Program Overivew

Program:	Welcome Center
Academic Year:	2020/2021
Review Period:	6 Year

A. Description and Goals

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The Office of Outreach and Recruitment promotes Santa Monica College (SMC) as a first-choice higher education option to students from local and out of state high schools. To effectively promote and recruit for Santa Monica College, we maintain relationships with local high schools, community organizations, out of state high schools, and the SMC campus community. We are responsible for the recruitment of domestic and out of state students. We also market the college by projecting and maintaining a positive college image. Overall, the office works to meet the enrollment targets set by the college by working with off campus and on campus constituents. Additionally, we stress the affordability associated with attending SMC and showcase the quality instructional programs and services available at SMC. We provide all potential and committed students with an overview of the educational options available to them at SMC. We also inform students of the various support programs available to them to help them succeed while they attend SMC. Once a student decides to attend SMC, we assist students by helping them navigate the college application and the matriculation process. We also provide students with the information and resources they need to succeed in college. This includes providing information on the following: federal financial aid, state-based aid, housing, residency, scholarships, student support services, counseling, course selection and enrollment, and academic support services. Once students have completed these necessary enrollment steps, they are then referred to the Welcome Center counseling services to complete the next steps to complete the enrollment process.

The goal of the Welcome Center is to offer a comprehensive set of programs and services to assist first year students with their transition into college and to provide on-going support for continuing students who have less than 30 units completed. The Welcome Center has been the focal point of SMC's efforts to increase the number of first year Latinx non-traditional, and low-income students attending and succeeding academically in college. The center has been instrumental in transitioning and retaining first year students. The Welcome Center has also assisted the college with helping meet enrollment targets. As the college moves forward with the Pathway Redesign, the counseling services under the Welcome Center have been collapsed and moved over to General counseling to align with the Redesign and Areas of Interest Counseling Services.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

Outreach and Recruitment Responsibilities

Outreach and Recruitment of new students to SMC to help meet enrollment targets for the college

o Primary and secondary regions in California

o Out of state students

o Underrepresented student populations (HSI)

o Campus Tours and Information Sessions

o Counselor Days (fall and spring)

o Admitted Student Days (spring)

o College and Community Fairs

o Print and electronic marketing

o Promotion and distribution of financial aid and scholarship information

o Assistance with housing

o Referrals to special programs on campus

The goal of the Welcome Center with the support of the Outreach Counselors, is to provide services to give new students the information needed to successfully navigate the college environment. After learning how to navigate the college environment, students will become more self-confident and self-disciplined to be able to pursue and achieve their educational goals. Once students gain this self-confidence and discipline, they will have the necessary information and motivation to decipher information from different sources to be able to determine the best way to reach their educational goals. Additionally, the Welcome Center provides the mandated core services of the Student Success and Support Program (SSSP) which include Orientation and previously, Counseling follow up services and abbreviated and long-term educational planning.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.
N/A

| 4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff |

positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

N/A

B. Populations Served

Welcome Center

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

Service Area

We serve high schools located in the following regions of Southern California: West Los Angeles, East Los Angeles, South Los Angeles, Mid-City, San Fernando Valley, and South Bay. The Office of Outreach and Recruitment maintains a counselor presence at over 100 high schools in Southern California. School districts served include the following: Santa Monica-Malibu Unified, Los Angeles Unified, Manhattan Beach Unified, Torrance Unified, Redondo Beach Unified, Culver City Unified, Palos Verdes- Peninsula Unified, Banning Unified, Beverly Hills Unified, and Centinela Valley Union. In addition to local high schools, we serve students located in high schools in our feeder states.

Priority Schools

In order to meet SMC enrollment targets, we organize the high schools we serve into three different categories. We have first, second, and third priority levels for schools. The schools with higher priority or first priority schools receive more frequent contact from Outreach counselors and are invited to participate in different events or programs including our Admitted Student Days program and our High School Counselor Day. First priority schools receive visits by Outreach counselors once or twice a week. First priority schools have a large number of low-income, first generation, and underrepresented students. The second priority schools are visited two to four times a month. Lastly, the third priority high schools are visited once a month. In some instances, we only send electronic or paper-based SMC materials to third priority schools. Outreach counselors are assigned a set of high schools to serve each year which includes schools in each priority category. Table 1 below shows the first priority schools which have been first priority schools for the last six years with enrollment numbers.

Table 1. Priority School Applications and Enrollment, full-time and part-time for the last six years broken down by school.

Priority School Part-Time and Full-Time Enrollment

High School	Units	Year						
		2014	2015	2016	2017	2018	2019	2020

SAMO	Part Time	443	547	675	663	622	658	799
	Full Time	100	93	105	108	111	88	59
	Total Enrolled	543	640	780	771	733	746	858
	Total Applied	856	1005	1121	1071	1041	1029	1314
	% Part Time	82%	85%	87%	86%	85%	88%	93%
	% Full Time	18%	15%	13%	14%	15%	12%	7%
	% Enrolled	63%	64%	70%	72%	70%	72%	65%
Hamilton	Part Time	147	137	178	156	137	122	91
	Full Time	68	54	68	46	62	87	59
	Total Enrolled	215	191	246	202	199	209	150
	Total Applied	403	410	462	402	344	371	325
	% Part Time	68%	72%	72%	77%	69%	58%	61%
	% Full Time	32%	28%	28%	23%	31%	42%	39%
	% Enrolled	53%	47%	53%	50%	58%	56%	46%
Culver	Part Time	127	142	109	132	115	179	148
	Full Time	68	84	47	44	55	83	63
	Total Enrolled	195	226	156	176	170	262	211
	Total Applied	393	424	299	293	302	396	365
	% Part Time	65%	63%	70%	75%	68%	68%	70%
	% Full Time	35%	37%	30%	25%	32%	32%	30%
	% Enrolled	50%	53%	52%	60%	56%	66%	58%
University	Part Time	107	104	108	89	89	78	55
	Full Time	55	40	28	25	39	46	38
	Total Enrolled	162	144	136	114	128	124	93
	Total Applied	332	295	252	210	220	198	168
	% Part Time	66%	72%	79%	78%	70%	63%	59%
	% Full Time	34%	28%	21%	22%	30%	37%	41%
	% Enrolled	49%	49%	54%	54%	58%	63%	55%
Venice	Part Time	119	158	184	204	153	130	88
	Full Time	52	47	41	34	71	67	36
	Total Enrolled	171	205	225	238	224	197	124
	Total Applied	369	416	371	411	352	329	297
	% Part Time	70%	77%	82%	86%	68%	66%	71%
	% Full Time	30%	23%	18%	14%	32%	34%	29%
	% Enrolled	46%	49%	61%	58%	64%	60%	42%
Palisades	Part Time	202	264	298	280	311	330	332
	Full Time	77	83	74	75	114	119	88
	Total Enrolled	279	347	372	355	425	449	420
	Total Applied	499	573	570	579	645	687	770
	% Part Time	72%	76%	80%	79%	73%	73%	79%
	% Full Time	28%	24%	20%	21%	27%	27%	21%
	% Enrolled	56%	61%	65%	61%	66%	65%	55%

Table 2 shows data from MIS on part-time and full-time enrollment of students attending SMC from priority schools. The overall pattern we notice is that most of the students coming from the priority schools are enrolling at SMC on a part-time basis.

Table 2. Ethnicity and Race of Students from Priority High Schools

Priority School Student Ethnicity/Race

High School	**Ethnicity**	**Year**						
		2014	2015	2016	2017	2018	2019	2020
SAMO	Asian	47	57	78	82	73	76	65
	Black	38	55	71	65	51	50	56
	Hispanic	237	254	297	287	257	271	283
	Native American	0	0	0	2	0	1	2
	Pacific Islander	1	1	1	1	0	1	3
	Two or More	33	53	61	63	65	66	78
	Unreported	6	13	16	20	30	51	22
	White	181	207	256	251	257	230	349
Hamilton	Asian	14	15	18	16	13	12	8
	Black	44	30	36	29	25	39	18
	Hispanic	102	94	145	103	104	102	87
	Native American	0	0	0	1	0	0	0
	Pacific Islander	0	0	0	0	0	1	0
	Two or More	8	10	9	14	11	9	8
	Unreported	2	4	4	1	2	11	3
	White	45	38	34	38	44	35	26
Culver	Asian	32	25	28	24	29	42	21
	Black	29	35	30	22	27	29	26
	Hispanic	85	116	60	77	79	110	84
	Native American	0	0	0	0	0	0	0
	Pacific Islander	0	1	0	0	0	0	0
	Two or More	12	22	17	19	8	21	21
	Unreported	4	2	2	5	3	13	6
	White	33	25	19	29	24	47	53
University	Asian	26	17	25	12	11	11	10
	Black	26	15	16	14	12	16	12
	Hispanic	93	84	73	67	82	78	48
	Native American	1	0	1	0	1	0	0
	Pacific Islander	0	0	0	0	0	0	0
	Two or More	1	4	6	4	8	2	4
	Unreported	1	1	0	1	3	3	0
	White	14	19	15	16	11	14	19
Venice	Asian	11	17	21	25	16	26	9
	Black	17	11	23	16	17	11	7
	Hispanic	108	137	144	154	156	121	81
	Native American	1	0	0	0	0	0	0

	Pacific Islander	1	0	0	0	1	1	0
	Two or More	6	8	11	12	8	9	3
	Unreported	0	1	1	0	4	10	2
	White	27	30	25	31	22	19	22
Palisades	Asian	19	25	30	26	37	32	38
	Black	23	34	41	27	35	23	21
	Hispanic	75	92	86	86	112	99	90
	Native American	0	1	0	0	0	2	0
	Pacific Islander	1	1	2	1	0	1	0
	Two or More	14	24	21	32	28	44	29
	Unreported	8	4	6	9	20	55	13
	White	139	166	186	174	193	193	229

Out of State Recruitment

The office of Outreach and Recruitment has been in charge of out of state recruitment since 2003. We travel to our top feeder states once or twice a year each year. One of our recruitment trips occurs in the fall term and the other occurs in the Spring term. The overall goal of the fall trip is to identify potential students and building relationships with students interested in attending SMC. We provide students and parents with important information to help them make an informed decision. We typically talk about the SMC, student support programs, academic programs, cost of attendance, housing, and California residency. We participate in college fairs in different out of state locations put on by the National Association for College Admission Counseling (NACAC). The college fairs are one or two days long. In addition to the college fairs, we visit local high schools we have relationships with or new high schools to establish new relationships with. We try to have decided students apply for admission into SMC by the end of the fall or winter term. The overall goal for the spring trip is to help out of state students with final details regarding enrolling at SMC. We spend as much time as we can with students and parents to explain what they can expect in terms of timelines and important tasks to accomplish. Our top feeder states differ slightly year to year. Our current feeder states include the following: Washington, Nevada, Florida, Illinois, New York, Arizona, Texas, and Hawaii.

Table 3. First Time Freshmen Out of State Student Ethnicity/Race

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Asian	71	92	87	73	91	62
Black	29	51	65	41	44	25
Latinx	296	318	313	265	269	218
Native American	0	0	1	1	1	2
Pacific Is.	0	3	1	0	2	2
Two or More	20	21	19	34	25	29
Unreported	11	26	30	33	47	10
White	201	217	208	215	150	181
Totals	628	728	724	662	629	529

Out of State First Time Freshman Enrollment

Table 4 below shows data from Precision Campus on the number of first time freshmen enrolling at SMC from states outside of California during the last 6 fall terms. The table also shows how many of the incoming first time freshmen outside of the state enrolled part-time or full-time during their first term at SMC. The general trend we notice is that of decline in the first time freshmen enrollment during fall terms. We had a peak in our out of state first time freshmen enrollment in fall 2016 and a trend of decline and throughout the years. In fall 2019, we had the smallest incoming first time freshmen class in the last six years. The other trend that is observed is that most of the out of state first time freshmen tend to enroll at SMC on a full time basis during their first term. The total out of state first time freshmen enrollment over the last six years is 3149. The total number of out of state first time freshmen enrolling at SMC part time is 1,350. The total number of out of state first time freshmen enrolling at SMC full time is 1,799.

Table 4. Out of State First Time Freshmen Enrollment and Status All States

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Full-time	264	306	294	326	336	273
Part-time	247	277	262	212	164	188

Out of State Student Ethnicity/Race

Table 5 below shows the enrollment numbers of first-time freshmen and student ethnicity/race. The data was obtained from the Precision Campus. The largest ethnic groups represented by the first-time freshmen out of state student population include Latinx, White, Asian/Pacific Islander, and Black. The Latinx student population has consistently represented the largest ethnic group among out of state students for the last six years. The Latinx out of state student population was at its highest in terms of percentage in fall 2016. The White student population has consistently represented the second largest out of state first time freshmen population over the last 6 years. The White student population reached its peak percentage in fall 2016. The third and fourth largest ethnic groups respectively have been Asian/Pacific Islander and Black students.

Table 5. First Time Freshmen Out of State Student Ethnicity/Race

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Asian	71	92	87	73	91	62
Black	29	51	65	41	44	25
Latinx	296	318	313	265	269	218
Native American	0	0	1	1	1	2
Pacific Is.	0	3	1	0	2	2
Two or More	20	21	19	34	25	29

Unreported	11	26	30	33	47	10
White	201	217	208	215	150	181
Totals	628	728	724	662	629	529

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

When looking at our first time freshmen student population from priority schools and our overall SMC population for the most current fall term, we see similar patterns when compared to the college demographic. The fall 2015 SMC student population in terms of ethnicity/race was the following: Asian/Pacific Islander 15%, Black 9.%, Latinx 36.%, White 31%, and Multiple Ethnicities 4%. The fall 2015 first time freshmen students from priority schools in terms of ethnicity/race was the following: Asian/Pacific Islander 15.%, Black 8.5%, Latinx 44.5%, Native American .1%, White 24.4%, and Multiple Ethnicities 4.2%.

In terms of our out of state first time freshmen student population for fall 2019, we see the following ethnicity/ race breakdown: Asian/Pacific Islander 14.8%, Black 3.2%, Latinx 45.6%, Native American .2%, and White 31.2%. When compared to the SMC student population, we see that the out of state Latinx and White student populations are higher. After looking at the data of who we serve, we are serving our target population both in the state of California and outside the state.

3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

One of the significant changes in the student population we serve is a drop in the number of first-time freshmen enrolling at SMC from our local high schools. When we look at the enrollment pattern of students coming from priority schools, we see that fewer students are enrolling at SMC right after graduation from high school. For the most part, fall 2015 seems to be the year we had the highest enrollments in the majority of the priority schools.

There are a few reasons for the declining first time freshmen population from priority schools. The first is the declining sizes of senior classes from priority schools. Since 2011, the graduating senior classes have been declining for most of the priority high schools. This means there are fewer students to recruit from thus fewer students to enroll at SMC. We lost 5 full-time staff including a full-time Associate Dean, 3 full-time counselors, and a full-time office staff member. All of these positions were never fully replaced. The reduction in counseling hours limited the number of high schools we could be present at on a regular basis that hurt relationships with college counselors at high schools. Since the last major review, this area continued to lose staffing.

Lastly, we were asked to focus on out of state recruitment as a way to increase enrollment for the college. This meant that we were asked to keep domestic enrollment steady and to grow out of state student enrollment. Structures were put in place to provide more counseling for prospective out of state students on a drop in basis for the last three years. This meant that Outreach counselors were on campus waiting for prospective students instead of being proactive

at high schools establishing relationships with high school counselors and students. This chart below reflects the application and enrollment pattern of our highest feeder high schools in the area, Santa Monica, Venice, Hamilton, Palisades Charter, University and Culver City High Schools.
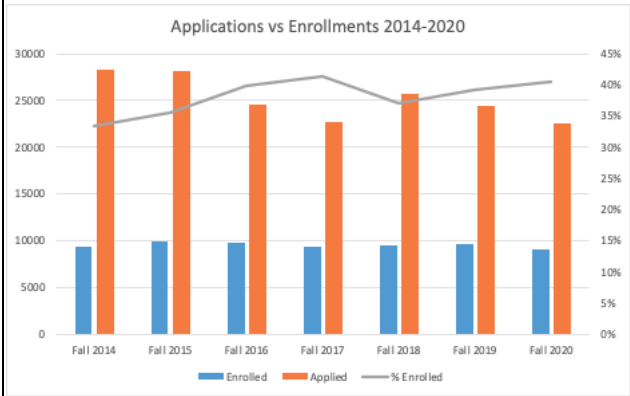
Out of State Recruitment and Enrollment

We are experiencing a decline in the out of state student population again. The reason we had declining enrollment before was due to declining budgets. This meant we were limited in the funding we could use for travel and amount of times per year we could visit top feeder states. During the last program review cycle, full time counselors traveled out of state to do the recruitment. We had 3 full time counselors that were in charge of the out of state recruitment. During this time, counselors visited feeder states regularly and for longer periods of time. Having full time counselors travel to top feeder states kept everything consistent in terms of information disseminated as well as relationship development and relationship management. Counselors were able to spend more time developing relationships with multiple high school and counselors which yielded more enrollments. Lastly, the current out of state recruitment model is that of having part- time counselors handle the out of state recruitment. We do not spend as much time in our top feeder states like we used to because of our limited budget. This means we have limited contacts and time to develop relationships with high school counselors and students. Out of State enrollment rates for the last six years are reflected in the table below:

OOS Recruitment 2014-2019							
	2014	2015	2016	2017	2018	2019	**Totals**
Applied	884	915	959	818	842	684	5102
Enrolled	127	150	197	158	164	139	935
% Enrolled	14.37%	16.39%	20.54%	19.32%	19.48%	20.32%	18.33%

C. Program Evaluation

Welcome Center

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

Outreach and Recruitment Student Learning Outcomes:

1. *Upon attendance or interaction with any official or electronic outreach and recruitment resource or event, domestic and out of state students will feel they are knowledgeable about the varying systems of higher education and value the benefits of attending college; which includes feeling proficient in correctly describing the purposes and functions of the various segments of U.S. higher education systems, including the four California systems (CSU, UC, CCC, and Privates), identifying the role community college play in transfer and career and technical education pathways, and assessing the social and economic benefits of attending college and earning college credit*
2. *Upon attendance or interaction with any official or electronic outreach and recruitment resource or event, domestic and out of state students will understand and develop self-confidence in their ability to manage the enrollment process at Santa Monica College; which includes believing they are able to enroll at Santa Monica College with little difficulty and accurately identifying academic programs of interest and personally applicable student service programs*

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- how outcomes are assessed and how often
- the assessment tool(s) used
- the sample (who gets assessed)
- how and when the program reviews the results and who is engaged in the process

It was unclaer to me as to how these SLO's and UO's are assessed. Moving forward, the SLO's and UO's will be revisited to ensure they are addressing the needs of the current student population. New tools for assessment and how we assess our services will be evaluated and will request support from Institutional Research as to how we would gather necessary data to evaluate effectiveness of services.

3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

We look at SMC application and enrollment data on a regular basis. We have access to a variety of reports on ISIS that help us determine how we are doing in terms of promoting SMC and getting students to enroll at SMC. We pay close attention to data on priority schools in regard to both application and enrollment. We also pay close attention to our out of state student data. We put yearly application and enrollment data into our yearly department updates.

D1. Objectives

D1. Looking Back

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

- At the start of the pandemic, swiftly pivot resources online
- Support other student services areas with Hubspot, tool to chat with students online
- Student Ambassador program was able to establish a community online to prepare in supporting our new students as they onboard
- Work with CE on an online campaign to support interested leads to the campus
- Partner with Workforce with the CCLA 19 and support leads through this initiative previously housed under Admissions & Records

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

N/A

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

N/A

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

N/A

D2: Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

The entire department is going through some major changes now that counseling services have been removed from the area. With the collapse of the counseling services, the pandemic and the shrinking high school student population we are analyzing and exploring how we pivot to support the recruitment of non-high school aged students, such as outreach to community agencies, returning adult learning and exploring other ways that we can reach out to other potential students such as reaching out to students that have stopped out. Services are shifting to support the onboaridng of new students and supporting them in exploring and identifying the vast number of services and programs avialbe to meet thier needs. This office is taking an active role in participating in campus functions that realte to onbording of students and participating in events that promote the college and its stellar programs like the pilot opne house we particiapted in Spring of 2021 and have an active role in the long standing VIP program for new students. We will continuously explore otehr initiatives on campus that supprot the onboarding of students at SMC.

D2: Objectives

No Objective have been entered.

E. Curriculum Review

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- The process by which department members participate in the review and revision of curriculum.
- How program goals and SLOS are integrated into course design and curriculum planning.
- The relationship of program courses to other college programs (cross-listing, overlapping content
- The rationale for any changes to pre-requisites, co-requisites and advisories.
- How the department ensures course syllabi are aligned with the course outline of record.

2. Discuss the role of the advisory board and other industry bodies or input in updating curriculum to meet industry standards and the needs of students.

F. Community Engagement

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Committees and other activities Welcome Center/Outreach Staff Involved In

- VIP Welcome Day
- Enrollment Management Team
- Out of State Student Recruitment & Orientation
- Target X/Salesforce Implementation Team
- Santa Monica College and Santa Monica/Malibu Unified Educational Collaborative
- LA High-Tech Pathway Development Committee
- High School Counselor Day Planning

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Western Association for College Admissions Counseling (WACAC)

National Association for College Admission Counseling (NACAC)

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

Program staff are involved in different committees to support institutional programs and services. Program staff stay familiar with special programs and academic departments to better promote both to new students. Different departments and programs are invited to present to Outreach and Recruitment staff during the year. This helps Outreach counselors stay current with student support programs and academic programs.

G1: Current Planning and Recommendations

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Staff and funding levels are the two primary factors impacting performance. With the consolidation of counseling services, more full-time classified staff in the form of Onboarding Specialists and a Student Engagement Coordinator are desired to assist the institution with meeting enrollment targets. Aside from additional staffing resources, increased collaborations with other campus programs and services to support with enrolment. This inculdes collaboration

with the Dual Enrollment, Concurrent Enrollment & Onboarding, collaboration with the General Transfer Counseling Area counselors in supporting goals and efforts in Outreach, collaboration with Workforce and an outreach partnership with Non-Credit programs. There will also be a priority in strengthening relationships with Admissions and Financial Aid Offices. These relationships are critical to the success of onboarding new students to the campus, aligning communication and program objectives when targeting our new student population will be key. Along with the collaboration of these areas, I hope to explore how we might be able to leverage some of our funding resources to see if we can find ways to support each other's goals and reduce redundancy and to increase effectiveness and efficiency. Our goal is to improve the student experience, provide clear and concise information, navigate the hidden curriculum for our most marginalized students.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- Mobile technology like laptops equipped with Wi-Fi, cameras and mics to work remotely from home, on site at feeder high school campus or when traveling out of state for recruitment
- Technology programs that will support student engagement when offering webinars for students unable to attend in person sessions like mentimeter, visitdays, GECKO engage, etc.
- CRM to support communication with school and out of state contacts

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Ideally, I would propose the following, 1 Student Engagement Coordiantor, 5 onboarding specialists, 1 Student Services Assistant and 2 student services clerks, with an Administrative Assistant.

4. List all current positions assigned to the program.

Current Staffing

- 1 Onboarding Specialist
- 1 Outreach/Recruitment Specialist
- 3 student Services Assistant
- 1 Administrative Assistant
- 1 Director of Outreach and Onboarding Initiatives
- 1 Associate Dean over the area

G2: Future Planning and Recommendations

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

What trends could potentially impact the program?

The one trend that will have a significant impact to the program and campus overall is the decline in the high school age student population. The pandemic has impacted current recruitment efforts, as we recover from COVID, we will be challenged with shrinking HS graduating student populations.

What changes does the program anticipate:

Enrollment

We will look at enrollment based on race and ethnicity, gender, or age on a regular basis.

The program will be going through some extensive changes as counseling services have moved from the Welcome Center and have been consolidated within General Counseling Services to support the Pathway Redesign.

One of our goals in the Welcome Center is to streamline Onboarding services to better serve our students. This will include a review of the following with a goal to improve and reduce redundancy and duplication.

- Online Orientation
- In person/virtual orientation
- Restructure of Outreach Efforts
- Out of State Recruitment Strategies

As the Welcome Center continues to work on efficiency and increase outcomes, we are also looking to increase our collaborations with the areas that have the biggest impact on serving new students to the college. These include the following, but not limited to these areas:

- Admissions
- Financial Aid
- Career Services
- General Counseling Services
- Student Care Teams
- Areas of Interest
- Workforce Development
- Non-Credit
- Special Programs

- Dual Enrollment

One of our goals in the Welcome Center is aimed at our most marginalized students as they begin their onboarding journey to SMC. We seek to establish student connections early on, introducing them to the tools and resources that will we believe will be critical to their success on campus. For the current academic year, we are conducting a pilot program that focuses on our Black and Latinx applicants from the 6 largest feeder high schools and supporting their onboarding process. This effort is being supported by the Welcome Center with our Student Ambassadors in collaboration with the Student Care Teams Lead, an Outreach Counselor and the Project Manager of SMC's Title V Grant and the Peer Navigators.

- Student Ambassadors reach out to these applications via telephone & email
- Attend our new Orientation+ Session
- Receive follow up touch point from Peer Navigators per designated AOI's
- Undecided students are being reached out by Career Services Center
- Will be invited to attend an SMC Student Connect workshop in August prior to the start of school
- Will continue to have follow up their fall and spring terms

The SMC Promise was recently acquired by the Welcome Center and our immediate goal is to improve support to students, faculty and staff about SMCP.

- Establish clear supports for program participants, faculty and staff
- Increase awareness of program eligibility and perks
- Increase and support program participation and eligibility
- Increase SMCP participation from year 1 to year 2
- Establish a process for students to appeal loss of SMCP

Where does the program want to be?

Welcome Center and Outreach would like to work collaboratively with Admissions and Financial Aid as it continues to grow and reimagine itself. The challenges that this area has experienced in the past were the result of working in a silo. I believe in order to better support our students; we need to work collaboratively with other areas so that we can improve our communication and processes. There have been examples of redundancy and duplication of efforts that at times makes engaging with students challenging. For example, there were many times when Welcome Center staff or Outreach Counselors would engage with students and hear first-hand from a student about new programs or initiatives that were not always shared with staff. One of my goals is to remain engaged with other areas and services to be best informed about new initiatives, marketing campaigns and/or services that may have a direct impact to our students. We truly are striving to be the best example on campus that provides the best service and care to all the students that we engage with. This means that our staff will be provided with support, professional development and engaged in campus wide initiatives to remain relevant and positive when working with students.

How is the program planning for these changes?

Program planning will be supported by enrollment data, the five-year Enrollment Strategic Plan goals and with the direction of the Pathway Redesign Goals.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Potentially more space will be needed to support the staffing of our area. The current space that has been allotted for the Welcome Center is enough for the current staff onboard. With the conversation of Counseling and Career Services moving to support alignment of services, we are looking at losing the right wing of the Welcome Center.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The additional human resources to support the goals of the Welcome Center and to support our outreach efforts with the loss of counselors are as follow:

- 1 Student Engagement Coordinator
- Increase from 1 Onboarding Specialist total of 4 onboarding specialist that will support outreach to our feeder schools and potentially out of state recruitment
- 1 Student Services Clerk to support our front desk and support supervision of our student workers.

Professional Development to include but not limited to:

- Equity Training
- Participation in campus wide flex activities
- Participation in AOI staff/program professional development
- Ongoing Pathways Redesign initiatives
- Chancellor's office conferences specific to onboarding and student engagement.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

The largest challenge the program faces is one that will impact the college community and that is the shrinking high school age student population. This may result in budget and staffing for the entire college community.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.
- Set clear goals and objectives for domestic and nonresident recruitment   - work with Institutional Research on developing surveys that will support program improvement   - increase collaboration efforts with other student support services and programs on campus as well as involve discipline faculty and students to help develop plans for improving onboarding services to students

6. Please use this field to share any information the program feels is not covered under any other questions.
N/A

H. Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

I. Executive Summary

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support