



Welcome Center

Program Review - Comprehensive Review

2023 - 2024

Program Context

Mission (100 word limit)

1- How does your program align with the college and district mission? <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>

We provide an atmosphere of collegiality and shared responsibility with the objective of fostering social justice and open access while also being responsive to community needs.

We strive to provide excellent service while exchanging and directing students and the community to our educational programs and services offered by all local educational institutions and community service organizations.

We engage and empower students in transforming their lives and communities with the quality of our services and personalized attention.

Program Description (500 word limit)

2- Who does your program serve?

The Welcome Center serves the entire student body, community and the general public. As we are the main information hub for the campus. We offer New Student Orientations, Placement services, and schedules and maintains the counseling appointment and sessions

a. How many students are served by your program?

10,000

b. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)?

The Welcome Center celebrates and serves all people with the utmost respect, care and attention that they deserve. We serve underrepresented, disproportionately impacted or racially minoritized students, and show them we care about them, either through our welcoming and friendly environment, compassion, and ability to listen to each individual and their needs. We also like to celebrate our students' backgrounds and cultures by decorating to specific worldly celebrations throughout the year. To name a few, we celebrate Lunar New Year, Pride, Veterans, to show respect for all of our students from all walks of life.

3- How has student access, retention, and completion changed over the course of this program review cycle?

Access - while student portal access has been consolidated into one place, it has created new barriers.

Retention - With the new Student Success Link, the Welcome Center staff has now become student success navigators, assisting students from initial application through the entire registration process and continue to support them through their journey and beyond.

Completion - assist students to schedule their certificate and/or degree petitions requests, transcript requests request and commencement information and any other issues that arise or other supportive services they may need.

4- What delivery method(s) does your program utilize to best serve students? (ie. in person, in the community, online, hybrid, hyflex, scheduled appointments, drop ins etc.). How does your program determine which delivery methods are most beneficial for students?

In person, in the community, hybrid, Hy flex, scheduled appointments, drop ins, emails, phone call, and general presentations.

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5- What are your on and off-campus community partnerships and how are they operationalized to support students?

Sequoia Union High School District feeder high schools, Boys and Girls Club, Adult Schools, Menlo Park site, - the Welcome Center continually works with Outreach and Dual Enrollment to provide on and off campus new students orientations, ESL placement services, and schedule counseling appointments. This is done on campus, through zoom or at their campuses or locations.

6- How does your program support Cañada College as an Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution?

The Welcome Center celebrates and serves all people with the utmost respect, care and attention that they deserve. We go above and beyond to show respect to every person who comes through the college front door.

Looking Back

7- Describe major accomplishments since the last program review cycle.

Since the last program review Covid-19 happened and the Welcome Center transitioned to serve our students remotely (Zoom and used google numbers to make phone calls). We learned to use zoom for meeting with students to complete the College application, registration help, and assist them through zoom with whatever they needs they had. We also scheduled virtual appointments for counseling. With the New SSL (student Success Link) the Welcome Center staff have become 'Success Navigators' to all Canada college students, this is divided by program of study, students receive automated messaging from the SSL on tasks to be completed sent by their Success navigator. These students reach out to their success navigators for any help they need. The Welcome Center Integral in the development, changes to and ongoing input for a better working Student Success Link, Developed the process for Drop In Counseling, assisted with the creation of the ESL GSP, implementing and use of for validation and using as the placement tool for hundreds of ESL students; began off-site ESL GSP for placement to feeder high schools, provide first-hand knowledge of student experiences as we returned from the pandemic; provide input to College and District committees. The Welcome Center has been a big part in the collaborative efforts for our Super Friday and Super Saturday events. These are one stop registration event where new and continuing students can apply to the college, and complete all Matriculation steps, that include Placement, Orientation, and counseling. Students leave campus registered for their classes. The Welcome Center was assigned to assist with the verification and uploading of Covid-19 vaccination cards and Covid-19 exemptions for all students intending to be on campus for classes, to use open services or if using facilities once the campuses were open.

The Placement Services office assisted with District wide efforts in the creation, development, and implementation of the ESL GSP. Through months of meetings with ESL faculty, assessment coordinators, counseling faculty, executive District personnel, PRIE staff and programmers, the placement and override codes for each course level and section in Banner was reviewed and tested and decided upon. We currently manually enter these codes for each student with Listening, Reading, and Writing skill levels and the course placements for each. ESL GSP is offered to any students interested in ESL classes including Dual and Concurrent Enrollment students, Sequoia Adult School partners along with our general student population.

Recent number of ESL test takers Accuplacer and ESL GSP)

ESL GSP TESTERS

7/5/2022 - present - 417 students

ACCUPLACER TESTERS

1/1/2019 - 1/1/2020 - 387 tested

1/1/2020-1/1/2021 - 50 tested

1/1/2021-1/1/2022 - 92 testers

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1/1/2023 - 6/30/2023 - 227 testers

756 total testers

a. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?

Providing our services remotely during the Covid-19 Pandemic as well as moving forward has helped close the gap for disproportionately impacted, underserved or rationally minoritized students. We are available and able to assist all students on or off campus, through zoom, phone or by being available on campus. This closed the gap for these students because we were able to get them the help or resources they needed to start or to continue their educational journey at Canada during this challenging time. We continue to serve our Canada, CSM and Skyline students with excellence and upmost respect. We all have completed the Unbiased training offered by the District Office as well as have Welcome Center team members who serve as members of the College's EAPC, PBC, SSPC, IPC, and the District's EEOC committees as well as provide support for Puente and Umoja programs.

8- Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?

Deletion of two full time Welcome Center positions that are now each shared 50% with Career Center and Veterans Center which leads to overworked and stressed daily operations.

SSL access for student assistants is not allowed, which limits their job duties, learning opportunities and career growth

General Counselors and in-person counseling appointments are limited which leads to longer wait times during peak times

Limited in person classes cause student frustration that is expressed to the Welcome Center

We lost room 9-106 where we did our in-person new student Orientations and Placement testing

The Welcome Center was assigned to assist with the verification and uploading of Covid-19 vaccination cards and Covid-19 exemptions for all students intending to be on campus for classes, to use open services or if using facilities once the campuses were open. This was a major challenge for staff and students, as the process was not clear and hard to get to. This created a huge barrier for our students.

Impact of Resource Allocations Process (250 word limit)

9- 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.

Staff positions now shared, We had submitted for another OAll to help support the Welcome Center Day and evening, on and off site operations. It was not approved

Equipment - fax machine, color copier, scanner needed- Not approved

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

Being short staffed while being asked to work extended hours and still provide exceptional service, has been difficult on us. If someone is sick, on vacation, or working their 50% in the other location, impacts the Welcome Center team, leaving them stretched thin and possible not able to attend events and meetings we are part of.

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

at times we are unable to offer ESL testing due to limited staffing

During peak times we work ourselves into exhaustion or illness due to having limited staff.

Our fax machine is so outdated we do not receive faxes at times, and serving our growing population of students who may need to print documents for Admission, Financial Aid, and counseling appointments our printer sometimes does not work. We would like a one unit that can do all of these things.

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

Not having the OAll position approved has led to more work for the current staff, this also makes it hard for the Welcome Center staff to attend off site or other college collaborations for students, while having enough staff to cover the Welcome Center for day and evening operations

SAOs and SLOs (100 word limit)

10- State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

The Welcome Center will provide our students with an in-depth understanding of college programs, services, directions, referrals and campus resources with a 80% satisfaction rate

11- Describe how your program assessed your SAOs and/or SLOs.

surveys

12- Summarize the findings of your program's SAO/SLO Assessments.

100% satisfactory rate from our survey results

a. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to

Hire more staff

b. How did your program's SAO/SLO assessment address antiracism?

Respect, dignity and fairness is shown to all who seek assistance from the WC

c. How did your program's SAO/SLO assessment address equity?

Respect, dignity and fairness is shown to all who seek assistance from the WC

Looking Ahead

SAOs and SLOs for the Next Review Cycle (100 word limit)

13- State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discuss how you will address antiracism in the next program review cycle. Discuss how you will address equity in the next program review cycle.

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Program Improvement Initiatives/Resource Requests (250 word limit)

14- 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

Add Google translate in multiple languages for orientation, we will Check with our Orientation provider to see if possible

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

We plan to attend whatever is offered by the District or College

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