

## **2006-2007 Outreach Program Review**

### **Program Review Team:**

**Allison Bly, Mike DeUnamuno, Brenda Arteaga, Andrea Wright, Kenn Waters**

### **PROGRAM DESCRIPTION AND SCOPE**

High school outreach is done by various offices and departments on campus and includes a staff of counselors, students, and support staff personnel. Outreach is principally a student services activity with the aim of attracting potential students to the college by informing them of the multiple programs and services available to people in and around the community while.

Currently, the primary people who partake in outreach activities are Allison Bly for general outreach, counselors Brenda Arteaga and Mike DeUnamuno for Latino/Chicano outreach, and Andrea Wright for Financial Aid outreach. Other areas across campus participate in outreach, such as EOPS and athletics, however the majority of outreach to the local high school population comes from Counseling and Financial Aid.

Currently, for general outreach to high school students, recruitment activities begin in October. Lunch tables and workshops are conducted at local high schools during the months of October and November to provide students with general information about Ohlone. Information at the workshops also includes a brief overview of Ohlone's enrollment process, as well as information about why students should attend a community college. During the months of February and early March, additional workshops are held out at high schools in which greater detail is given regarding Ohlone's enrollment process. Application information is also provided to K-12 students interested in attending summer school. During the 2006-2007 academic year, 14 workshops were conducted to high school seniors and 5 schools requested lunch table visits. Additionally, two full days were spent at James Logan High School conducting workshops to every senior English class.

Students also receive general information about Ohlone at college/career fairs that are held at high schools. Most fairs are held in the early Fall or at the end of Spring. During the 2005-2006 academic year, Ohlone had representation at 13 college/career fairs (due to a transition in staffing during the fall of 2006, 2006-2007 college fair data is incomplete).

After students attend the workshops and complete an Ohlone application, Karen Luk from the Placement Center, conducts testing out at the high schools. This usually occurs in March and early April. In 2006, Karen tested a total of 461 high school seniors.

Once the testing is complete, seniors are invited to a special New Student Orientation session. The orientation covers information on Ohlone student services, study skills, testing results, transfer requirements, and an introduction to WebAdvisor. Students also meet individually with a counselor to complete a Student Educational Plan (SEP). All students leave the orientation with an SEP and are then able to register for these classes the first day that new students are eligible to register. This gives them a great advantage in obtaining classes for the new term. In 2006, 213 high school seniors attended the special orientation sessions.

Much of the Latino/Chicano outreach is conducted throughout Fremont, Newark, Union City, and Hayward in the form of informational tables and workshops. The outreach activities are primarily geared towards high school seniors and their parents, however sometimes other grade levels are involved. During the 2005-2006 academic year, twelve visits were made to local high schools. For the 2006-2007 academic year, a total of nine visits were conducted. Most of the presentations to students are conducted in English, while the presentations to parents are primarily done in Spanish.

Another aspect of Latino/Chicano outreach is done through Raza Day. Although it is open to all 11<sup>th</sup> and 12<sup>th</sup> graders, the program is geared towards informing Latino students and parents about Ohlone and the benefits of enrolling. Information presented at Raza Day includes admissions, financial aid, and academic programs. In 2006, approximately 300 students attended Raza Day.

A third component of Latino/Chicano outreach is through the Learning Alliance for Bioscience (LAB) project. Ohlone College and its partners from K-12 and industry have jointly created the LAB project, an integrated set of activities with the aim of:

1. increasing the number of students participating in Ohlone's biotechnology program, particularly those from underrepresented groups;
2. increasing the variety and effectiveness of teaching and learning strategies and methods in biotechnology programs; and
3. enhancing and expanding the scope of their biotechnology program by exploring and developing new bioscience technician programs in alignment with industry needs.

Activities include summer programs for students, tutoring, outreach, professional development for teachers, and curriculum, program development, and personal development college courses taught at the high school sites. Currently the Ohlone Counselors are teaching PD-113 at John F. Kennedy H.S., James Logan H.S., and Newark Memorial High School.

Financial Aid also conducts activities for high school students in the form of workshops, tabling, and parent presentations. Cash for College is a major outreach program for Financial Aid. These workshops are conducted at high schools in the evening so that parents can attend. During the 2006-2007 academic year, Cash for College workshops were held at Newark Memorial, Mission San Jose, Washington and Irvington High Schools. Financial Aid staff also participates in the general outreach spring workshops at

all local high schools. Additionally, financial aid workshops are presented on Ohlone's campus. Although they are currently attended primarily by Ohlone students, an effort is going to be made in future years to have more high school students participate in these workshops.

### **RELATIONSHIP TO OHLONE MISSION AND GOALS**

Ohlone's outreach program supports several of Ohlone's goals:

- 1) Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events.**

Currently, the percentage of Latino students at Ohlone does not reflect the percentage of Latinos in the community. Several outreach activities have been developed to address this issue. Raza Day was created to increase the number of Latino students attending Ohlone. High school students are invited on campus to learn more about Ohlone and how to become a student.

Puente is another program that was started at Ohlone to attract Latino/Chicano students to Ohlone and to support them in their transition to college. This is the second year of Puente, and both years the program has filled.

- 2) Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability.**

Learning communities have been developed around common themes in an attempt to attract new students.

University Express is a learning community program that was created to not only increase the number of full-time students, but to also encourage transfer-track students to participate in a learning community program. This program is advertised at the high schools and at the New Student Orientations for high school seniors. Students in this program are enrolled together in 3-4 classes, all of which are either prerequisites for transferring or are transfer requirements. Students are also enrolled in a Personal Development class in which they meet with counselors to develop study skills and learn more about the transfer process.

Another learning community that was created was for student athletes. Kenn Waters, the athletic counselor, has been advertising this program to parents and new athletes as a way to be a full-time students and begin completing degree requirements.

Other learning communities for Fall 2007 are Debate Today's Issues with Tomorrow's Leaders and an Online Learning Community.

**3) Promote the health, environmental, cultural, and economic vitality of the communities served by the District through programs of outreach, community service, and partnership ventures.**

A new program called College Connections was implemented during the 2006-2007 academic year. In this program, 25 high school seniors complete all of their classes on the Ohlone campus. Their mornings are spent with a high school instructor taking regular high school classes. Then during the afternoon, students take Ohlone classes as college students. The program started with Newark Memorial during 2006-2007 and will expand in future years to include Kennedy and James Logan High School students.

Another way of promoting Ohlone is through Ohlone's annual High School Counselor Conference. Each year, high school Counselors and Career Specialists are invited on campus to learn about Ohlone's programs, the enrollment process, and to talk with Ohlone Counselors. The Spring 2007 conference was attended by 22 Counselors/Career Specialists, representing 8 high schools and the district office.

The outreach program also supports the Student Services curriculum. Prospective students are given specific information about Ohlone and the enrollment process. Students are expected to develop personal responsibility for their college experience and follow the steps and deadlines.

Students are also taught about respect of others through the Latino/Chicano outreach programs. These seek to create a diverse learning community at Ohlone.

**OUTREACH STUDENT LEARNING OUTCOMES**

The Program Review team developed three learning outcomes based on the information that is presented to students at outreach activities. Students will...

- Be exposed to the benefits of attending a community college.
- Be made aware of appropriate people or departments to contact for information.
- Understand Ohlone's steps for enrollment (i.e. application, financial aid, testing, orientation, registration)

Because the primary purpose of high school outreach is to recruit students to attend the college, enrollment data will be used to measure the success of outreach activities, as well as whether or not students accomplished the learning outcomes.

Another assessment method that will be used to determine the effectiveness of Ohlone's high school outreach is a survey that was given to high school Counselors at the Counselor Conference.

Enrollment Data: Summer/Fall 2005 and Summer/Fall 2006  
(from Chancellor's Office Data Mart)

	<b>Summer 2005</b>	<b>Fall 2005</b>	<b>Summer 2006</b>	<b>Fall 2006</b>
<b>Age 19 and under (overall)</b>	2088	3407	2261	4368
<b>Age 19 and under (Latino/Chicano)</b>	122	391	130	532

As can be seen from the enrollment numbers, the outreach activities in the high schools have been effective. Enrollment for the general Ohlone population rose 8% between Summer 2005 and 2006, and Fall enrollment increased by 28%. Enrollment for Latino/Chicano students increased by 7% between Summer 2005 and 2006, and Fall enrollment increased by 36%.

Another way the college assessed the effectiveness of the outreach programs was by surveying the high school Career Specialists and Counselors. Below are the results of this survey (5=high/great and 1=low/poor). The numbers listed in each column are how many people responded with that column's number rating:

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Responsiveness of outreach staff to your students' needs</b>	7	5			
<b>Timeliness of information and services provided at your campus</b>	5	5		1	
<b>How informative is Ohlone's financial aid information?</b>	2	1	4	2	
<b>Did you receive financial aid information from Ohlone?</b>	2	1	3	1	2
<b>Was the registration information for seniors easy to follow?</b>	7	3	2		
<b>Was the placement testing process convenient and easy to understand?</b>	7	3	1		
<b>How well has Ohlone reached out to traditionally underrepresented students on your campus?</b>	1	6	2	2	

Counselors and Career Specialists were also asked if there are any other groups of students that Ohlone needs to reach out to more. Several respondents listed African American and ESL students. Other groups mentioned were Latino and special education students.

As can be seen from this data, the majority of the efforts out at the high schools are viewed positively by the high school Counselors and Career Specialists. One area that received a few poor ratings was financial aid. The reason for this is most likely because the outreach position within Financial Aid was only recently developed. It was created because the Financial Aid department is aware that high schools need more information, and it's their goal to improve the quality and quantity of financial aid information that is reaching high school students.

**ASSESSMENT OF STUDENT SUCCESS IN REACHING OUTCOMES:**

Because enrollment numbers are increasing, students are definitely getting the message that there are many benefits to attending a community college and that Ohlone has a lot to

offer students. They also understand our enrollment process and are able to successfully apply and register for classes.

Although it would be nice to take all the credit for the enrollment increases, there are other factors that could have played a part in bringing more students to Ohlone. First, getting into a four-year university has become increasingly competitive. More students are applying and fewer are being accepted. As a result, some students may not be getting into the college of their choice and realize they have a better chance of getting admitted as a transfer student. Tuition at the four-year universities has also been increasing so some students may not be able to afford the new fees.

Other areas of research that would be useful to examine would be looking at whether or not there's an increase in the number of students applying for financial aid. Another area of interest would be determining why only half of seniors who took the placement test attended an orientation. Do the remainder of the students eventually attend an orientation and enroll? Are they only taking the test as a back-up plan? Or do they just skip orientation and enroll on their own? One final area of research would be to look at it whether or not the learning communities have a positive impact on first-year student success.

#### **ASSESSMENT OF OUTREACH OFFERINGS:**

The outreach efforts that are currently in progress have been successful, as can be seen by the enrollment data and the high school Counselor/Career Specialist survey. However, there are ways that the outreach program can be improved.

As was mentioned above, there appears to be a significant drop-off between the testing and orientation steps of the enrollment process. If the processes were seamless and students tested and then were oriented immediately following the testing, more students would receive the orientation. Another concern is that students are receiving the orientation prior to the start of registration. Therefore, students can't register for classes at orientation. Although this is done so that students will be oriented and ready so sign up for classes the day registration opens for new students, it is unknown if students actually do register. It would be ideal to have students register for classes at orientation so that we ensure that they do actually sign up for classes.

Another area that could use improving is the campus tour program. Campus tours are offered every other week and also by appointment. Although it is advertised on the Ohlone web site and in other promotional materials, not many prospective students take advantage of the tours. More effort needs to be made in getting prospective students to take tours.

A final area that needs improving is our outreach to underrepresented groups of students. Latino/Chicano recruitment has been extremely successful, but as was pointed out by the High School Counselors, more effort needs to be made in reaching groups such as African Americans, second language learners, and special education students.

Many of these improvements could be made if additional staff was hired to conduct general outreach activities. Currently, there is one part-time person in charge of coordinating and conducting all general high school outreach events and activities. Most colleges have entire departments dedicated to recruitment. In order to reach out to more students, more people need to be involved. It is not realistic to expect one part-time person to attend all of the high school workshops, college fairs, answer high school Counselors' questions, and work with all incoming high school students. Although budgets are tight, if our enrollment numbers decline, so will our apportionment. It should be a priority of the college to recruit students in order to ensure that Ohlone's enrollment numbers continue to increase.