

Comprehensive Program Planning and Evaluation

Approval Status

Not Started

Instructions

The purpose of Comprehensive Program Planning and Evaluation process is to identify what your program is doing well and what your program could improve. The process documents program goals, objectives, and improvements, creates an opportunity to request resources, and serves as an organizational tool for the work required by programs (curriculum, student learning outcomes, etc.). You are encouraged to collaborate with others who may provide valuable insight about your program. For example, admin, part-time faculty, students, faculty in other disciplines, classified professionals, and community partners.

Before completing this form please check the [Review Cycle](#) to see if you should be completing this form or the Annual Program Update form. Additionally, you can look at previous reviews and updates by visiting [Columbia College Program Planning and Evaluation](#).

This form is meant to be used for all programs across the college. This form is broken up into five sections:

1. General Information
2. Instruction
3. Reflection
4. Program Goals and Resource Requests
5. Additional Thoughts

The Instruction portion of the form is only displayed for applicable programs. However, if it is displayed and some of the questions are not applicable to your particular program, write "N/A"

Users have the option to save and continue later by clicking "**Save**" at the bottom of the page at any point. You can click "**Skip Create an Account**" at the bottom and either copy the link or enter your e-mail to complete later.

Select a program

Outreach and Retention

Select the academic year

2024-25

General Information

Submission date

Friday, March 14, 2025

Who is submitting this form

Courtney Sutton

Email of submitter

suttonc@yosemite.edu

Direct supervisor

Mike Igoe

Please list the names of everyone that is participating in this comprehensive program planning and evaluation process.

Courtney Sutton

Program Staffing

Program Staffing List

Position Type	Position Title	Person Name
Administrator	Director of Outreach & Retention	Courtney Sutton
Classified	Program Technician	Debbie Stewart
Classified	Program Assistant	Rory Thompson
Classified	Program Assistant	Bry Adams
Classified	Program Assistant	Jason Pimentel
Student worker	Student Ambassador	Various (10-15 positions per year)
Other	ASCC Executives and Sentaors	Stipend/Volunteer Position

Use this space to provide any additional context or information about program staffing.

None of the administrators/classified staff above are 100% funded or dedicated to just Outreach & Retention. Using the strategy of braided funding all administrators and classified on Outreach and Retention where multiple hats.

Instruction

Curriculum

To help answer the questions in this section, please visit the Course 5-Year Review Tracker, Award 5-Year Review Tracker, and the Course Sunset List on the left-hand side under Curriculum Resources on the [Columbia College Curriculum Committee](#) website. Additionally, you can visit the [Columbia College Dashboard](#) for information on courses, programs, and course-to-program mappings.

Developing New Curriculum

You should talk with your dean and the articulation officer before developing new curriculum. Here are some helpful resources:

- The [Chancellor's Office Curriculum Information System \(COCI\)](#) can be a useful tool for identifying courses and programs at other community colleges which could be useful for future curriculum planning. Click on 'Programs' or 'Courses' in the upper right part of the page.
- [Transfer Model Curriculum Information](#) can provide useful information on associate degrees for transfer.
- [Common Course Numbering \(CCN\)](#) has helpful information for developing course outline of record for courses that need common course numbering.

Important: Columbia College is in the process of transitioning from eLumen to Canvas Insights for SLO assessment. Contact the College Research and Planning Office for more information about how your SLOs are mapped.

Course Offerings

To help answer this question, please visit the [Columbia College Course Enrollment Dashboard](#) and download the [Past Course Offerings Excel File](#).

Course Enrollment Trends

To help answer this question, please visit the [Columbia College Course Enrollment Dashboard](#) for helpful information.

Student Success and Learning

To help answer these questions, there are two resources to address student success and learning at Columbia College: 1) The [Columbia College Course Success Dashboard](#) for course success and retention rates and 2) Student Learning Outcomes (SLOs) assessment data.

Important: Columbia College is in the process of transitioning from eLumen to Canvas Insights for SLO assessment. In the absence of quantitative data for SLOs please provide your own observations about student learning in the program.

Academic Awards and Transfer

To help answer this section, please visit the [Columbia College Academic Awards Dashboard](#) and the [Transfer Summary](#) report.

Reflection

Additional Data (Optional)

Student Equity

To help answer this question, please use the [Columbia College Course Success Dashboard](#), the [Columbia College Program Snapshot Dashboard](#), and the [Course Success PPG-1 Excel File](#). For student equity data related to student services, please contact the Columbia College Research and Planning Office.

What equity gaps have you observed in the program? What strategies have you used to address these gaps? What additional strategies will you try in the future?

The most recent Student Equity Plan identifies strategic goals to help support the LGBTQ+ population. To help meet the student equity goals the College has identified Outreach and Retention has launched Safe Space Training for all faculty, staff and students; continued support for the Gender, Sexuality and Alliance student club; and help promote a safe and welcoming environment for all with signage and other visual aids. The Graduation Committee led by Outreach and Retention has also grow the different affinity graduation and pre graduation celebrations, including a Native Graduation and Lavender Graduation.

Strengths, Weaknesses, Opportunities, Threats (SWOT)

Please reflect on the program's strengths, weaknesses, opportunities, and threats.

Strengths

What are the program strengths? Are there specific aspects of the program that are exemplary or could serve as a model?

Outreach and Retention is tasked with performing outreach in our community, onboarding new students and orienting them in how to navigate Columbia College's policies and procedures and be successful. After successfully onboarding students, the task then becomes to keep students enrolled and working towards completion successfully. Outreach and Retention's strengths have been in communication and collaboration.

From the beginning it is important for our education, community and other agency partners to know how and who at the College can support incoming students. Our team has created an outreach calendar of events that has become integrated into our high school partner calendars and includes our signature events: Application Workshops, Claim Jumper Preview Day and Go Columbia Orientation Days. Events such as these are only successful through good communication and collaboration with on and off campus partners.

On campus one of the best examples of collaboration out of Outreach and Retention is the Weeks of Welcome Committee comprised of staff, faculty and students. Weeks of Welcome (WOW) events throughout the year focus on promoting an inclusive and supportive culture among all students. Beginning with the first weeks of each semester, and then focusing on all the dimensions of wellness and developing opportunities for courageous and connected personal growth throughout the year. The WOW Calendar has become filled with events including the Wellness Fair, Cram Night, and Career Campouts, and it takes the campuswide collaboration that the WOW Committee has gained to create these successful student engagement opportunities.

Weaknesses

What are the program weaknesses? What areas could the program improve?

Students persistence for students 50 years of age and over do not persistent as well as those 18-24 years of age. Additional annual and targeted outreach to connect with students 50 years or older to offer academic advising or career exploration by our Program Assistants.

Past year staff did not travel for professional development, to improve the team needs to identify farther in

advance what opportunities should be prioritized.

Opportunities

What are the opportunities for expansion, improvement, or development for the program? Are there professional, discipline, or community trends or best practices that could enhance the program?

Since 2020 we have continued to respond to the student demand for more opportunities for engagement, at the same time student need in terms of basic needs has also been on the rise. To meet this demand, best practice has been to assign one staff to specialize in the basic need or retention strategy. Outreach and Retention sees the student demand as an opportunity to secure and provide additional support in the form of staff to help ensure students needs are being met.

Partner with with Dual Enrollment and K-16 / Pathways to develop more pipelines for student access.

Threats

Are there any threats to the continued success of the program? Please describe any trends that could have a negative impact on the program. Are there future laws or funding changes that may affect the program?

Without securing sustained funding for three Program Assistants (Title III and CRP Grants), student will lose consistent staff support from three centers, Career Transfer Center, Counseling and the Student Center. In addition to providing hands on and direct student support, each Program Assistant also performs manual data entry tasks necessary to keep students information up to date and on the path to student success.

Program Goals and Resource Requests

The purpose of this section is to establish program goals and request resources related to those goals. Please set at least one measurable goal to work toward. Some examples of goals include reviewing, changing, or adding curriculum, increasing enrollment or modifying delivery modalities, increasing student learning and success, or improving student equity. **Resource requests are not goals. Resources are used to achieve goals.**

Goal 1 Title Supporting Students Find a Path

Goal 1 Status In-Progress

Map Goal 1 to one or more Strategic Plan objectives: Increase Award Completion

Please provide a description the goal or provide an update on a previous goal's status and resource requests.

Increase the number of students who move from the cohort of undecided to an educational pathway. Working together, the Outreach Staff and Counseling Team connected with students who were undecided, completed 15 or more units, and had no degree plan to help identify a clear path to completion.

As an outcome of this new outreach strategy, students degree plans were updated, students engaged with both academic counselors and support services, and received additional referrals to special programs.

Moving forward, in additional to the above academic counselor outreach this strategy can be enhanced

with a system raised Starfish Flag and additional communication touch points with Outreach staff.

Goal 1 Resources

Resource Type	Item Name	Brief Description	Cost (estimate)
Staff Member	Program Assistants	Call, meet, message students about degree planning and majors.	
Equipment	Starfish	Filter, document, connect	

Goal 2 TitleStaff Salary Transitions

Goal 2 StatusIn-Progress

Map Goal 2 to one or more Strategic Plan objectives:Maintain Institutional Stability

Please provide a description the goal or provide an update on a previous goal's status and resource requests.

Identify, justify, propose and prepare to transition two Program Assistants from the Title III Grant and one Program Assistant from the Culturally Responsive Pedagogy Grant to other funding sources, potentially including Strong Workforce, K-16 and other career funding sources.

As an update, two different funding sources have been identified and justifications are being solidified for the two Program Assistants from the Title III Grant. Moving forward, with the completion career advising training the two Program Assistants can provide more support to the students in need of more exploration. The Program Assistant are then uniquely positioned to help retain the student and continue to clarify the path toward completion by helping to connect the student to an academic counseling position.

The Program Assistant from the Culturally Responsive Pedagogy alternative funding sources are still be explored. This position has proven to be critical for student success and student engagement.

Goal 2 Resources

Resource Type	Item Name	Brief Description	Cost (estimate)
Professional Development	Career Training	Online and in-person	5000
Staff Member	Student Success	Direct staff support to students (student leadership, food pantry, LGBTQ)	

Goal 3 TitleEnrollment Strategy

Goal 3 Status

Completed

Map Goal 3 to one or more Strategic Plan objectives:

Reduce Barriers to Completion

Please provide a description the goal or provide an update on a previous goal's status and resource requests.

Conduct semesterly outreach to those who have applied but not yet enrolled, to support Collegewide efforts to increase enrollment.

As an update, this enrollment strategy has been incorporated successfully to the Outreach Teams annual outreach strategies and calendar.

Goal 3 Resources

Resource Type	Item Name	Brief Description	Cost (estimate)
Staff Member	Program Assistants	Intervention - application assistance	
Staff Member	Student Ambassadors	Intervention - application assistance	

Miscellaneous Resource Requests

This section is for making resource requests that may not be related to program goals. Examples include but are not limited to staffing outside of the program, campus facility needs, collegewide improvements that could benefit all programs, etc.

Goal 3 Resources

Resource Type	Item Name	Brief Description	Cost (estimate)
Staff Member	IT	CC Specific IT Staff	

Additional Thoughts

What else would you like to share about the program? Has the program had successes that were not reflected in this form? Are there opportunities for improvement at the college that would positively influence the program (for example, a position that serves students across campus, or a service that could be added or expanded)? Additionally, if you have any feedback on this Program Planning and Evaluation process, please provide it here.

Starfish has been implemented successfully in terms of a retention and degree planning tool at Columbia. We have engagement across campus, from student services to instruction. Starfish provides early alert services in the form of Progress Surveys and tracking items; it is Columbia's degree planning tool for academic advising; and scheduling tool for various student services, academic advising and faculty office hours.

With the comprehensive nature of the Associated Students and Student Clubs, I believe it deserves to be stand alone program to be reviewed.

If you have additional supporting documents that you would like included, please add them here.



O&R Program Review Slides.pdf