Santa Rosa Junior College

Program Resource Planning Process

Welcome and Connect Center 2024

1.1a Mission

The Welcome and Connect Center (WCC) provides onboarding, student success and retention services.

Our mission is to support first year achievement goals, and to increase retention from fall to spring, and fall to fall.

In all onboarding and retention services, the staff and first year peer coaches provide quality customer service, follow research-based retention practices, and maintain a high knowledge base of campus resources and processes.

1.1b Mission Alignment

The mission of the WCC aligns with the district's vision, mission, values, and strategic goals and objectives of student development, learning, success, and serving diverse communities. In particular, the WCC provides services that meet the following strategies and goals of the new District Strategic Plan:

STRATEGY 1: ACADEMIC QUALITY

- In order to prioritize student services, events and activities that sustain a community committed to student learning and development, the WCC has a scaled up program that strives to reach all first year students either through a high touch or medium touch programming. The WCC offers services and workshops remotely to address diverse schedules and learning methods that show increase in persistence for first year students fall to spring, and fall to fall.

STRATEGY 2: STUDENT SUCCESS AND SUPPORT

- The WCC provides workshops and "just in time" interventions on topics to promote student learning and development.

- The WCC is a first stop for many new students. Staff and coaches are trained and knowledgeable of the various resources available to students including basic needs and constantly provide warm hand offs and referrals to such resources. In addition, WCC coaches provide campus tours upon request that show students locations of key campus resources such as library, tutorial center, counseling, food pantry, intercultural center, etc.

- The WCC provides all students with comprehensive learning opportunities on accessing basic needs in support of wellness through various activities that welcome, and support all students, including but not limited to Welcome Day, Saturday Services, and Connect for Success events targeting incoming high school students; SRJCReady check-ins for new students to address barriers.

In all onboarding and retention services the staff, and first year peer coaches, provide quality customer services, follow research based retention practices, and maintain a high knowledge base of campus resources and processes.

The Department continues to assess its services program to ensure that its mission is attuned to the district strategic goal of supporting student success.

1.1c Description

The WCC provides onboarding, student success and retention services. The Department works collaboratively to set goals and to achieve them through collective efforts. These include:

- assistance with college processes including admissions, registration, financial aid paperwork, and campus technology

- new student needs assessment and connection to campus resources and matriculation services

- peer coaching services

- first year retention services

- support to Polly Hall; helping with initial checking for onboarding steps to confirm enrollment and Education Plan as well as referrals to Fin Aid department

In addition, the WCC staff work closely with the Admissions & Records department, the Undocu Immigrant Dream Center and the Student Outreach Team to ensure a holistic

onboarding process that is aligned with the Strategic Enrollment Management Plan for the district.

1.1d Hours of Office Operation and Service by Location

The WCC is open Monday - Friday, 9am-5pm, and closed on Fridays in June and July at the Santa Rosa Campus. The Center oversees the coordination of Saturday Services each term and fully operates on each of those Saturdays.

1.2 Program/Unit Context and Environmental Scan

The Student Centered Funding Formula, Guided Pathways, and Student Equity and Achievement (SEA) goals are rooted in principles that call for monitoring and supporting first year achievements with a particular eye towards momentum points and milestones.

We know:
- Students who are fully matriculated complete their courses and goals at a higher rate
- Students who are fully matriculated gain priority registration and access to classes with a high fill rate (math and English)
- Student who enter math and English during their first-year gain access to more upper division courses and complete their degree faster
- AB540 students face increased barriers
- Low-income students face barriers to access and success in community colleges
- First generation student success rates are disproportionate as compared to the district average(s)

The WCC helps to address and support this knowledge base in the following ways:

Students who are fully matriculated complete at a higher rate
- Facilitates accurate and streamlined placement information and processes
- Promote priority registration requirements and deadlines
- Provide peer to peer information to suggest how to leverage an Education Plan counseling appointment (prepare, research, ask correct questions)

Students who are fully matriculated gain priority registration and access to classes with a high fill rate (math and English)
- Concerted effort to reach students to get priority to use it for the purpose stated above

Students who enter and complete math and English during their first-year gain access to more upper division courses and complete their degree faster

- Inform students who accessed math or English in Fall to work with counseling to pursue options for the alternative course in spring so that both transferable math and English are completed during year one
- SRJCReady programming to support success in transfer level math and English with emphasis on a load with corequisite (target audience those who enrolled in math or English)
- Students enrolled in math or English in first year are considered high touch and are receiving weekly in-reach and strategic interventions

AB540 students face increased barriers

- Students who are AB540 eligible are connected to the Undocu Immigrant Dream Center and are part of the first-year high touch cohort

Low-income students face barriers to access and success in community colleges

- In addition to assistance with the financial aid process, and the connection to campus resources, first year peer coaches support first year low-income students with academic coaching and strategies as we know it is critical to their success and to address the multitude of barriers

First generation student success rates are disproportionate

- Concerted effort to ease the transition into the college environment by providing navigational strategies, resource connections, community connections, and assistance with college processes

2.1a Budget Needs

The Welcome & Connect Center Budget Analysis

Currently, the WCC annual funding is comprised of district general funds, categorical funds, and grant funding.

There is uncertainty of continued categorical and district funds due to declining enrollment trends. Categorical funds depends on the District's SSSP core service volume relative to the rest of the 116 colleges within the CCC system. The Student Centered Funding Formula (SCFF) is based on a base allocation, which largely reflects enrollment; a supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540; and a student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who

complete nine or more career education units and the number of student who have attained the regional living wage.

By helping students complete both the CCCApply application, as well as their financial aid applications, we have a direct impact in increasing potential enrollment as part of the SCFF base allocation, as well as related financial aid allocations.

Need for additional funds:

Student Employee Funds
The WCC has relied upon student workers (Success Coaches) to staff the reception area for several years. Categorical and grant funds cover most of those costs, with less district funding available. We attempt to leverage our Federal Work Study Allocation with student assistance; however, District funds are needing to increase as we will continue to see less funds from both grant (Lanzamiento) and SEA categorical funding. Our student workers have not only been utilized for reception needs but have been integral in assisting the department with outreach, and student retention efforts. They follow up with target groups to provide information about programs and services, to connect students with the next step (ed planning, orientation, enrollment), and with relevant programs and services. Our efforts to sustain/increase successful student retention rates relies upon their assistance in performing these high-touch and time intensive efforts.

Staff Development/Training
There is an increasing need for staff development and training to ensure that our staff keeps abreast of the changing environment and requirements. This will help the Department, which in turn will help the district to learn the best practices, and to continuously improve our practices in welcome center operations and other student success and retention work. It is important that the Student Success Program Coordinator and center staff have access to more professional development through local and statewide training opportunities. Currently, there is no travel/conference budget in the district account for the Department. The estimated need is $4,500, which was previously provided through SSSP funds.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	04	07	$4,500.00	District funding for Professional Development not covered by SEA funds (travel and conference attendance, etc.)

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Coordinator, Student Success Program	40.00	12.00	Full time funded by SEA. Supports matriculation functions for incoming students, the Welcome & Connect Center, Onboarding and Retention Services

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director, Student Outreach, Onboarding, and ISP	10.00	12.00	Provide direct oversight of the Welcome & Connect Center for welcoming and onboarding services for new and returning students, the Guided Self Placement, and First Year Peer Mentoring Programs; collaborate on establishing guidelines and programming for welcoming and onboarding activities.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
First Year Peer Coaches (Student Workers)	210.00	12.00	Provide Welcome & Connect Center Support and Student Success, Peer Coaching Services for onboarding and retention.
Student Success Specialist I (STNC)	25.00	9.00	Provide special project support for the Welcome & Connect Ctr. Specialist will focus on efforts that are in line with the Strategic Enrollment Plan to increase student retention, persistence and onboarding of our BIPOC & First Generation populations as well as general support of our first-year students.

2.2d Adequacy and Effectiveness of Staffing

Staffing Needs for Welcome & Connect Center

The Santa Rosa Campus WCC is comprised of a Coordinator, Student Success Programs, 10 student employees, and the Director, Student Outreach, Onboarding, and International Student Program. The Manager, Student Support has been reassigned to another department.

Staffing Needs

Classified Employees
The WCC and first year retention programming requires a great deal of oversight and management. In December of 2021, the Student Success Specialist I was transferred to another department, leaving only 1 regular classified employee; the Student Success Coordinator. To provide supervision of peer coaching and maintain services in the WCC at a satisfactory level, at least one additional classified position is needed.

We have recently hired a temporary STNC position to assist with the staffing and maintaining support for the WCC and First Year Peer Coach program. The funding for this position is temporary through the fall 2024 semester. We hope that the district can allocate funds to create the permanent classified position for this Center. We would also benefit from having an STNC position on a cyclical basis to perform and assist with one-time projects and functions, such as Welcome Days; Summer Bridge; re-enrollment campaigns, etc.

The WCC's scope and volume of the work is vast and recently taking on more requests for assistance outside of standard business hours including nights and weekends. It is not good practice to have an office requiring public hours and a requirement of full-time supervision and oversight to have only one staff member. A combination of vacations, absences and lunch breaks will cause an interruption to supervision of the area, and student employees.

Student Employees
The heart of the operations in the WCC is the peer support provided by Student Employees. The WCC is supported by a combination of student employees who provide both welcome coaching (onboarding, and enrollment and financial aid assistance) and connect coaching (peer support and engagement for retention needs). Through 23/24 student employee wages are funded through SEA funds, and grant funding.

At this time, the estimated cost of student employee wages in the WCC is $120K per academic year. It is important to remember that the operations of the center rely upon peer support. The functions would not be operable if student employees were eliminated and Classified Employees were to begin to replace the hands-on assistance. The number of people needed to maintain a level of service would not be achieved by using only Classified Employees, and the framing of peer support would have to evolve to professional support causing classification concerns across departments.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	02	03	None	Student Success Specialist II	Classified
0002	Santa Rosa	02	03	None	Student Success Specialist I (special projects)	STNC

2.3a Current Contract Faculty Positions

Position	Description
N/A	N/A

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
N/A	0.0000	0.0000	0.0000	0.0000	N/A

2.3c Faculty Within Retirement Range

N/A

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

N/A

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description

2.5b Analysis of Existing Facilities

The location of the Welcome & Connect Center is optimal due to the partnerships with A&R, Student Outreach and Financial Aid and the visibility to students entering the building.

Without being able to permanently use the adjacent classroom (Plover Hall 530), the area is too small to be a workspace for up to 12 employees at a time. Further, when students are being served, the room's capacity grows to around 20 and the area is too cramped to accommodate everyone.

It is unclear if this situation will be resolved now that the Plover Foyer/ Lobby Area has expanded to include additional computers and if we can continue to use the seating area with laptops for coaching sessions. The lobby area became operational just before the transition to remote services.

The lack of a consistent classroom and meeting room has proven to be problematic for workshop facilitation and for team meetings. We choose not to have the workshops in other locations as they are an opportunity to highlight our new area, so we are trying to best utilize the current office space.

3.1 Academic Quality

As described in Section 1.2, the WCC supports the Student Centered Funding Formula (SCFF) through retention and first year achievement efforts.

3.2 Student Success and Support

In order to prioritize student services, events and activities which sustain a community committed to student learning and development, the WCC has a scaled up program that strives to reach all first year students either through high touch or medium touch programming. The WCC offers services and workshops in person and remotely to address diverse schedules and learning methods, as well as the resumption of in-person services.

The WCC provides all students with comprehensive learning opportunities on accessing basic needs in support of wellness through various activities that welcome, and support all students, including but not limited to Welcome Day, Saturday Services, Connect for Success event targeting incoming high school students; SRJCReady check-ins for new students to address barriers.

3.3 Responsiveness to Our Community

As described in Section 1.2, the WCC aims to support our diverse community through concerted efforts to reach disproportionately impacted students. We believe we are reaching a diverse community through our concerted efforts given to first generation and BIPOC students in partnership with development in cultural awareness and resources for undocumented students.

3.4 Campus Climate and Culture

As part of a campus climate and culture that should Welcome, Guide, and Engage all students, we are part of the Caring Campus initiative, which has a goal to create a college environment that increases students' sense of connectedness and belonging, and, in turn, completion of each student's education goals. We have instituted a number of best practices including nametags, warm handoffs to other departments, knowledge of other dept and programs, and welcoming activities.

We also know that students who can see themselves represented in other students and staff has a positive effect on them feeling welcomed on campus. To that aim, we have hired a diverse team of peer coaches who come from many different backgrounds, some of whom are international students, student parents, first generation students, Latinx students, Black African American students, Queer Students and we believe that building a diverse inclusive team will lead to more students feeling seen, which can lead to them sharing their stories and being heard and valued for all that they bring to our institution.

In addition, the Student Success Coordinator participated in Courageous Leaders Academy for a second year, aiming to make SRJC a more inclusive anti-racist institution. Furthermore, in May of 2024, the Student Success Coordinator attended the National Conference on Race and Ethnicity (NCORE) along with other SRJC colleagues with the plan to present information learned to the wider District community at our annual Professional Development Day (PDA) in fall of 2024.

The Building and Area Safety Coordinators for the northeast side of Plover Hall have been identified as the Dean of Admissions and Records, Enrollment Services, Coordinator, Admissions and Records, and Coordinator, Student Success Programs. All have attended trainings; CPR certification status is unknown.

The Department needs to have updated training sessions in safety and emergency preparedness for regular staff members and student workers. This will increase the knowledge and skills in preparing for and responding to unforeseen safety and emergency situations.

3.5 Establish a Culture of Sustainability

The WCC (onboarding and retention services) operates with high tech, high touch eliminating the use of paper in most cases. We recycle any and all paper and plastic products, and promote events related to sustainability and climate change whenever possible.

4.1a Course Student Learning Outcomes Assessment

N/A

4.1b Program Student Learning Outcomes Assessment

Service Area Learning Outcomes (SLOs)

Student persistence rates will be increased compared to the District rates and will know about and utilize at least one service or support that helps them make a decision, or stack on track, as a result of attending one or more First Year Peer Coach meeting. Outcomes Assessment will be reported as required.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Service/Program	Assessment, Prep., Steps	Fall 2015	Spring 2016	Summer 2016
Service/Program	Knowledge of SSSP Mandates	Fall 2014	Spring 2015	Summer 2015
Service/Program	Noncredit ESL Testing	Fall 2013	Spring 2014	Summer 2014
Service/Program	GED Testing	Spring 2013	Fall 2013	Fall 2013
Service/Program	Placement Testing	Spring 2012	Summer 2012	Fall 2012
Service/Program	ESL Testing	Fall 2009	Fall 2009	Spring 2010
Service/Program	GED Testing	Fall 2009	Fall 2009	Spring 2010
Service/Program	Distance Learning Proctoring	N/A	N/A	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Onboarding Services	X	X		X	X			X		X	X					X
Peer Coaching Services	X	X		X	X			X		X	X					X
Peer Led Workshops		X	X	X	X			X		X	X	X				X
Retention Services	X	X		X	X			X		X	X					X
SRJCReady Check-ins	X	X		X	X			X		X	X					X
Welcome Day/One Love/Super Saturday	X	X		X	X			X		X	X					X

4.2b Narrative (Optional)

SALO: A student's retention and persistence rates will be increased compared to the District rates as a result of attending one or more of the Welcome & Connect Center 2023-24 virtual workshops.

In looking at the data, this was true for both fall and spring semesters in 2023-24. Students who attended a workshop had higher rates of retention and persistence than the district average.

The WCC will continue to offer workshops, and also check in with students to see what new workshops they would like to attend. Past feedback has included How to Adult/Manage Finances, as well as First Generation Workshops as two topics that are needed by students.

Going forward, we plan to adjust our SALO to measure the impact of our First Year Peer Coach meetings with students, instead of workshops.

5.0 Performance Measures

During the 2023-24 academic year the WCC provided services as follows:

- Served a cohort of 2,455 first-yearstudents with high touch, high tech interventions.
- The Center, which invites all students, recorded 2,672 combined in-person and online/virtual contacts.
- 183 referrals were received from faculty, of which students were reached multiple times with offers of support and engagement.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	Santa Rosa	01	02	Show increase in persistence for first year students fall to spring, and fall to fall.	Follow retention plan framework and first year achievement philosophies from onboarding through first year	Ongoing	Based off Cohort tracker data in the Fact Book; our fall 2023, spring 2024 students totaling 2,164 have a retention rate of 82.64%; this is above the most recent published data for SRJC new students from 2022-23 which was 67% .
0002	Santa Rosa	01	01	Build a knowledgeable and efficient team.	Continue to provide professional development opportunities to staff.	Ongoing	Attendance to NCORE by SS Coordinator, ongoing trainings provided to Success Coaches.
0003	Santa Rosa	02	03	Implement new strategies for retaining first year students	Using new technologies and staffing support, develop a robust social media campaign.	2023-2024	STNC worked on a social media marketeing campaign throughout the academic year to help inform students of our resources, promoting events, sharing success strategies and inviting them to connect with a peer coach. As a dept, we were also involved in a campaign with a 3rd party company, Motimatic, to outreach to students via social media who did not re-enroll over the past two years, and we saw positive results with hundreds of stopped out students who re-enrolled this academic year.

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	Santa Rosa	01	02	Show increase in persistence for first year students fall to spring, and fall to fall.	Follow retention plan framework and first year achievement philosophies from onboarding through first year	Ongoing	SEA funding for peer coach salaries.
0002	Santa Rosa	01	01	Build a knowledgeable and efficient team.	Continue to provide professional development opportunities to staff.	Ongoing	Funds for conferences, travel, webinars, etc.
0003	Santa Rosa	02	03	Implement new strategies for retaining first year students	Continue to collaborate with Student Equity Plan 2.0 Successful First Year Enrollment Workgroup.	2023-2024	Release time and office coverage support for SS Coordinator to attend ongoing monthly workgroup mtgs