



Skyline College

SKY SS CPR Report

2023 - 2024

SKY SS - Outreach Program

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Assessment Unit Information

Program Type

Student Services

Division

Enrollment Services (ES)

Assessment Contact

Jeremy Evangelista

Comprehensive Program Review

2023 - 2024

Program Review Update

Fall 2022, Fall 2026

Student and Learning Support Services Comprehensive Review

Submitter Name:

Jeremy Evangelista

Submission Date:

05/08/2024

BACKGROUND

1.A. DIVISION:

Enrollment Services (ES)

PROGRAM NAME:

Outreach Office

1.B. YEAR OF REVIEW:

2022-2023

1.C. PROGRAM REVIEW TEAM

Jeremy Evangelista-Ramos, College Recruiter
Will Minnich, Dean of Enrollment Services

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i. Describe the program, its purpose, and how it contributes to Skyline College’s Mission, “To empower and transform a global community of learners.”

The Outreach Office supports Skyline College's new student recruitment by providing quality services to prospective students and members of the community. These services include: presentations, application workshops, guided tours, registration assistance, onboarding support and participation in on- and off-campus events. Since 2015, the outreach office has established partnerships among local high schools and community-based organizations providing college readiness ensuring prospective students are knowledgeable and prepared for their educational journey at Skyline College.

ii. Alignment with the College Values:

Open Access, Community Partnership, Student Success and Equity

For each chosen Value, provide a concrete example of how each connects to your program.

Open Access (ensuring the admissions and application process is clear and accessible to all)
Community Partnership (working directly with K-12 districts and local community organizations to provide awareness and services to educational opportunities)
Student Success and Equity (program efforts tailored to support students with various backgrounds; i.e. YouTube videos, instructional handouts, dedicated workshops)

1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

0

Adjunct Faculty FTE:

0

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Classified Professionals FTE:

1

Manager/ Director FTE:

0

Dean FTE (if applicable):

1

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

Since the creation of the outreach office, there's been one full-time classified professional and part-time student assistants supporting new and existing outreach efforts for the entire campus. The college recruiter has collaborated with a number of campus programs and divisions to increase its' presence among the community while maintaining strong partnerships with local organizations and at the high schools. Over the last year, there's been emphasis on outreach and recruitment while both share a common goal in getting students to the college; the types of activities look different and require more than the current staffing in place. The campus ambassador program has expanded and employs 8-10 students within an academic year; however students are only allowed to work up to 20 hours a week which has its' bandwidth constraints.

1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

The college recruiter has participated in flex day workshops and involved in various committees and workgroups across campus increasing equity; Enrollment Strategies Committee, Early College Experience, diversity and equity conferences: Asian Pacific Americans in Higher Education (APAHE) and Queer Students of Color Conference (QSOCC).

ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

With one full-time classified professional overseeing the department and the college's outreach efforts, there are limitations, both financial and staffing to participate in professional development opportunities. This could be addressed by staffing the outreach team with another full-time personnel that does not heavily rely on part-time student assistants to fulfill internal and external commitments. Professional development funds are generally supported through the district, grants or the dean; there's no funding directly built in the dept. budget to support PD advancement opportunities annually. Areas of potential training and professional development can include: marketing and leadership training, exposure to recruitment best practices at other community college, four-year and for-profit institutions from conference, webinars/seminars and networking events.

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

Over the last year, the outreach department has expanded its' recruitment efforts with the use of data and technology. Salesforces offers the opportunity to respond to general inquiries and provide follow-up in a timely manner; deepening the connections between prospective students and programs and resources. Outreach utilizes Salesforce to engage and support recent applicants through successful matriculation with a clearer understanding on where individuals may be in the enrollment process. These efforts are critical during the interest/discovery phase of seeking career and educational attainment at Skyline College.

Since the creation of the outreach office, the program continues to collaborate with a number of instructional and students services departments across campus to promote its' respective areas. Areas include but are not limited to: CTE Pathways, Promise/TRiO/EOPS, transfer and explorers and learning communities. Many of the outreach events reverted back in-person both on- and off-campus and have had a positive impact in engaging with prospective and incoming students.

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The outreach student ambassador program has doubled in size over the last year with the use of enrollment and retention funding increasing its' ability to support ongoing and new recruitment activities. These efforts focused in student populations that experienced the steepest enrollment declines due to the pandemic. Campus ambassadors directly address students using their own voices which is critical to developing rapport and trust among students and highly encouraging enrollment.

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

The implementation of SB893 impacted overall enrollment at Skyline College; and the way in which outreach supported students with applying/registering for classes. We received a significant amount of applications which resulted in the team to conduct additional follow-up while connecting students with campus programs and resources. The district implemented a new and streamlined process for the concurrent enrollment program. The changes were an improvement as required forms and signatures were integrated with salesforce and contributed in the growth of the program.

Community and high school partnerships continues to positively and negatively impact collaborations with Skyline College. The college recruiter has strong partnerships among high school administrators, counselors and college and career coordinators; providing additional opportunities to increase presence at local high schools and community organizations. High schools continue to experience transitions and vacancies in critical roles which negatively impact existing programming such as the counseling liaison program; with the lack of coordination and support; this results in the college recruiter to rebuild quality relationships and create new opportunities for students.

The college recruiter has been involved in various on-campus committees and task groups which takes away from other outreach efforts given limited time and resources. The outreach office continues to operate with one full-time classified professional and part-time student assistants which makes it hard to fulfill all of its' commitments; being available on campus to support current initiatives while maintaining/developing partnerships throughout the community.

ACCESS

3.A. DATA COLLECTION OVERVIEW

What program data about usage or access is relevant to your program, and why? How is it collected?

Outreach uses institutional data and reports to monitor and assess its' current efforts and activities. These include: overall first-time and first-time transfer enrollments, inquiry to application conversion rates, application to registration conversion rates, college-wide applicant tracking reports, counseling liaison program, point-in-time reports disaggregated by age, race/ethnicity, school site.

3.B. USAGE TRENDS

Provide student and/or community usage trends for all major programming over the last five years, by cohort, if applicable.

Outreach's usage and services have increase insignificantly over the last year. Many local high schools and community organizations have reverted to in-person events and activities while still using virtual spaces to allow for different modalities in reaching their students. These services include:

- Virtual and in-person campus tours/visits
- One-on-one appointments with campus ambassadors
- Virtual and in-person application and onboarding workshops
- Outreach specific events: Priority Enrollment Program (PEP) Days, Career Technical Education (CTE) Days, Connect 2 College (open-house) events, discover days, high school lunch tabling.

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- Participation at in-person college and career fairs, local community events, college expos, parent/guardian nights, etc.
- Involvement in high school administrator and counseling meetings; high school partners conference

3.C. DISAGGREGATION OF PROGRAM PARTICIPANT DATA

Disaggregate the data from 3.B. and compare it to the overall College population; choose disaggregations which are most relevant to programming decisions (e.g., ethnicity, gender, age, enrollment status, and/or modality). Work with PRIE to disaggregate any data collected via student IDs.

In fall 2023, the college saw a 13% increase in first-time enrollments in comparison to the prior year. Though this increase cannot be entirely credited to outreach, many of the recruitment efforts offered in-person and virtual had a significant impact in our campus' enrollment recovery coming back from the pandemic. Examples of specific programming and events that supported first-time applicants during the CPR cycle were the Counseling Liaison Program and Discover Days in collaboration with our cultural learning communities.

Since fall 2019, Skyline has increasingly seen first-time applicant to registration conversion rates:

Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
27%	50%	53%	58%	58%

Disaggregated data captures an increase in first-time, hispanic and black students, while asian, filipino and white students remained constant over the last few years. This may have attributed in programming such as Discover Puente in partnership with the [herman@s](#) program at local high schools and a focus to recruit and retain black/african american students overall. The Counseling Liaison Program intentionally supports first-time students at local high schools through succesful matriculation. This can be attributed to programming that supports students not only apply to skyline but also registering for classes.

Looking at data of first-time applications/registration from feeder high school sites where CLP is established, we saw an increase over the last five years. This is relatively higher than the overall institutional first-time, applicant to registration conversion rates.

Fall '19	Fall '20	Fall '21	Fall '22	Fall '23
68%	67%	73%	76%	77%

Supporting Documents

- [Applicant Funnel - Skyline all first-time black.pdf](#)
- [Applicant Funnel - Skyline all first-time filipino.pdf](#)
- [Applicant Funnel - Skyline all first-time hispanic.pdf](#)
- [Applicant Funnel - Skyline all first-time white.pdf](#)
- [Applicant Funnel - Skyline all first-time.pdf](#)
- [Applicant Funnel - Skyline all first-time asian.pdf](#)

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3.D. EQUITABLE ACCESS TO THE PROGRAM

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i. What usage trends do you observe, and what may account for these trends?

The Counseling Liaison Program (CLP) continues to provide graduating high school seniors the opportunity to complete enrollment steps directly at their high schools eliminating potential barriers to access and encouraging college enrollment post-graduation. A large portion of students served through CLP are traditionally first-generation and socioeconomically disadvantaged. Annually, CLP serves roughly ~750 first-time students across our feeder districts.

Discover Days was established for underserved high school students to help better connect them to Skyline College and develop a level of comfort with higher education. These events would be focused on three main high school student populations: Black and African-American, Latinx, and Filipinx and was in collaboration with our cultural learning communities: Umoja-ASTEP, Puente and Kababayan. High school participants were also involved in high school/dual enrollment courses offered at their respective sites (Herman@s at South San Francisco and Kapatiran at Westmoor High School. Each day would have its own, unique cultural experience to best manage resources across campus and offer exposure to programs and services most appropriate for them. Discover days would allow students to sit-in on college courses provide both cultural enrichment as well as increase comfort with the campus environment. Additionally, this experience was directly connected to the Student Equity Plan. Anually, Discover Days serve ~150 students from local high schools.

ii. How do your program demographics compare to that of the College as a whole, and what differences, if any, are revealed?

Majority of the participants that engaged with outreach were representative of the institution's demographic breakdown. In 22-23, roughly 52% of Skyline students were between the ages of 18-22 and many of them were recent high school graduates and first-time enrollments; and were largely among disproportionately impacted students group: latinx, asian and filipinx students. Outreach continues to improve the onboarding process to increase successful enrollment of a diverse student population that is reflective of the our campus community.

Supporting Documents

[Skyline Marketing-Outreach Snapshot 2.2.23.pdf](#)
[FactSheet2023.pdf](#)

iii. What are the implications for how you will provide services and conduct outreach for your program?

n/a

EFFECTIVENESS

4.A. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

i. How frequently were PSLOs assessed for the last five years?

Outreach's PSLO are assessed annually and are updated as needed.

ii. What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?

Outreach PSLOs were assessed and updated within the last year; adjusting from three PSLOs to one focusing primarily on outreach and recruitment for prospective and incoming students. An implication in assessing PSLOs is in part due services being available to all types of students. This makes tracking and monitoring efforts challenging as there isn't an effective way to collect data rather looking at institutional data.

iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

Yes

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iv. Please check the boxes to indicate that the following tasks have been completed.

Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness

Yes

Updated the Improvement Platform with new and/or changed PSLOs after approval by the appropriate person(s).

Yes

Updated the program website with new and/or changed PSLOs after approval by the appropriate person(s)

Yes

4.B. ADDITIONAL DATA DEMONSTRATING EFFECTIVENESS

i. Briefly describe and upload additional data that is relevant to evaluating your program's effectiveness (e.g., reports to the federal or state government, grantors, etc.). Disaggregate when possible.

The outreach office is responsible for responding to general inquiries for the college. Referencing the Salesforce dashboards (2022-2023 RFI Conversions and Enrollment Funnel and Recruiter Dashboard); data captures the number of inquiries received since implementation in 2019 and within the 22-23 academic year. In addition, the data includes the # of applications and registrations derived from inquiries resulting in an increase of overall enrollments.

In referencing the Salesforce data dashboards, the conversion rates (inquiry to app) have remain constant for since 21-22; based on the total number of application that have turned into registrations.

	Fall	Spring
21-22	19%	11%
22-23	20%	11%
23-24	20%	13%

Currently, the Salesforce dashboard doesn't provide the opportunity to disaggregate data from inquiry to registration however continues to be a goal moving forward. There could be major value in integrating data that is available in SAP with Salesforce to determine the effectiveness of outreach's efforts. SAP captures end-of-term data and doesn't allow real-time to evaluate recruitment strategies to determine where outreach might ramp up efforts during a current recruitment cycle.

4.C. STUDENT FEEDBACK

If student feedback was not addressed in 4.A. or 4.B., describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why. Upload feedback results.

In Spring 2024, the outreach office administered a survey to first-time students from feeder high schools (defined with a grad date of 2023).

Questions included:

1. What was the primary way you received information about Skyline College before applying to enroll?

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2. Did you get any support in completing the enrollment steps to become a Skyline College student?
3. How helpful was the support you received in helping you complete the enrollment steps?
4. If you answered “not so helpful” or “not at all helpful” to any of the items above in Question 3, please use the space below to provide additional information or feedback
5. How likely are you to recommend Skyline College to your friends and family?
6. Is there anything else you’d like to share with the Skyline College Outreach Office to help improve programming and services offered to students?

The responses were too low to be meaningful (<6 responses) and used in this year's comprehensive program review.

Supporting Documents

[2022-2023 RFI Conversions and Enrollment Funnel \(2\).png](#)
[Recruiter Dashboard \(1\).png](#)

4.D. COHORT RETENTION, SUCCESS, AND/OR PERSISTENCE RATES

Identify cohorts and upload reports on the relevant success metrics for the program.

Provide analysis of the data. Specific questions to answer in your response:

i. What have you learned from reviewing the cohort retention, success, and/or persistence data?

n/a

ii. How do the cohorts' results compare to the overall College's results?

n/a

iii. What factors may be contributing to these outcomes?

n/a

ACTION PLAN

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

Outreach continues to collaborate with a multitude of programs and departments across campus to increase outreach and enrollment. The College Recruiter is heavily involved in spaces focusing on strategic marketing campaigns and recruitment activities through quantitative and qualitative research and analysis. In addition to K-12, the next few years will focus on adult students between the ages of 25-50, Dual Enrollment completers and disproportionately impacted students groups. Part of this work is identifying potential barriers and motivations to first-time enrollment in community college. Increasing its' use with meaningful data allows the outreach office to begin tracking and accessing activities that generate positive and negative responses/outcomes. Outreach can better measure the effectiveness of it' efforts and current service offerings to meet institutional enrollment goals (i.e. Education Master Plan, Student Equity Plan). Expanding the outreach team beyond one full-time classified professional and part-time campus ambassadors gives the opportunity for richer collaborations on- and off-campus; this encompasses stronger partnerships among local high schools and college access programs. Additional conversations and training will occur to ensure a coordinated approach as we implement new recruitment activities while maintaining ongoing efforts.

GOAL

Enhance recruitment efforts to increase enrollment for first-time, full-time students from feeder high schools.

Goal and Desired Impact on Students

The number of first-time, full-time students from fall 2020 saw a decline compared to fall 2019. There were various external factors that may have contributed to the result of more students registering in less courses/units and large portion of our first-time students are derived from feeder high schools from the following school districts: Jefferson Union, San Mateo Union and South San Francisco Unified High School District. Data shows the number of first-time students over the last year has stabilized; similarly, the number of students from our local high schools have been consistent.

The outreach team primarily leads recruitment and onboarding efforts for first-time students; building interpersonal relationships and engaging with high school partners and across campus to coordinate purposeful outreach activities to streamline students' transition to Skyline College. The outreach office aspires to explore additional opportunities to conduct targeted outreach to reach disproportionately impacted students by identifying barriers and challenges that first-time students experience in achieving their educational goal. In addition, the outreach team can improve on measuring activities that yield high-recruitment for specific populations and allocate existing staffing and resources to focus on those efforts.

Year Initiated

2022 - 2023

Implementation Step(s) and Timelines

The College Recruiter will continue to engage in discussion and serve as a resource as part of the Enrollment Strategies Committee (ESC); primarily to support the goal(s) for new student outreach and recruitment. Part of this effort is educating the campus community on outreach and recruitment to ensure a coordinated approach across student services and instruction.

The outreach team will continue coordinate and execute the Counseling Liaison Program to improve access and entry for graduating seniors from local high schools.

The College Recruiter will continue to collaborate with Marketing and the CRM team to enhance targeted messaging for first-time students.

The College Recruiter will continue to explore opportunities to better measure impact with PRIE and the CRM team and develop analytics through Salesforce to track conversion/yield rates for specific outreach activities.

Resource Request

Division Name

Enrollment Services (ES)

Year of Request

2022 - 2023

Resource Type

Classified Professional/Administrator Position (permanent)

Resource Name

Full-time Classified Professional Position

Resource Description

(1) Full-time classified professional position (program services coordinator) to support ongoing and new recruitment strategies and co-establish infrastructure to enhance enrollment for first-time, full-time students at Skyline College. This position will support the outreach office with attending high school events, facilitating onboarding workshops, co-coordinating on- and off-campus events for new student recruitment, and overseeing the campus ambassadors.

Funds Type – Mark all that apply.

Recurring Cost

Cost

87,504

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

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Division Name

Enrollment Services (ES)

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2023 - 2024

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Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

This additional personnel in outreach will help to enhance recruitment efforts to increase enrollment for first-time, full-time students.

Cost

87,504

Level of need, with 1 being the most pressing

1

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