supports the College's mission:

This mission of the college is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services. Outreach supports this mission by informing the community of higher education opportunities, specifically at Cuyamaca College and within GCCCD.  Services provided by the department include distribution of information about the college and its programs, visits to schools for college and career nights, peer advising, presentations, and enrollment workshops at local high schools. Tours of the college are also provided.

**Q6** Is the service area description in the current college catalog up to date and accurate?          **Yes**

## Page 3: III. Curriculum Review, Assessment, and Student Success

**Q7** Does your service area offer any credit courses?          **No**

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## Page 4: III. Curriculum Review, Assessment, and Student Success

**Q8** Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years?          **Respondent skipped this question**

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## Page 5: III. Course Curriculum, Assessment, and Student Success

**Q9** Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.          **Respondent skipped this question**

**Q10** OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.          **Respondent skipped this question**

**Q11** Please provide an analysis of your SLO findings and what changes, if any, were made as a result.          **Respondent skipped this question**

**Q12** What student learning-related successes and challenges have SLO results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.          **Respondent skipped this question**

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## Page 6: III. Course Curriculum, Assessment, and Student Success

**Q13** How has the department or discipline's success rate across all courses changed over the past 5 years?          **Respondent skipped this question**

**Q14** The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%.What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?

**Respondent skipped this question**

**Q15** Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

**Respondent skipped this question**

**Q16** What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

**Respondent skipped this question**

**Q17** What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

**Respondent skipped this question**

**Q18** How do these steps inform the long-term department of discipline goals that you are setting in this comprehensive program review?

**Respondent skipped this question**

Page 7: III. Course Curriculum, Assessment, and Student Success

**Q19** Does your service area/program have distance education (online) courses?

**Respondent skipped this question**

Page 8: III. Course Curriculum, Assessment, and Student Success

**Q20** Are there differences in success rates for distance education (online) versus in-person sections?

**Respondent skipped this question**

Page 9: III. Course Curriculum, Assessment, and Student Success

**Q21** If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

**Respondent skipped this question**

**Q22** What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

**Respondent skipped this question**

Page 10: IV. Degree and Certificate Programs

**Q23** Does your service area offer any degree/certificate programs?

**No, and it does not have PLOs**

Page 11: IV. Degree and Certificate Programs

**Q24** For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission.

**Respondent skipped this question**

Page 12: IV. Degree and Certificate Programs

**Q25** Degree/certificate #1:

**Respondent skipped this question**

**Q26** Degree/certificate #2:

**Respondent skipped this question**

**Q27** Degree/certificate #3:

**Respondent skipped this question**

**Q28** Degree/certificate #4:

**Respondent skipped this question**

**Q29** Do you need to include more degrees and/or certificates?

**Respondent skipped this question**

Page 13: IV. Degree and Certificate Programs

**Q30** Degree/certificate #5:

**Respondent skipped this question**

**Q31** Degree/certificate #6:

**Respondent skipped this question**

**Q32** Degree/certificate #7:

**Respondent skipped this question**

**Q33** Degree/certificate #8:

**Respondent skipped this question**

**Q34** Do you need to include more degrees and/or certificates?

**Respondent skipped this question**

Page 14: IV. Degree and Certificate Programs

**Q35** Degree/certificate #9:                              **Respondent skipped this question**

**Q36** Degree/certificate #10:                             **Respondent skipped this question**

**Q37** Degree/certificate #11:                             **Respondent skipped this question**

**Q38** Degree/certificate #12:                             **Respondent skipped this question**

Page 15: IV. Degree and Certificate Programs

**Q39** How are these degrees/certificates meeting the       **Respondent skipped this question**
needs of students, and/or articulation with four-year
institutions?

**Q40** Are there any changes planned if the                 **Respondent skipped this question**
degrees/certificates are not meeting these needs?

**Q41** Can students complete the degree/certificate         **Respondent skipped this question**
requirements within a two-year period?**requirement of
Title 5, California Code of Regulations

Page 16: IV. Degree and Certificate Programs

**Q42** How are you currently assessing you PLOs within a    **Respondent skipped this question**
4-year cycle?

**Q43** Are the PLOs in the catalog an accurate reflection of  **Respondent skipped this question**
the department or discipline's current learning objectives?

**Q44** Are the PLOs mapped to the course SLOs?If you        **Respondent skipped this question**
require assistance, please contact Madison Harding in
the IESE Office at madison.harding@gcccd.edu

Page 17: IV. Degree and Certificate Programs

**Q45** Does your service area directly serve students?      **Yes**

Page 18: V. Student Service Area Assessment & Data Analysis

**Q46** How does the service area student population differ from the College's overall student population, if at all?

For the majority of the department's activities, we do not have access to this data because we serve the community and prospective students before they apply and before we can retrieve data on them. However, student demographic data was pulled from a survey administered at the beginning of our 2019 spring matriculation workshops (Griffin-Coyote Connection) to get insight on Race/Ethnicity represented and served during this activity (see attachment). The majority of students selected "Two or More Ethnicities" (290 or 46.6%) or "White" (199 or 32%). The department worked with the Office of Institutional Effectiveness, Success, and Equity (IESE) to develop a survey via SurveyMonkey that will be administered to students, that will allow us to have more insight on demographics when it comes to the workshops because students will be asked demographic information and be able to select multiple options (and we will have access to their selections in an organized manner).

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**Q47** How does the service area ensure it is addressing the needs of its student population?

To ensure we are addressing the needs of our student population, our department worked jointly with Grossmont College and the District to create a "Start Your Future - Steps To Becoming a College Student," an informational folder for new students in a variety of languages (English, Spanish, and Arabic). Additionally, when hiring, we have been mindful about hiring team members who speak other languages. For instance, we have staff members who speak English, Spanish, and Arabic.  When scheduling events, we are mindful about who we send out to give presentations. Furthermore, high school students make up many of our contacts. We take an intrusive approach when helping these students. For instance, outreach staff members actively approach students to be sure enrollment steps have been completed and students' questions have been answered. During our workshops, consistent email messaging takes place - reminding students to complete steps and make them aware of what is to come in the college enrollment process.

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**Q48** Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

The Outreach Department provided the following services to the community and campus to help the college progress towards the mission of the college and the four big bets – Acceleration, Guided Student Pathways, Student Validation and Engagement, and Organizational Health:

| Overall Event Summary | Students Seen | Applications Received |
|---|---|---|
| High School Advising | 857 | 91 |
| Large Scale Campus Tours | 715 | |
| Small Scale Campus Tours | 20 | |
| HS/Community Presentations | 846 | |
| College/ Community Fairs | 3223 | |
| On Campus Info Tables | 2652 | |
| On Campus Events | 65 | |
| Application Workshops | 172 | 172 |
| Counseling Class Tours | 15 | |
| Matriculation: App, Orien., Adv. | 406 | 622 |
| Totals | 8971 | 713 |

With the addition of the Welcome Center (A-104) in 2017, the High School & Community Relations Department became much more than "outreach," we begin providing in reach services to new and returning students at the One Stop, Student Services Building. We support the Arabic speaking and ESL student community with a variety of services, including college applications, financial aid, registration, WebAdvisor/Self-Service support and more. With help from the department's part-time Community Liaison, Aklas Sheai, the department made a total of 4,553 student contacts (duplicated) in the 2018-19 school year. This number increased 85 contacts from the previous 2017-18 school year. It's important to mention that this population seems to be undeserved on campus - there are only a few staff members who speak Arabic/Chaldean and many ESL students will make their way to our office to be assisted during their student journey.

In spring 2019, the department hosted its annual matriculation workshops (Griffin-Coyote Connection) out at our feeder high schools (Granite Hills, Monte Vista, Mount Miguel, Steele Canyon, & Valhalla). We had a total of 622 students complete a college application, 499 complete orientation, and 406 complete the Math and English Placement and advising (where they obtained a first-semester education plan). The completion rate for these steps was 65%, which was a decrease from the year prior (77%). There are some reasons why this may have been the case. In 2019, we had significantly less ambassadors on staff than in 2018 (5 versus 8). The ambassadors play a significant role in the completion rate because they are staffed at the high schools and use their scheduled visits as a time to get students caught up on the onboarding process. Additionally, some schools (Valhalla) opted out of hosting all workshops on their site. They selected to only host the application onsite at Valhalla and then have students come to Cuyamaca College on their own to complete the following steps. This hurt our completion rate for Valhalla – which tends to be one of our larger schools. This was also the first year students were able to complete the Math and English Placement questionnaire via WebAdvisor. In the past, we would collect high school transcripts and provide the placement results during the final workshop, this may have been an incentive to attend all workshops. Lastly, we experienced issues with Cynosure, the online system used for Orientation and Advising and realized the system was not properly collecting accurate completion data. IT was made aware of the issue and we worked through it. Outreach had our own internal data and we believe we were able to retrieve most of it, but we can never know for sure.

We are happy to report 74% (820) of survey respondents reported feeling prepared about going to college after participating in one of our outreach activities (campus tour and/or presentation).

**Q49** What steps is your service area taking to advance the college's student success and equity goals?

The services provided by the High School and Community Relations Department serve as a tool to provide equitable and accessible information to prospective students and the community regarding college pathways, programs, services and the matriculation process. The goal of our activities is to provide the community with clear, useful and actionable information.

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**Q50** OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

**Data on Ethnicity for Connections 2019.docx (12.9KB)**

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**Q51** OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

**2018-19 Outreach Event Spreadsheet.docx (26KB)**

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**Q52** OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

**CCInfoPacket.pdf (9.9MB)**

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**Q53** OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

**Respondent skipped this question**

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Page 19: V. Student Service Area Assessment & Data Analysis

**Q54** Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome

If Yes, how are you currently assessing your SLO/SSOs?: Student surveys administered during outreach events/activities - presentations and/or tours.

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Page 20: VI. Service Area Assessment and Institutional Effectiveness

**Q55** In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

Our department works across the college to advance the college's student success and equity goals in various ways. For example, during campus tours, we include both Student Services and Instruction to take part by meeting with students to promote their programs. Our department is under Counseling Services, thus, we have a very strong tie to the Counseling Department. During matriculation workshops, we work with counselors to provide orientations and advising sessions to students and work with Admissions and Records to collect student id numbers and resolve student portal issues. Additionally, via a survey, we are able to connect students to programs on campus. During our annual summer ambassador training, we ask campus representatives from all areas to present their programs to seasoned and incoming staff so that we are well informed of the programs and services offered at the college. The best collaboration of all, is our annual Student Success Day, which is an event for all incoming students that takes place during the summer. During the event, new students have the opportunity to connect with faculty from their field of study (ACP), counselors and have the chance to learn about Student Services during a tabling activity. This is a family friendly event and families are invited to an orientation of their own - conducted by multiple student services representatives.

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**Q56** Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

**Student Success Day Postcard #1 (1).pdf (1MB)**

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Page 21: VI. Service Area Assessment and Institutional Effectiveness

**Q57** Please describe your service area strengths.

Our service area strengths include being diverse - we have a diverse team, who is able to adapt to different events and audiences. We demonstrate teamwork and come together to tackle big projects - such as matriculation, Student Success Day, etc. Additionally, outreach has been able to create and maintain positive relationships with our local high school district (GUHSD) and main feeders - Granite, Monte Vista, Mt. Miguel, Steele Canyon and Valhalla. The contacts graciously allow us on their sites and let us try new approaches to get students college ready. For example, we are hosting application workshops in English teachers' classrooms this year at Valhalla and Mt. Miguel in an attempt to increase student access.

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**Q58** Please describe your service area challenges.

The challenges we face include staffing - we are extremely low staffed for the work that is required of us. Our department only houses two full-time staff members, the Student Success Coordinator and the Student Services Specialist, who was a new addition to the department in 2017. In recent years, the department has taken on new roles - such as overseeing a "Welcome Center," that comes with a host of responsibilities. We are no longer just "outreach" - the department is performing two very different functions of outreach and in reach to new and returning students. Our Community Liaison in the department is part-time (limited to 25 hours per week) and she cannot keep up with the student demand, especially during peak times. Another challenge would be an unstable budget – we are constantly having to ask for additional funds to hire ambassadors for the school year, which can be frustrating because when the budget is lacking, the department and our work is negatively impacted.

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**Q59** Please describe external influences that affect your service area (both positively and negatively).

External influences that affect the work of our department includes technology - we have to manually keep track of students and where they are in the matriculation/onboarding process because we don't have a system in place to assist with this. There has been instances where our data has gone "missing" and that has caused great concern. Luckily, our team has done a wonderful job at manually tracking students through the process, but this is not ideal. Additionally, marketing on this campus is lacking. Our campus needs a brand/consistent messaging so that the work of outreach isn't all boots on the ground/word of mouth. Another external influence is declining college student enrollment in the region and even at our local high school sites. This makes marketing/having a consistent, social media presence that much more important.

**Q60** Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

There are so many opportunities that exist in the future - if given the right resources. My vision/dream would be able to hire full-time staff dedicated onsite to the Welcome Center and staff dedicated to our local high school partnerships and a permanent hire (either part or full time) to help with creating/maintaining community connections. The community partnerships will take longer to develop as there has to be a level of trust and consistency.

Page 22: VII. Previous Goals: Update (If Applicable)

**Q61** Would you like to provide an update for your previous program review goal(s)?                **No**

Page 23: VII. Previous Goals: Update (If Applicable)

**Q62** Previous Goal 1:                **Respondent skipped this question**

**Q63** Which College Strategic Goal does your service area most directly support?                **Respondent skipped this question**

**Q64** Please describe how this goal advances the college strategic goal identified above.                **Respondent skipped this question**

**Q65** Goal status:                **Respondent skipped this question**

Page 24: VII. Previous Goals: Update (If Applicable)

**Q66** Please describe the results or explain the reason for the deletion/completion of the goal:                **Respondent skipped this question**

**Q67** Do you have another goal to update?                **Respondent skipped this question**

Page 25: VII. Previous Goals: Update (If Applicable)

**Q68** Please describe action steps for the year:  **Respondent skipped this question**

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**Q69** How will this goal be evaluated?  **Respondent skipped this question**

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**Q70** Do you have another goal to update?  **Respondent skipped this question**

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Page 26: VII. Previous Goals: Update (If Applicable)

**Q71** Previous Goal 2:  **Respondent skipped this question**

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**Q72** Which College Strategic Goal does your service area most directly support?  **Respondent skipped this question**

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**Q73** Please describe how this goal advances the college strategic goal identified above.  **Respondent skipped this question**

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**Q74** Goal status:  **Respondent skipped this question**

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Page 27: VII. Previous Goals: Update (If Applicable)

**Q75** Please describe the results or explain the reason for the deletion/completion of the goal:  **Respondent skipped this question**

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**Q76** Do you have another goal to update?  **Respondent skipped this question**

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Page 28: VII. Previous Goals: Update (If Applicable)

**Q77** Please describe action steps for the year:  **Respondent skipped this question**

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**Q78** How will this goal be evaluated?  **Respondent skipped this question**

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**Q79** Do you have another goal to update?  **Respondent skipped this question**

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Page 29: VII. Previous Goals: Update (If Applicable)

**Q80** Previous Goal 3:  **Respondent skipped this question**

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**Q81** Which College Strategic Goal does your service area most directly support?  **Respondent skipped this question**

**Q82** Please describe how this goal advances the college strategic goal identified above.

**Respondent skipped this question**

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**Q83** Goal status:

**Respondent skipped this question**

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Page 30: VII. Previous Goals: Update (If Applicable)

**Q84** Please describe the results or explain the reason for the deletion/completion of the goal:

**Respondent skipped this question**

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**Q85** Do you have another goal to update?

**Respondent skipped this question**

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Page 31: VII. Previous Goals: Update (If Applicable)

**Q86** Please describe action steps for the year:

**Respondent skipped this question**

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**Q87** How will this goal be evaluated?

**Respondent skipped this question**

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**Q88** Do you have another goal to update?

**Respondent skipped this question**

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Page 32: VII. Previous Goals: Update (If Applicable)

**Q89** Previous Goal 4:

**Respondent skipped this question**

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**Q90** Which College Strategic Goal does your service area most directly support?

**Respondent skipped this question**

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**Q91** Please describe how this goal advances the college strategic goal identified above.

**Respondent skipped this question**

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**Q92** Goal status:

**Respondent skipped this question**

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Page 33: VII. Previous Goals: Update (If Applicable)

**Q93** Please describe the results or explain the reason for the deletion/completion of the goal:

**Respondent skipped this question**

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Page 34: VII. Previous Goals: Update (If Applicable)

**Q94** Please describe action steps for the year:          **Respondent skipped this question**

**Q95** How will this goal be evaluated?          **Respondent skipped this question**

Page 35: VIII. New Goals

**Q96** Would you like to propose any new goal(s)?          **Yes**

Page 36: VIII. New Goals

**Q97** New Goal 1:

Establish community partnerships in order to educate and promote Cuyamaca College's pathways, programs and services.

**Q98** Which College Strategic Goal does this service area          **Organizational Health**
goal most directly support?

**Q99** Please describe how this goal advances the college strategic goal identified above:

By connecting more with community organizations, we will increase student awareness and access, hopefully leading to student enrollment, which has a positive effect on the organization.

**Q100** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

N/A but we know this is a need

**Q101** Action steps for this year:

Hopefully, hire a part-time Community Liaison to assist with this work and provide a consistent presence in the community.

**Q102** How will this goal be evaluated?

Our department will keep track of these new partnerships, activities involved and follow up needed.

**Q103** Do you have another new goal?          **Yes**

Page 37: VIII. New Goals

**Q104** New Goal 2:

Extend outreach services to be inclusive of the community.

**Q105** Which College Strategic Goal does this service area goal most directly support?     **Basic Skills Acceleration**

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**Q106** Please describe how this goal advances the college strategic goal identified above:

By extending our services to be inclusive of the community, this will help to validate the experiences of our adult students.

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**Q107** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

N/A but we know this is a need.

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**Q108** Action steps for this year:

Create an onsite matriculation event open to the community, where potential students can complete all onboarding steps in one day. Additionally, creatively market Student Success Day to students of all ages.

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**Q109** How will this goal be evaluated?

By collecting data from the events above.

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**Q110** Do you have another new goal?     **No**

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Page 38: VIII. New Goals

**Q111** New Goal 3:     **Respondent skipped this question**

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**Q112** Which College Strategic Goal does this service area goal most directly support?     **Respondent skipped this question**

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**Q113** Please describe how this goal advances the college strategic goal identified above:     **Respondent skipped this question**

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**Q114** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:     **Respondent skipped this question**

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**Q115** Action steps for this year:     **Respondent skipped this question**

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**Q116** How will this goal be evaluated?     **Respondent skipped this question**

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**Q117** Do you have another new goal?     **Respondent skipped this question**

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Page 39: VIII. New Goals

**Q118** New Goal 4:                                          **Respondent skipped this question**

**Q119** Which College Strategic Goal does this service       **Respondent skipped this question**
area goal most directly support?

**Q120** Please describe how this goal advances the          **Respondent skipped this question**
college strategic goal identified above:

**Q121** Please indicate how this goal was informed by SLO    **Respondent skipped this question**
assessment results, PLO assessment results, student
achievement data, or other data:

**Q122** Action steps for this year:                         **Respondent skipped this question**

**Q123** How will this goal be evaluated?                    **Respondent skipped this question**

Page 40: IX. Executive Summary

**Q124** One-page summary:

The mission of the High School and Community Relations Department is to facilitate equitable access, inclusion and student success by providing students and community members with useful information regarding college pathways. As well as informing and connecting them to programs and services while encouraging, guiding, and empowering students to pursue higher education. Outreach supports the mission of the college by informing the community of higher education opportunities, specifically at Cuyamaca College and within GCCCD.  Services provided by the department include distribution of information about the college and its programs, visits to schools for college and career nights, peer advising, presentations, and enrollment workshops at local high schools. Tours of the college are also provided.

Although the department does not have direct access to student population data because we mainly work with prospective students, we ensure we are addressing the needs of the student population and community. Our department worked jointly with Grossmont College and the District to create a "Start Your Future - Steps To Becoming a College Student," an informational folder for new students in a variety of languages (English, Spanish, and Arabic). Additionally, when hiring, we have been mindful about hiring team members who speak other languages. For instance, we have staff members who speak English, Spanish, and Arabic.  When scheduling events, we are mindful about who we send out to give presentations. Furthermore, high school students make up many of our contacts. We take an intrusive approach when helping these students. For instance, outreach staff members actively approach students to be sure enrollment steps have been completed and students' questions have been answered. During our workshops, consistent email messaging takes place - reminding students to complete steps and make them aware of what is to come in the college enrollment process.

Our overall event summary for 2018-19 includes the following activities:

| Overall Event Summary | Students Seen | Applications Received |
| --- | --- | --- |
| High School Advising | 857 | 91 |
| Large Scale Campus Tours | 715 | |
| Small Scale Campus Tours | 20 | |
| HS/Community Presentations | 846 | |
| College/ Community Fairs | 3223 | |
| On Campus Info Tables | 2652 | |
| On Campus Events | 65 | |
| Application Workshops | 172 | 172 |
| Counseling Class Tours | 15 | |
| Matriculation: App, Orien., Adv. | 406 | 622 |
| Totals | 8971 | 713 |

With the addition of the Welcome Center (A-104) in 2017, the High School & Community Relations Department became much more than "outreach," we begin providing in reach services to new and returning students at the One Stop, Student Services Building. We support the Arabic speaking and ESL student community with a variety of services, including college applications, financial aid, registration, WebAdvisor/Self-Service support and more. With help from the department's part-time Community Liaison, Aklas Sheai, the department made a total of 4,553 student contacts (duplicated) in the 2018-19 school year.

In spring 2019, the department hosted its annual matriculation workshops (Griffin-Coyote Connection) out at our feeder high schools (Granite Hills, Monte Vista, Mount Miguel, Steele Canyon, & Valhalla). We had a total of 622 students complete a college application, 499 complete orientation, and 406 complete the Math and English Placement and advising (where they obtained a first-semester education plan). The completion rate for these steps was 65%, which was a decrease from the year prior (77%). There are some reasons why this may have been the case (listed under V.3.)

We are happy to report 74% (820) of survey respondents reported feeling prepared about going to college after participating in one of our outreach activities (campus tour and/or presentation).

Outreach wants to be sure to include the community in on our efforts, thus, new goals for the department include:

1. Establish community partnerships in order to educate and promote Cuyamaca College's pathways, programs and services.

2: Extend outreach services to be inclusive of the community.

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**Q125** OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

**Respondent skipped this question**

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**Q126** OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

**Respondent skipped this question**

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### Page 41: X. Resources Needed to Fully Achieve Goal(s)

**Q127** Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs)

**No**

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### Page 42: XI. Faculty Resource Needs

**Q128** Are you requesting one or more faculty positions to achieve this goal(s)?

**No**

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### Page 44: XIII. Classified Staff Resource Needs

**Q129** Are you requesting one or more classified positions to achieve your service area's goal(s)?

**No**

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### Page 46: XV. Technology Resource Needs

**Q130** Are you requesting technology resources to achieve your service area's goal(s)?

**No**

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### Page 48: XVII. Supplies, Equipment, & Other Resource Needs

**Q131** Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)?

**No**

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### Page 50: XIX. Facilities Resource Needs

**Q132** Are you requesting facilities resources to achieve your service area's goal(s)?    **No**

Page 52: Final Check

**Q133** If you would like to go back and review parts of your program review, select a section and click "Next."    **I am ready to submit my program review**