Program Name: **Welcome Center**
Program Contact: **Carol Ullrich**
Academic Year: **2018-2021**
Status: **Completed**
Updated on: **09/30/2021**

1. Description of Program (200-400 words)

Provide a brief description of the program and how it supports the following:
  a. CSM Mission and Values Statements
  b. CSM Statement of Solidarity
  c. CSM's Strategic Priorities
  d. SMCCCD's Strategic Goals

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 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
- **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 servicing all students by meeting the students' 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 will build 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. Working closely 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, Puente, Mana, Umoja, Middle College, and our Athletic Department. 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.
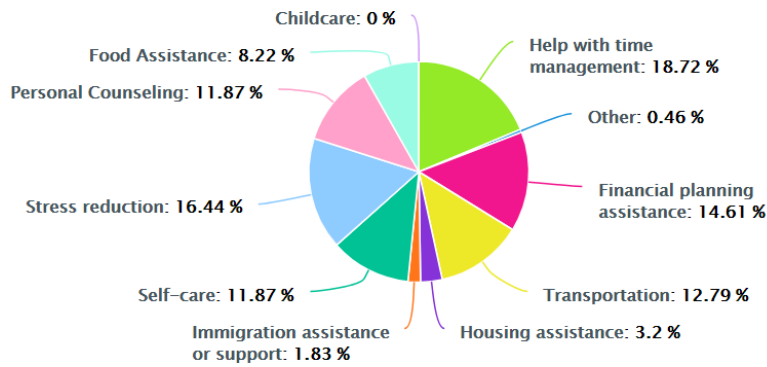
2. Results of Previous Program Review (200-500 words)

a) Describe the results of your previous Program Review's action plan and for identified equity gaps.
  a. Previous Goals
  b. Results Achieved
  c. Changes Implemented
  d. Plans still in progress
  e. Any notable or surprising results and outcomes
b) Explain any curriculum or programmatic changes since last program review
  a. To specific courses, or to any discipline as a whole
  b. Includes degree, certificate, or course sequences, program delivery or structure, etc
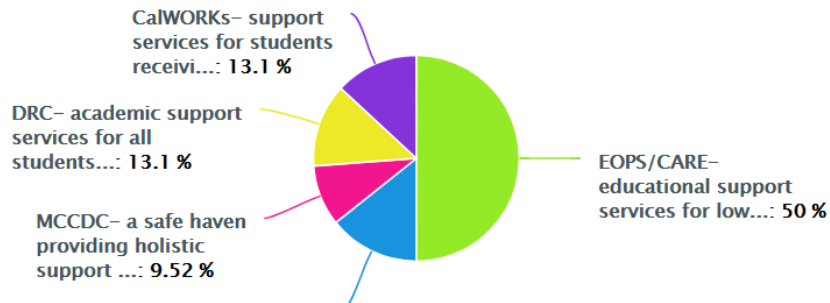
The goal of expanding the Priority Enrollment Program continued with examining the recruitment strategies, and improving assessment program services delivery. In spring of 2018 and 2019, the Priority Enrollment Program was offered off-campus servicing students at all our 7 feeder high schools and Half Moon Bay High School which is located on the coast. Meeting students where they are removed barriers for those whom traveling to CSM could be an issue. The program continued to grow servicing 539 students in 2018 and 670 students in 2019. 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 into 2020 PEP season, the pandemic caused us to change how the program was offered into on-line modality within days. The shift to the program and offering PEP through Zoom, helped increase student attendance.

The Service Area Outcome, increase student understanding of college processes and related resources, was measured by creating a new event implemented days before the start of classes. BWOW (Bulldog Week of Welcome) was offered to PEP students in summer of 2019. The idea was to connect students to campus services, resources and create a connection to CSM and other students. 9% of the PEP student signed up to attend the week. Students were surveyed on the 1st day of BWOW.
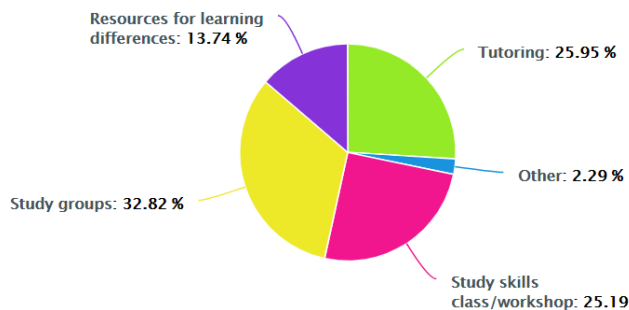
What resources would assist you in achieving your goals?

Childcare: 0 %
Food Assistance: 8.22 %
Personal Counseling: 11.87 %
Stress reduction: 16.44 %
Self-care: 11.87 %
Immigration assistance or support: 1.83 %
Housing assistance: 3.2 %
Transportation: 12.79 %
Financial planning assistance: 14.61 %
Other: 0.46 %
Help with time management: 18.72 %

Are you interested in being connected to some student support programs?

CalWORKs– support services for students receivi...: 13.1 %
DRC– academic support services for all students...: 13.1 %
MCCDC– a safe haven providing holistic support ...: 9.52 %
EOPS/CARE– educational support services for low...: 50 %

What kind of academic support do you thing you may need?

Taking the information from the pre-survey, students were connected to academic and support programs, such as, Spark Point, DRC, EOPS and met student ambassadors and student government representatives. At the completion of the week, students were asked to complete a post satisfaction survey. 84% of students gave a favorable rating to the experience. 85% felt BWOW helped prepare them to begin as a new College of San Mateo student.

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 Colleges to maximize the probability that students will enter and complete transfer-level coursework in math and English within a one-year timeframe. 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 have the opportunity to use multiple measures for placement.

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**

The intention it to increase access to college-level courses to all students creating a more equitable placement without testing.

3. <u>Current Program Review (200-400 words)</u>

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 2020-21	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 19% Filipino 7% Multi Races 7% African American 3% Pacific Islander 2% Unknown 4% Native American 0%	48% of our students are the first in their family to go to college.	66% Under 24 yrs. 20% Ages 25-34 15% over 35 yrs.	50% Female 47% Male 2% Unknown	10,910 students
Enrollments (duplicated)	Latinx 32% White 25% Asian 19% Filipino 7% Multi Races 8% African American 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.	73% Under 24 yrs. 16% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Unknown	32,761 enrollments

PEP Stats	Ethnicity	First Gen	Age	Gender	Total
2018-2019	**Latinx 47.6%** **White 22.7%** **Asian 10.4%** **Filipino 8%** **Multi Races 6.1%** **African American 1.6%** **Pacific Islander 3.1%** **Unknown 0.8%**	**57.9% of our students are the first in their family to go to college.**	**99.4% Under 24 yrs.** **0.2% Ages 25-34** **0.4% over 35 yrs.**	**42.9% Female** **55% Male** **2.2% Unreported**	**511 students**
2019-2020	**Latinx 41.5%** **White 21.7%** **Asian 10.1%** **Filipino 6%** **Multi Races 7.9%** **African American 3.2%** **Pacific Islander 5.1%** **Unknown 4.5%**	**57.4% of our students are the first in their family to go to college.**	**99.4% Under 24 yrs.** **0.2% Ages 25-34** **0.4% over 35 yrs.**	**43.3% Female** **54.5% Male** **2.3% Unreported**	**554 students**

| 2020-2021 | Latinx 38.3%
White 26.4%
Asian 11.8%
Filipino 8.8%
Multi Races 8.5%
African American 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% Under 24 yrs.
0.5% Ages 25-34
0.3% over 35 yrs. | 48% Female
50.7% Male
1.3% Unreported | 692 students |

(a) Student population equity:

Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-gen, 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, ½ of students served are first generation college bound. These findings inform our programming, including bringing PEP to the high school campus 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. When comparing the College data with our program data, PEP serviced a higher population of Latinx students (+8%). African American students attending PEP increase from 1.6% in the 2018-19 year to 3.2% in 2019-20 and other groups followed suit. This indicates a slightly more diverse population in 2019-20. This may be attributed to the fact that PEP was delivered on campus at 7 feeder high schools, and targeted toward learning communities, services and support programs. The data from 2020-21 shows a decrease in our diverse population that may be attributed to the COVID-19 Pandemic. Though the shift to remote offering of the Priority Enrollment Program, many students had outside influences that could have affected the choice to participate in the program. There was a 5% higher population of white students attending the program in 2020-21.

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. The intent of the program is to support students in the transition from high school to college.	The PEP program has increased participation. Over the last 3 seasons, participation increase 8% and 24% from year to year.		Continue to add the PEP program to more high schools within our area. Work with high school counselors to identify students.

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 BWOW, we have been able to connect students with Financial Aid and other support programs		Continue to promote learning communities, and other support programs to continue to support new CSM students.

(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.

PEP has been a great program. The intent of the program is to support students in the transition from high school to college. There is an emphasis, through the PEP event to give students the basic information about coming to college. 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 from 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 have connected 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 to service 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 Saturday". Super Saturday is planned so that students can still meet the requirements to receive priority registration. This all-day event begins with students completing assessment, attending an orientation workshop, and finishing the day with meeting a counselor and creating an abbreviated educational plan. 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 Saturday enables students who need this additional support to complete all three steps of the matriculation process in one place.

On Super Saturday, PEP serves more than 150 students in a single day. This allows students to take advantage of the Priority Enrollment Program date assigned to incoming new students. This event did not occur while we have been in our remote setting. Super Saturday will be offered once we are back on campus.

(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 was a discipline-specific or interdisciplinary (for instruction only)?
     - 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?

SLOs/SAOs	Assessment Results	Program Improvements Implemented
Increase student understanding of college processes and related information through the Priority Enrollment Program (PEP)	Conducted survey of student satisfaction and knowledge of provided information	-Survey data received from students guided the direction of information that was important to new, incoming CSM students. -Offered Bulldog Week of Welcome to incoming student for a targeted connection with special programs

(d) 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, 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 75 PEP Group Counseling Sessions within a 5-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) Program goals

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals. 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

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Through PEP, student 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 event.	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	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 in these groups

To better serve our students, the Priority Enrollment Program will expand its offerings to both in-person and on-line. 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, 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, Promise Scholars Program, Dual/Concurrent Enrollment, Center for Global Engagement, Middle College, Project Change, DRC, EOPS, Dual/Concurrent Enrollment, Puente, Mana, Umoja, VROC, faculty and the divisions.