

# Assessment Report - Annual Update

## Program Assessment (focus on most recent year)

<b>Department:</b>	Outreach & School Relations
<b>Program:</b>	
<b>Submitter:</b>	Steve Watkin
<b>Date Submitted:</b>	9/26/2017

### A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1 Additional workstation in Welcome Center

2 Hire DAIII for Welcome Center

3 Build a system to track student flow in Welcome Center

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### B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

A DA III was hired to play a lead role in managing the day to day operations in the Welcome Center, oversee and train 13 Student Ambassadors, and manage campus tours. They have removed the workload from our Welcome Center Advisor, who is now able to focus on advising students.

In order to continuously provide the best services to our Welcome Center visitors, data is needed to track their needs. Last year Ipads were purchased to track the visitor flow in the Welcome Center. Daily, Student Ambassadors track services needed by each visitor, as well as the timeframe they request said services. Collecting this information has helped with scheduling student workers during peak hours, understanding what visitors need, and tallying our daily head count. From March 2017 to current, we have averaged 1,950 visitors per month, and 93 visitors daily. Visitor's needs will still be tracked to help refine services in the Welcome Center Data shows that the most requested services are Financial Aid and Admissions & Records. To combat sending students to various areas of the campus, a request to hire assistants from both departments to assist students in the Welcome Center.

**C. How do course level student learning outcomes align with program learning outcomes?  
Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).**

**Institutional Learning Outcomes:**

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

**D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.**

Outreach would like to provide access, and serve each underrepresented student population in the Kern High School District and rural area high schools. Staff in the Outreach department are trained to provide on boarding services for all interested in our college. We are committed to working with underserved populations and promoting a college bound culture for all populations.

**E. How do you engage in collegial dialog about student learning outcomes?**

Empty response area for question E.

**F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?**

**\*How has the objective or project impacted equity in your department or program?**

**\*What areas have you identified for program improvements that relate directly to equity in the coming year?**

We are perpetually expanding and refining outreach services to local feeder high schools to provide enrollment access to local high school seniors. Outreach & School Relations has partnered with various programs and services at BC to build awareness and provide more detailed information during the in-person Orientations for new students. Those programs include: ASTEP, Latino initiative, Veterans Services, DSPS, and International Students. Now having access to ODS reports pertaining key demographic information, we have initiated communication with these said programs, providing information to students who could benefit from their services.