

Comprehensive Program Review Report



Program Review - Welcome Center

Program Summary

2021-2022

Prepared by: Juan Vazquez

What are the strengths of your area?: OUTREACH:

- Diverse staff: Five full-time Student Support Services Specialists (4-S) that serve district-wide. Three are located in the Welcome Center on the Visalia Campus, serving Visalia and surrounding areas: Lindsay, Farmersville, Corcoran, Dinuba, Orosi, Woodlake, and Exeter. One is located on the Hanford Educational Center, and one is located on the Tulare College Center, each serving their respective communities.
- Campus tours are facilitated by outreach specialists and student ambassadors.
- Director, Dual Enrollment, oversees every step of the dual and concurrent enrollment process for 23 high schools from Tulare and King's County.
- Student Support Services Specialist with an emphasis in financial aid. This 4-S serves our financial aid outreach needs district-wide and provides training to the rest of the 4-S team as needed.
- Student Ambassador Program: Student Ambassadors are students of very high caliber that are chosen to work with the 4-S positions district-wide and attend outreach efforts.
- Innovative technology systems in place streamline our efforts: Online outreach request form; Online campus tour request form; Online registration RSVP systems; enhanced matriculation tracking for incoming students
- Strong relationships with community partners: Our Student Support Services Specialists (4-S) have weekly communication with high school contacts, and plan district wide outreach events with feeder high schools. These events include: COS information sessions, application workshops, tabling events, college and career fairs, Annual HS Partners meeting, and follow up.
- Strategic training and professional development of staff in targeted areas: NODA (National Orientation Director's Association) national and regional conference attendance that focus on orientation, transition, and retention efforts; Student Ambassador Training; Financial Aid Training, NASPA, team meetings, etc.
- Outreach efforts lead up to STEPS Priority Registration, offered annually in April, where our feeder high school students register for Summer and/or Fall classes.
- As a result of these outreach efforts, COS enrollment has maintained steady growth while enrollment for community colleges across the nation continues to decrease (data taken from National Student Clearinghouse). Student Count: 2017-18 - 16,495, 2018-19 - 16,791, 2019-20 - 17,260, 2020-21 - 16452.

ORIENTATION

-New Online Orientation program was the only option this year due to health restrictions from COVID pandemic. New online orientation program had over 1900 participants by the time of this report being submitted.

What improvements are needed?: 1. Increase Engagement and Networking for first-time students - Opportunities for first-year students to get to know other students in an informal and student-centered way. Opportunities for students to build networks and enhance their campus life.

2. Increase Outreach opportunities - The district has seen steady growth and then was hit with a major challenge in 2020 with the pandemic. We have increased the amount of schools and increased the amount of contacts with each high school which have contributed to the steady enrollment growth. The Financial Aid outreach efforts have reached its capacity of serving 44 schools with one specialist. The Financial Aid outreach often needs to decline requests by high schools for services.

3. Increase capacity for student usage to Welcome Center - The Welcome Center has reached its capacity to serve 4-5 students at a time while socially distanced. There was an overflow computer lab located nearby, Sequoia 156, that would be utilized when the Welcome Center had a line outside the door. This computer lab is now being used by academic services and there is no longer a space to accommodate the current traffic, let alone any room for growth of future traffic.

Describe any external opportunities or challenges.: Physical space continues to be a limitation. Whether it be for promotional items for outreach or actual space for people in the welcome center without violating a fire code capacity.

Overall SAO Achievement: The action from last year has not had any progress. The increased student space has not happened yet due to delays in shipping. The Welcome Center still encounters limited space for students.

Changes Based on SAO Achievement: We will be using our check-in system to track data on student traffic to see if the numbers increase with increased student space.

Outcome cycle evaluation: We will monitor the data, evaluate, and make changes on an annual basis.

Action: 2020 Reconfigure the Welcome Center to be more functional in serving students.

Currently 75% of the Welcome Center is for employee functionality. We have added two additional employees to the office but should still be able to utilize the space as 50% employees and 50% for students.

There are four cubicles, a single desk for the Orientation Specialist, a single desk for the Senior Clerical, and a counter used for student workers. All four work areas are different colors and different styles while occupying most of the space available.

Leave Blank:

Implementation Timeline: 2019 - 2020, 2020 - 2021

Leave Blank:

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Juan Vazquez, Dean, Student Services

Rationale (With supporting data): Currently 75% of the Welcome Center is for employee functionality. We have added two additional employees to the office but should still be able to utilize the space as 50% employees and 50% for students.

There are four cubicles, a single desk for the Orientation Specialist, a single desk for the Senior Clerical, and a counter used for student workers. All four work areas are different colors and different styles while occupying most of the space available.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

10/12/2020

Status: Continue Action Next Year

There is still a need for more student space in the Welcome Center. The only resource lacking to increase capacity is space. We have staff and technology.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Non-Instructional - Cubicles that can be fixed to the walls. Work space for students. Reduce space for employee/student staff. (Active)

Why is this resource required for this action?: In order to increase functional space for students, re-configuring the current layout is required.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 19000

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Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Action: Outreach Specialist - Financial Aid

Increase the amount of opportunities for High Schools to receive a FAFSA/Dream Act application workshop.

Leave Blank:

Implementation Timeline: 2021 - 2022

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Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Juan Vazquez

Rationale (With supporting data): One of the strengths of our District is the presence and contacts we have with our feeder high schools. We have strengthened relationships with our high school partners to increase the schools we serve from 29 high schools to 48 high schools in Tulare and Kings counties. There are four outreach specialists that serve the 48 high schools with the matriculation process (application, counseling appointment, priority registration, orientation), however, there is only one outreach specialist to serve 44 high schools with FAFSA/Dream Act applications. We have increased the amount of workshops provided but have also declined many requests due to there only being one financial aid outreach specialist. The services of our financial aid outreach could and should be more comprehensive with follow up but currently does not due to there only being one specialist. To increase the amount of opportunities for high schools to receive a FAFSA/Dream Act application will require the district to add one more outreach specialist.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Classified/Confidential - Hire an Outreach Specialist (Active)
Why is this resource required for this action?: One of the strengths of our District is the presence and contacts we have with our feeder high schools. We have strengthened relationships with our high school partners to increase the schools we serve from 29 high schools to 48 high schools in Tulare and Kings counties. There are four outreach specialists that serve the 48 high schools with the matriculation process (application, counseling appointment, priority registration, orientation), however, there is only one outreach specialist to serve 44 high schools with FAFSA/Dream Act applications. We have increased the amount of workshops provided but have also declined many requests due to there only being one financial aid outreach specialist. The services of our financial aid outreach could and should be more comprehensive with follow up but currently does not due to there only being one specialist. To increase the amount of opportunities for high schools to receive a FAFSA/Dream Act application will require the district to add one more outreach specialist.
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 79652

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

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District Objective 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year