

Program Name: **Welcome Center**

Program Contact: **Carol Ullrich**

Academic Year: **2023-2024**

Status: **Complete**

Updated on: **09/29/2023**

1. Description of Program (200-400 words)

- Provide a brief description of the program and how it supports the following:
 - [CSM Mission and Values Statements](#)
 - [CSM Statement of Solidarity](#)
 - [CSM's Strategic Priorities](#)
 - [SMCCCD's Strategic Goals](#)
 - [CSM Forward 2028 - Education Master Plan](#)
- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served

The **Welcome Center** assists new, returning, and continuing students with navigating the college. We serve new and returning students through the matriculation and onboarding process:

- **Orientation** – online and in person workshops
- **Assessment** – with AB705, all students are eligible for transfer-level English and math course placements based on program of study
- **Counseling** – students can now make appointments through the SSL and by phone/email
- **Registration** – registration workshops for students College of San Mateo provides the full matriculation experience through our Priority Enrollment Program (PEP).

The Welcome Center supports the college mission of servicing all students by meeting the individual student's needs. Meaningful assessment is essential to support student success and academic excellence. The Welcome Center assists and supports students and counselors with academic planning that builds a foundation for success and goal completion. As an initial step in the enrollment process, the Welcome Center may be the first “personal” connection to the College for many students. We maintain the integrity of CSM by recognizing every student’s value and need as they become part of the College of San Mateo Community. The Welcome Center works with all services and programs: Admissions and Records, Counseling Services, Career Services, Transfer Services, Promise Scholars, Dual/Concurrent Enrollment, Center for Global Engagement, Project Change, DRC, EOPS, Katipunan, Puente, Mana, Umoja, Middle College, and our Athletic Department to ensure students have access to support services. During the registration and enrollment seasons, our Priority Enrollment Program partners with our feeder high schools to connect incoming high school seniors with College of San Mateo. The Welcome Center guides students through a smooth transition to CSM and supports student access to registration and enrollment.

2. Results of Previous Program Review (200-500 words)

- a) Describe the results of your previous Program Review's action plan and identified equity gaps.
 - Previous Goals
 - Results Achieved
 - Changes Implemented
 - Plans still in progress
 - Any notable or surprising results and outcomes

- b) Explain any curriculum or programmatic changes since last program review
 - To specific courses, or to any discipline as a whole
 - Includes degree, certificate, or course sequences, program delivery or structure, etc.

- c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:
 - SLO/SAO
 - What did the assessment focus on?
 - Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
 - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
 - Assessment results
 - What was the activity or intervention?
 - What were the outcomes?
 - Program improvements implemented
 - What did you learn from it?
 - What changed?

Our goal of expanding the Priority Enrollment Program continued with examining the recruitment strategies and improving assessment program services delivery. Meeting students where they are removes barriers that can be an issue, for example traveling to CSM for the matriculation steps. Over 2021 and 2022 PEP seasons, we expanded our outreach to additional high schools. Partnerships were developed with CSM programs such as Project Change, ACCEL and other small learning communities to offer PEP to their incoming students. As we moved forward from 2020 PEP season, we continued to use the online modality and in person. The program shift to offering PEP through Zoom, helped increase student attendance. The Service Area Outcome, which increased student understanding of college processes and related resources, was measured by creating new events. The idea was to service students right before school began and connect students to campus services, resources and create a connection to CSM and other students.

The Assessment piece of matriculation has changed since the last program review cycle. Assembly Bill (AB) 705 is a bill signed by the Governor that requires California Community

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Colleges to maximize the probability that students will enter and complete transfer-level coursework in math and English within a one-year time-frame. AB 705 gives students the right to access and enroll into the first transfer-level or first transfer-level with co-requisite support courses in math and English. Non-native speakers of English that might place into English as a Second Language coursework can use multiple measures for placement. Beginning in June 2023, our district has created a Guided – Self Assessment for English as a Second Language. International and domestic ESL students complete this self-assessment for English/ESL course placement. No longer do these students need to spend 2 – 3 hours taking a placement test. This new practice brings equity and gives more time to help with other traditional barriers to this group of students. College of San Mateo uses the following measures collected through CCCApply to provide a preliminary math and English course recommendation which is automated at the College of San Mateo:

- High school grade point average (GPA)
- High school coursework
- High school grades
- Intended program of study

We have updated our automated self – placement for math to include up to placement in Calculus 1. The intention is to increase access to college-level courses to all students, creating a more equitable placement without testing.

3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

PEP Stats	Ethnicity	First Gen	Age	Gender	Total
Fall 2020 - Fall 2021	Latinx 38.3% White 26.4% Asian 11.8% Filipino 8.8% Multiracial 8.5% Black 1.6% Pacific Islander 2.7% Unknown 1.6% Native American 0.1%	49.1% of our students are the first in their family to go to college.	99.1% 24 yrs. and under 0.5% Ages 25-34 0.3% over 35 yrs.	48% Female 50.7% Male 1.3% Non-disclosed or non-binary	692 students
Fall 2021 - Fall 2022	Latinx 41.5% White 29.8% Asian 8.8% Filipino 8.2% Multiracial 9.4% Black 3% Pacific Islander 2.3%	48% of enrollments were by students who are the first in their family to go to college.	98.2% 24 yrs. and under 1.9% Ages 25-34 0.6% over 35 yrs.	47.4% Female 50.9% Male 1.8% Non-disclosed or non-binary	643 students

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- a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.
- Findings: What has changed from the previous program review?
 - Analysis: What factors do you feel contribute to these gaps?
 - Resources: If you were granted a resource request, please note what that was and the impact it had.
 - Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

College of San Mateo PEP program strives to serve all incoming students with the matriculation process. As shown above, half of students served are first generation college bound. These findings inform our programming, including bringing PEP to the high school campuses to assist students who may have fewer examples to help them understand options for higher education, and may need extra support in the application and matriculation process. For each year, 2021 and 2022, we added additional high schools to our in-person PEP events. When comparing the College data with our program data, PEP serviced a higher population of Latinx students (+10%). African American students attending PEP is equivalent to the college percentage. This may be attributed to PEP being delivered on 16 high school campuses and at CSM, targeted toward learning communities, services, and support programs.

The Welcome Center is here as a resource for students, staff, and faculty to answer questions and direct students to the appropriate support services which benefits the whole student/faculty/staff community.

The Welcome Center provided these specific services to students:

- Serviced 1200 students with ESL course placement through registration appointments which includes residency reclassification (supporting A and R).
- Serviced 700 students with Math Assessment through Guided Self Placement if necessary.
- Serviced 2700 students (concurrent, continuing, new) with Math/English Assessment with the most up to date placement.
- Serviced 2000 students with prerequisites that were met outside the SMCCD institution to enable students to register in the proper courses listed on the SEP created with the counselor and (supporting academic division).

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Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. The intent of the Priority Enrollment Program is to support new students transitioning to college	Participation has been steady since the last program review. The data set has changed this program review to mirror the college data		Continue to work with high school counselors to identify students in most need of service. Broaden our PEP Events to include all new students to College of San Mateo
2. The program connects incoming students with support programs, financial aid, and more to help with the understanding of the college-life process.	With PEP and working with EOPS, Promise Scholar, etc., we have been able to connect students with Financial Aid and vital support programs such as Sparkpoint		Continue to promote learning communities, and other support programs to new students. If a student is connected and feels a part of the community, they are more likely to succeed with their educational goal
3. The Welcome Center works with students with Assessment, Prerequisites, and Registration questions.	The Welcome Center Team supports students throughout with achieving their educational goals.		Continues connecting with students to other support programs and remove unforeseen barriers throughout the student journey

b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

The goal of the Priority Enrollment Program is to address achievement gaps as such. PEP facilitates the matriculation process; that is, students cannot register until they have completed certain steps: assessment, orientation, and an initial counseling appointment with an abbreviated student educational plan (SEP) – as outlined in SSSP. During PEP and through participating in PEP, these three steps are accomplished early on (the semester prior to intended entry), thereby enabling incoming students to receive a priority registration date. We look at the whole student.

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The program's intent is to support students transitioning from high school to college and other new students to college. There is an emphasis, through the PEP event, to give students the basic information about coming to college. We manage this by assisting with everything from accessing their WebSmart account to understanding how to register for classes. We bring current CSM students into the event to meet the incoming students and explain their experiences in college. The college perspective given by a current student is invaluable. The program connects incoming students with support programs, financial aid, and more to help with the understanding of the college-life process. While the assessment is now automated (AB 705) and “orientation” for PEP students can be completed at the high school campus, we are strategically informing students with college processes.

We connect students to other students in our **Group Matriculation Counseling Session**. These sessions are presented by an academic counselor via Zoom. This mode of delivery created a new opportunity for students. This, in part, was responsible for the increase in student participation. Students have the opportunity to attend the PEP sessions throughout the spring semester; however, should they not avail themselves of these opportunities, we have designed and implemented “Super Days” These all-day events begin with students attending an orientation workshop, and finishing the day with meeting a counselor, creating an abbreviated educational plan, and registering for classes. Many of CSM’s support services are in attendance to encourage new students to understand all available resources to aid in a successful transition to College of San Mateo. Super Days enable students who need this additional support to complete all three steps of the matriculation process in one place.

We have implemented Super Days right before school begins in the Spring and Fall Semesters. For our disproportionately impacted students, these events streamline the matriculation process. Though students are on the latter end for registering for classes, the additional barrier of “add codes” has been eliminated. On each of these Days, we serve over 100 students helping with our 20% increase in enrollment.

(c) Challenges and Opportunities: Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

Priority Enrollment Program had challenges and opportunities as we transitioned to a remote environment. We were working with our high school partners on scheduling the events when the pandemic began. There was some confusion in the days after the college shutdown for in-person services. The PEP program was revamped to an on-line program. Using Zoom, Formstack and other new tools, the new process enabled us to reach small groups of students (10-12). The opportunity for students to meet other incoming CSM students from different high schools was a benefit. We offered over 80 PEP Group Counseling Sessions within a 6-month period. This was offered to all first-time college students. We streamlined the process to eliminate barriers that the remote environment created for these students. We were able to adapt the program to best serve our students.

4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps.** Your summary should explain:

- SLO/SAO
 - What will your assessment focus on?
 - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
 - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
 - What is the planned activity or intervention?
 - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
 - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?
 -

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
Increase student understanding of college processes and related information through the Priority Enrollment Program (PEP)	Conduct survey of student satisfaction and knowledge of provided information Continue to service student and collect data	-Survey data received from students guided the direction of information that was important to new, incoming CSM students. -Offer “Super Days” to incoming student for a targeted connection with special programs

b) Program goals

Based on your current review of your program’s equity gaps, learning assessments, challenges, and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
 - Professional development activities
 - Institutional support
 - Collaborations
 - Training
 - Resources

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Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Through PEP, students will engage and be connected to support programs while completing the steps to matriculation.	Reach out to additional high schools for an on-campus PEP events and CSM campus events	See the percentage of students increase in College Data/survey student data	Fall 2023- Spring 2024 and Fall 2024 – Spring 2025	Welcome Center Staff, Out-Reach Coordinator	Collaboration with support services and learning communities' staff to continue to connect with new students
2. Increase the number of students who participate in PEP that are named in our equity plan as disproportionately impacted	Special PEPs for Learning Communities, Veterans and Foster Youth. Reach out to agencies to support these populations	See the percentage of students increase in college data/survey student data	Fall 2021- Spring 2022 and Fall 2022 – Spring 2023	Welcome Center Staff, Out-Reach Coordinator, Foster Youth Liaison, VROC Coordinator	Collaboration with support services and learning communities' staff to intentionally connect with new students

The Welcome Center will continue to support students with the onboarding process to create a more seamless experience. To better serve our students, the Priority Enrollment Program will expand its offerings to both in-person and on-line modalities. We will continue to work with our high school partners, intentionally reaching out to perspective small learning communities' coordinators and participating in events hosted by our high school recruiter to reach our new incoming students. With Equity in mind, it is our goal to increase participation in PEP with our disproportionately impacted students. Moving forward, a satisfaction survey will be included in each PEP event to explore real time information to adjust programing to meet student needs. Collecting PEP survey data will help measure perceived outcomes and successes. To effectively ensure that the Welcome Center achieves its goals and plans, outlined above, our team will work closely with Admissions and Records, Counseling Services, Financial Aid, Promise Scholars Program, Dual/Concurrent Enrollment, Center for Global Engagement, Middle College, Project Change, DRC, EOPS, Dual/Concurrent Enrollment, Puente, Mana, Umoja, VROC, Marketing, faculty and the instructional divisions.