Outreach

Program Review - Annual Update

2023 - 2024

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

Outreach serves the community at large. We provide information to prospect students, parents, high school staff and community partners that also serve students. Outreach also provides support in marketing our Cañada College programs, such as Promise, Umoja, Puente, EOPS, STEM, TAG, and more.

a.How many students are served by your program?

4,000

b.Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

Yes, this is specifically in our college EMP goals (1.1 Make Registration easier, 3.1/3.2 Transorm how and where we share our story/reach new community members, especially BIPOC).

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

Enrollment numbers, Salesforce Call Reports, manual data from events hosted/attended (such as PEP, tours, college nights, etc.). Due to pandemic, attendance and enrollment declined, as well as our ability to properly track.

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

1. We created a streamlined registration event for students to enroll/register & complete all matriculation steps in one day. The events were successful so we now program them into our calendar (prior to each semester session). 2. After the pandemic, we have been able to continue to provide multi-modal services (in person and virtual). 3. Hired, trained and increased the number of student ambassador team members. Ensured that the team is diverse and representative of our student population.

a.Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?

Yes, providing registration events on weekends allowed our adult/ESL students to come in when they are not working and register. Also, having a representative ambassador team allowed for K-12 students to connect with and see themselves in the student panels we provided at locations such as BGC, college night events, etc.

3- Describe major challenges since the last program review cycle.

1. Budget - having successful registration events requires more funding for food, entertainment, printing & marketing materials, swag, as well as to pay overtime for staff working. 2. Being able to reach and properly support new community partners was challenging for one college recruiter. (Since then, a 2nd temporary college recruiter has been hired).

Impact of Resource Allocations Process (250 word limit)

4- Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

1. A temporary college recruiter was requested/approved. This has allowed Outreach to expand our partnerships and be intentional about connecting to low-income, BIPOC communities such as NFO, EPA & Belle Haven.

a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?

Super Registration Events allow prospective students to complete the matriculation process in one day. Increased enrollment

b. What have you been unable to accomplish due to resource requests that were not approved?

n/a

c. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

Additional personnel allows the recruiters to be in the community recruiting and assiting prospective studentns with the matriculation steps.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success

The additional funding and personnel allows the outreach department to expand and provide greater access to BIPOC communities

6- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

N/A

a. What additional antiracism training do you/your program need in the upcoming year?

N/A

b. What research or training will you need to accomplish these plans?

N/A

c. What supplies, equipment, or facilities improvements do you need?

part-time office asssitance, additional ambassadors, Wifi-hotspot service. Need recurring funding so that we dont need to request one time funds every year.

$41,000 for ambassadors - approved as one time request for this year, will not roll out to next year
Last year $22,000 from fund one, and fws 5K, iap funds almost 14K from state grant = $40 thou

for non-personnel request, for student ambassadors $30k before october 13, budget was augmented as one time and has been a band aid for years but we are seeing it is needed every year, (goal $50k per year for ambassadors).

If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.

Non-Personnel Item (2023 - 2024)

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Program Requesting Resources

Budget Increase for Super Registration Events

Item Requested

$60,000 ($20k for each event)

Item Description

Budget increase

Program Goals this Request Supports

Triple the number of high school students on campus during the summer and on Saturdays during the academic year and Expanding in EPA, BH, and NFO with an emphasis on BIPOC communities

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over $5,000) e.g., equipment

Cost

60,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Provides and ensures equitable access to our low-income and BIPOC communities, specifically in our North Fair Oaks, Belle Haven & East Palo Alto.

Critical Question: How does this resource request support Latinx and AANAPISI students?

The afore-mentioned communities of North Fair Oaks, Belle Haven and East Palo Alto have the highest concentration of Latinx, Asian American, African American & Poly-Island community members. These low-income community members often need to work and are not able to attend multiple workshops and/or meetings for the steps in our matriculation process. These 'one-stop shop' events allow them to attend one day and complete all of their enrollment steps and with the instruction and assistance they need. These events are usually energetic and welcoming for incoming students and it makes them feel they belong and are supported by our wonderful staff.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Community Connections,Student Access, Success, and Completion,Equity-Minded and Antiracist College Culture,Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need,Make registration easier,Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete,Strengthen the college culture of continuous assessment and improvement

Outreach - Resource Request

in order to ensure all programs effectively serve students and close equity gaps,Better share what Cañada offers,Strengthen K-16 pathways and transfer,Support innovative teaching that creates more equitable and antiracist learning environments,Create and sustain an inclusive, antiracist, and equity-minded campus culture,Be the best college choice for local high school students