



# Warrior Welcome Center

Program Review 2024

Preciado, Karen

Spring 2024

2019 - 2023

# El Camino College

## STUDENT SERVICES

### Program Review Template

#### Program Mission Statement/Program Overview

1. How does the program support the [College's Mission](#) and/or align to the [Chancellor's Vision 2030](#)?

The goal of the Warrior Welcome Center (WWC) is to help meet the enrollment targets set by the college by guiding prospective, current and returning students through the enrollment process. Once a student decides to attend El Camino College (ECC), we assist students by helping them navigate the college application and matriculation process.

The WWC office also guides students through the assessment process. Assessment is a holistic approach that considers and evaluates multiple measures to determine student placement that is goaled to maximize students' success. Similarly, the center works collaboratively with several campus entities to share program information to make appropriate referrals and connections for students. These efforts support the College's mission to promote student learning and success. Furthermore, assessment is a gateway to the educational planning process which sets the path for students to begin courses and programs to ultimately achieve their desired goals.

The WWC also works alongside the Information and Technology team to safeguard the integrity and accuracy of nightly placement scores and orientation uploads. These efforts ensure access to scores and placements by students and other campus entities, supports usage of the MyECC student portal, and the student information system (Colleague) to retrieve results and reduce the need for score reprints. The uploaded information is also necessary for entering prerequisite clearances.

We also provide students with the information and resources they need to succeed in college. This includes providing information on the following: financial aid, student support services, counseling, course selection and enrollment, and academic support services. The Welcome Center has also housed the English as a Second Language (ESL) program and has been able to assist ESL students with the enrollment process. As the college moves forward with the Community and Continuing Education programs, English as a Second Language program has moved out of the center as of Spring 2024.

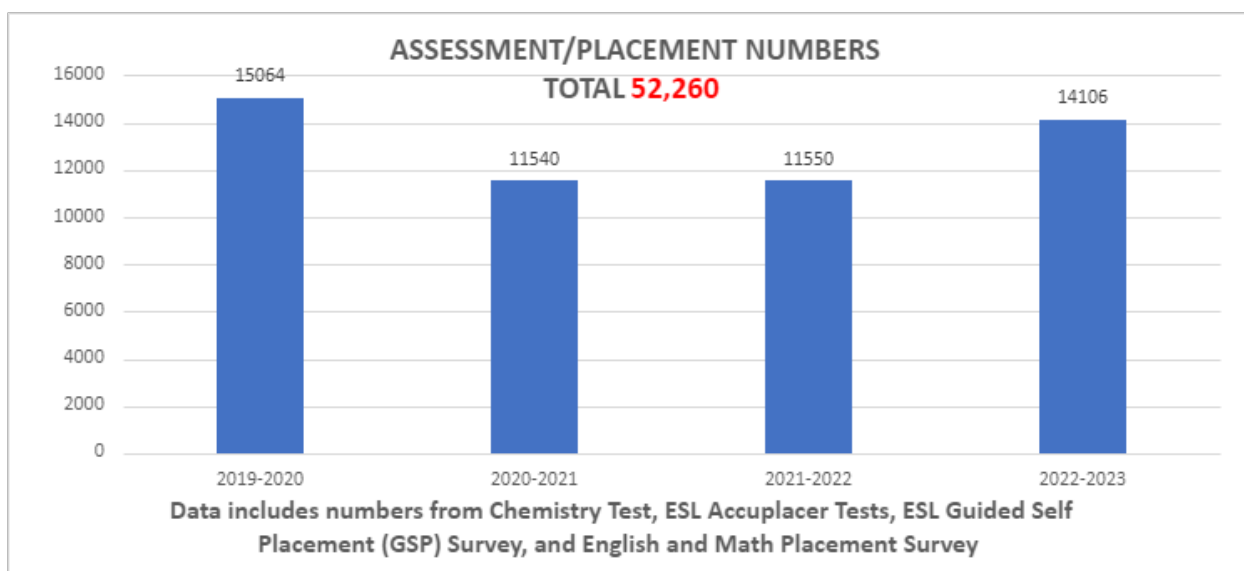
2. What are the strengths of the program?

**One – Stop – Shop** – from recruitment to the first day of classes, the WWC was put in place to help guide students smoothly through the matriculation process while keeping the multitude of office work functioning. There is a lot of programming that goes on behind the scenes and one of WWC's major strengths is a smooth workflow and communication. During the COVID-19 emergency, the Welcome Center also expanded the registration, advisement, and orientation services online to ensure students

were serviced. We assisted students seeking guidance on course selection, and clarified the course enrollment process.

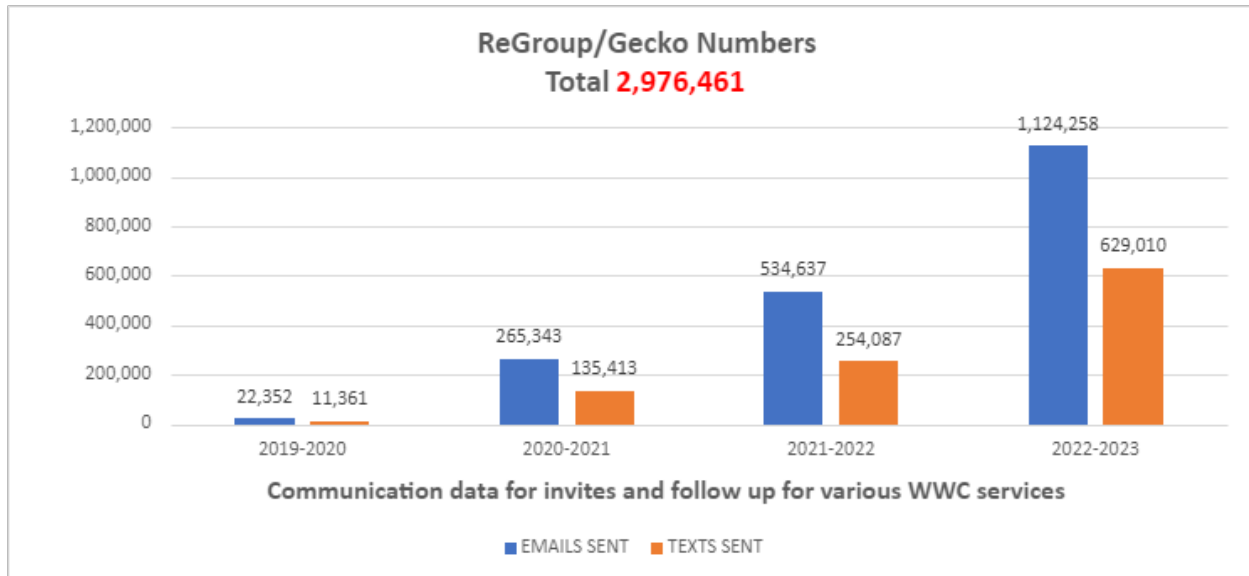
**Assessment and Placement** – The center supported the implementation of AB 705 & 1705 and no longer conducts placement exams for Math, English, or Reading. The administration, processing, updating and uploading of data from the new AB705 English and math placement survey is all handled by WWC staff on a daily basis. There is a placement exam for general Chemistry provided online via Canvas. Until recently, the Center also provided the ESL Writeplacer exam for ESL writing course placements. Also, up to Spring of 2024, the Center administered and processed the ESL credit and non-credit Guided Self-Placement (GSP) survey. The Center continues to offer the ESL Reading Skills exam for placement into credit ESL Reading course placements.

FISCAL YEAR	2019-2020	2020-2021	2021-2022	2022-2023
<b>ASSESSMENT/PLACEMENT NUMBERS</b>	15064	11540	11550	14106



**Communication with Students**– the WWC utilizes several platforms to communicate with students. These include email, phone calls, text messaging and social media with the help of the Contact Center and Marketing and Communications department.

FISCAL YEAR	2019-2020	2020-2021	2021-2022	2022-2023	TOTAL
<b>EMAILS SENT</b>	22,352	265,343	534,637	1,124,258	<b>1,946,590</b>
<b>TEXTS SENT</b>	11,361	135,413	254,087	629,010	<b>1,029,871</b>



\*Data was collected from ReGroup and Gecko Communication Reports

**Communication with Campus Partners** – ECC resources are shared often with students and the WWC staff collaborates with other areas campus wide. Strong partners across campus allow for easier resource sharing enabling students to feel comfortable accessing help when they need it.

**Comprehensive Services from the Beginning** – the WWC offers comprehensive support services from the initial start of a student’s education at ECC and continues to offer services and resource referrals throughout their time at ECC. This continued support and maintenance helps students achieve their educational and career goals and build a strong relationship with them.

**Professional Growth and Networking** – the WWC staff continuously try to network and build professional growth opportunities inside and outside of El Camino College. Networking in this way with colleagues across the area helps staff keep up to date with ever-changing regulations, share ideas, and build partnerships to increase student enrollment. Staff members have attended the PRIDE leadership academy and all the Professional Development Workshops offered by the college.

**Welcoming environment** – the WWC prides itself in creating a welcoming environment for all students to build community and a safe space for students to come and share problems, issues and find solutions. The office listens to student voices to incorporate their needs into the office space and takes student concerns into account when developing programming and office operations.

### 3. What are the challenges of the program?

**Staffing** – The current staffing situation at the WWC is the biggest challenge of the program and presents several obstacles that impact on our efficiency, productivity, and overall operations. The team the WWC currently has was not built for a Welcome Center because it originated from the former Assessment and Testing Center. However, demands, objectives, and responsibilities have changed since Summer 2019. Unfortunately, with the change, the failed reclassification of a Supervisor to a Director, the department transfer of a Coordinator, and lack reclassification of a clerk to a Student Services Specialist, has left the department without the proper personnel to continue serving over 50,000

students annually. With a small team, the workload distribution becomes a significant concern. Each team member finds themselves juggling multiple tasks simultaneously, leading to potential burnout and decreased morale. Maintaining high-quality customer service with a small team can be challenging, especially during peak periods or when facing unexpected surges in demand. Long wait times, delays in response, or reduced service quality will negatively impact the student experience, enrollment, and retention.

**Funding** – In 2019 the only funding the WWC had from Fund 11 was 5,000 - 6,000 for supplies year-round. That number has gone up to about 15,000 in supplied but that is all. The growth and success the WWC have had has been aided from categorical funding sources that are set to disappear in the 2024-2025 fiscal year due to budget concerns. Without the adequate funding to support our staffing needs and essential services, we are at risk of not only compromising the quality of our work but also failing to meet the expectations and mission of the college. Depending on categorical funding is not sustainable in the long term and could have serious repercussions for both our department and the college as a whole. Investing proper funds in our department will not only ensure the continued success and effectiveness of our operations but will also demonstrate our commitment to fulfilling our responsibilities to the college.

## Previous Program Review

4. What were the recommendations identified in the previous program review process?

The last time the WWC, formerly known as the Assessment and Testing Center, had a program review was back in the Spring of 2018. It turned into the Warrior Welcome Center after AB 705 and the new Student Services Building opened in August 2019. Since then, most if not all the recommendations listed in the previous program review were completed but no longer apply to the vital functions and organization of the center because the SAO's of the department, responsibilities, and staffing have dramatically changed.

Answer to Question 5 lists all the Spring 2018 Recommendations and outcomes.

5. List the outcomes/activities created to address these recommendations in your previous program review.

### Spring 2018 Recommendations

**PR#1: Re-evaluate the staffing of the Assessment/Testing Office. An evaluation of departmental needs will provide an opportunity to restructure the Assessment/Testing staff to align with the emerging goals of new legislation and the college as a whole.**

This has only been partially accomplished. The current supervisor who started three months shortly after the WWC opened was able to reclassify three of the clerical assistants to higher positions, but still lacks the appropriate staffing to run a Welcome Center like the college envisions. The reclassification of the Supervisor to a Director was approved by Executive Cabinet through the Budget Planning Process in 2021 – 2022 but has not been realized, and funding for Temporary Classified Professionals is going to be cut due to budget issues in 2024-2025.

**PR#2: Improve the webpage for the Assessment/Testing Office. There needs to be upgrades to the content, information, and over appearance. The Office will require some technical training and support if the IT or webmaster does not take on the task for the visual changes. As the office receives more concrete information from the Chancellor's Office the content will be updated, as well.**

Supervisor got trained on how to edit the webpage and trained other staff members on how to make quick edits

The Assessment/Testing Office became the Warrior Welcome Center. Therefore, the web content has gone through a dramatic change to include all the new on-boarding and matriculation related services the Center now provides. The information related to assessments now includes the AB705 and AB1705 related placements information.

**PR#3: Develop a platform where students can register or sign-up for the paper-pencil exams without having to physically come to the office. This will save students the additional hassle that comes with making a special trip to schedule appointments. This effort will require support from IT and potentially the webmaster, as well.**

When the Covid –19 Pandemic hit, the center was able to turn all exam instruments as an online service. The Chemistry Placement Exam, which was a paper and pencil-based exam, is now administered online via Canvas. The ESL placement exams were administered remotely via Zoom sessions. The new English and math placement survey is also given online via a Qualtrics survey, which can be completed by students at any time of the day. The Contemporary Health Waiver exam was taken over by the Health Sciences Division Office. The Math Competency requirements for graduation have changed and are now handled by the Math Division Office as well as the Counseling Department. There is no longer a need for any paper-and-pencil exam sign ups. If a need arises in the future, we will implement some form of online sign-up via the use of third-party software such as Formstack or Qualtrics.

**PR#4: To send out testing information and updates via social media and/or through text message. To provide timely information and updates the office must expand its communication forms to include ways that are more frequently used and convenient for students.**

Supervisor learned how to utilize ReGroup, Gecko Communications, Qualtrics, and Formstack to communicate with students when forms were submitted or received, to plan events, and send out reminder emails and texts.

**PR#5: Explore different avenues to attract a broader community to our campus and services and to generate revenue or income for El Camino College. For example, become a testing site for various assessments and testing related vendors from around the country; administer exams for other educational institutions and their students who may be enrolled in online or correspondence courses.**

Within a few months of the WWC coming into existence, the COVID-19 emergency forced us to take a whole different approach to providing services to our students and community. The opportunities to provide exam services for students enrolled in other educational institutions for their online or

correspondence courses never fully materialized. The Continuing Education Department at our institution has taken on some of this responsibility. As far as becoming a testing site for assessment related vendors is concerned, the opportunities are scarce due to many vendors turning their services to web-based exams using third party vendors such as the Pearson VUE centers or Sylvan Learning Centers.

**PR#6: Include a customer service survey as a part of the office evaluation process that is designed to measure students’ opinions regarding their experiences and level of service received from the Assessment/Testing Office staff.**

After our New Student Orientations, we provide students with the opportunity to inform us of what they learned and what they thought of the presentation.

## Program Assessment

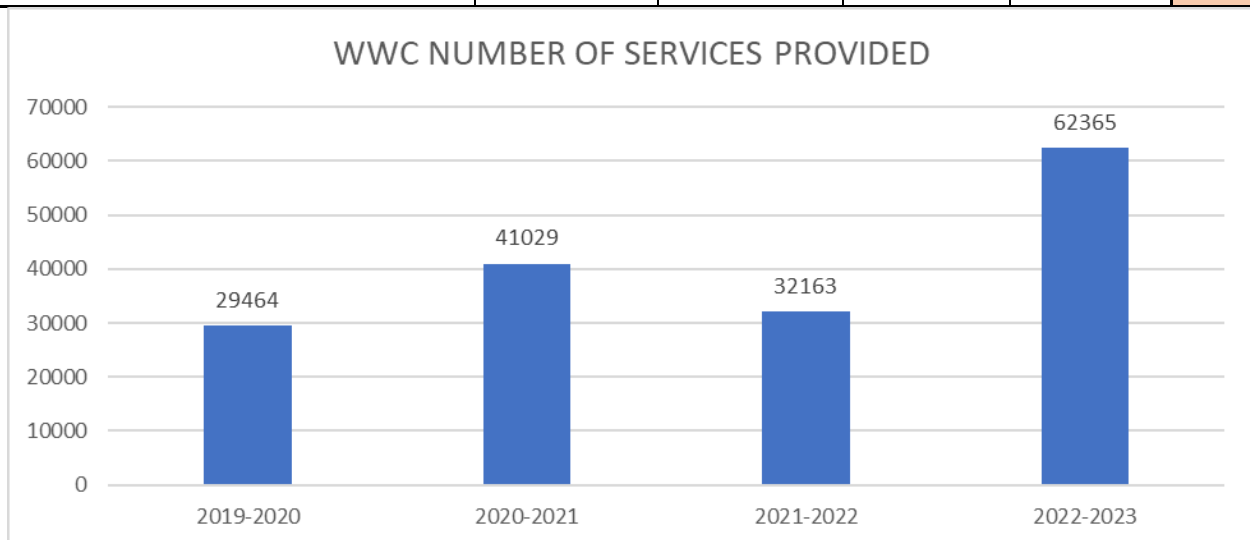
Where applicable, include qualitative and quantitative data and cite sources of the data. Areas to consider for program assessment may include: [Student Services Dashboard](#), [Student Success Metrics](#), course success & completion, retention, degrees, and customer service survey findings.

6. How many students, faculty and/or staff does the program serve annually?

The following charts will show how many students we have served since 2019 – 2023 and how many we served per service provided.

### FISCAL YEAR OVERVIEW

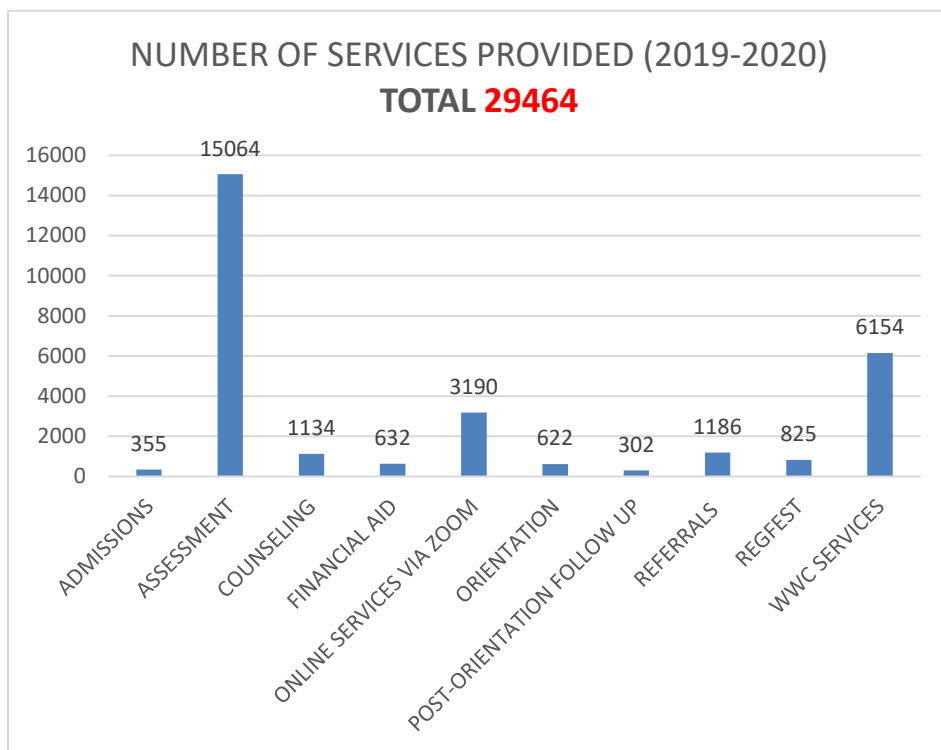
FISCAL YEAR	2019-2020	2020-2021	2021-2022	2022-2023	GRAND TOTAL
WWC NUMBER OF INDIVIDUAL SERVICES PROVIDED TO STUDENTS	29464	41029	32163	62365	165021



We experienced a decrease in the 2021 – 2022 fiscal year because of the Covid-19 Pandemic. Enrollment numbers significantly decreased from 34,308 (pre-pandemic) to 28,313 in 2021-2022 (Annual Factbook, Institutional Research at ECC), but we were able to double the amount of services we provided in 2022- 2023 after receiving a lot of support and aid from the SB85 Grant. A partnership with the Counseling and Student Success Department was formed and we co-shared and trained Success Coaches to help in both areas.

\*Data for fiscal years was collected from: on-campus check-in forms, zoom reports, Chemistry Test, ESL Accuplacer Tests, ESL Guided Self Placement (GSP) Survey, English and Math Placement Survey, ReGroup, Gecko Communication, Formstack Forms, Campus Calibrate, Starfish, Colleague, ECC Connect, and Post NSO Surveys

### 2019 – 2020 OVERVIEW



SERVICES FOR 2019 - 2020	# OF SERVICES PROVIDED
ADMISSIONS	355
ASSESSMENT	15064
COUNSELING	1134
FINANCIAL AID	632
ONLINE SERVICES VIA ZOOM	3190
ORIENTATION	622
POST-ORIENTATION FOLLOW UP	302
REFERRALS	1186
REGFEST	825
WWC SERVICES	6154
<b>TOTAL</b>	<b>29,464</b>

The WWC Began to conduct New Student Orientations mid-way through the year and pivoted to online programs online when the Covid-19 Pandemic hit in March 2023. Before the Pandemic, we were open in the evening on-campus until 7:00 PM to assist our evening, working, and adult students. This was also the first year the WWC had counselors, and hosted Registration Fests for the institution.

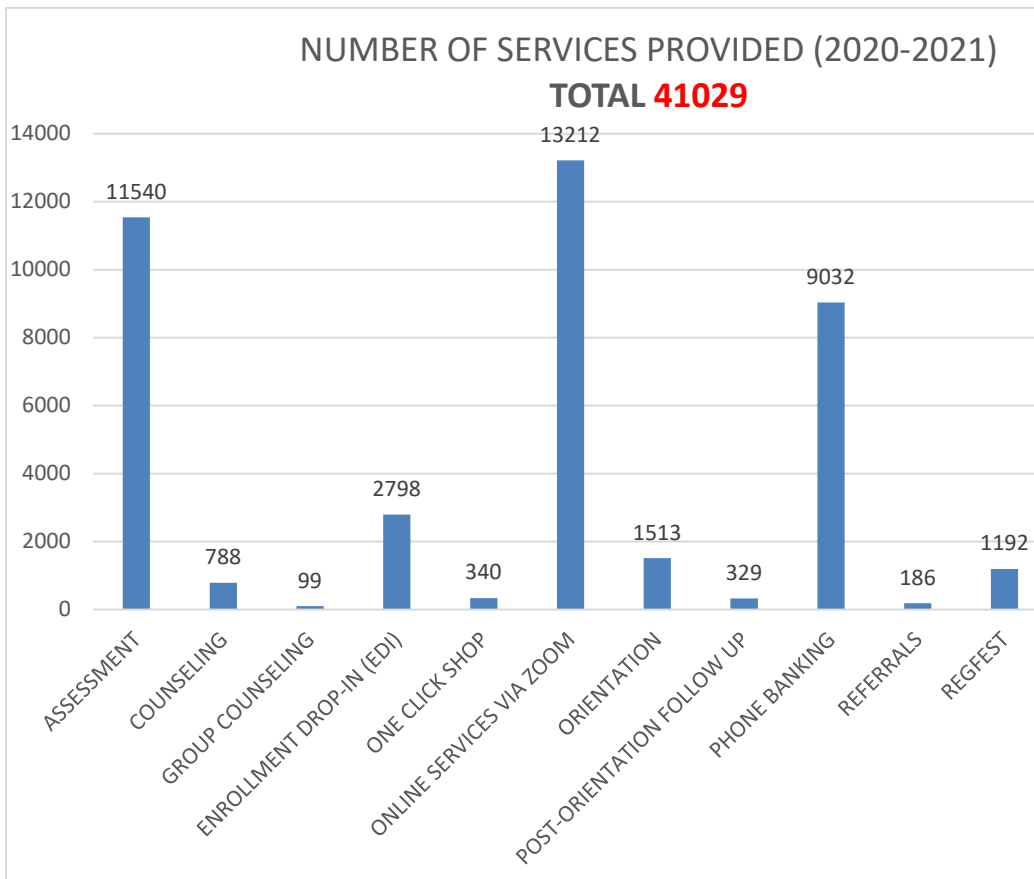


\*Data for services provided in 2019 - 2020 was collected from: on-campus check-in forms, zoom reports, Chemistry Test, ESL Accuplacer Tests, English and Math Placement Survey, ReGroup, Campus Calibrate, Colleague, Formstack Forms and Post NSO Surveys

\*\*WWC services include - Website/My ECC Navigation, registration help, placement survey help, online application help, etc.

\*\*\*Admissions include - residency questions, registration issues, transcripts, general petition, enrollment verification, etc.

### 2020 – 2021 OVERVIEW



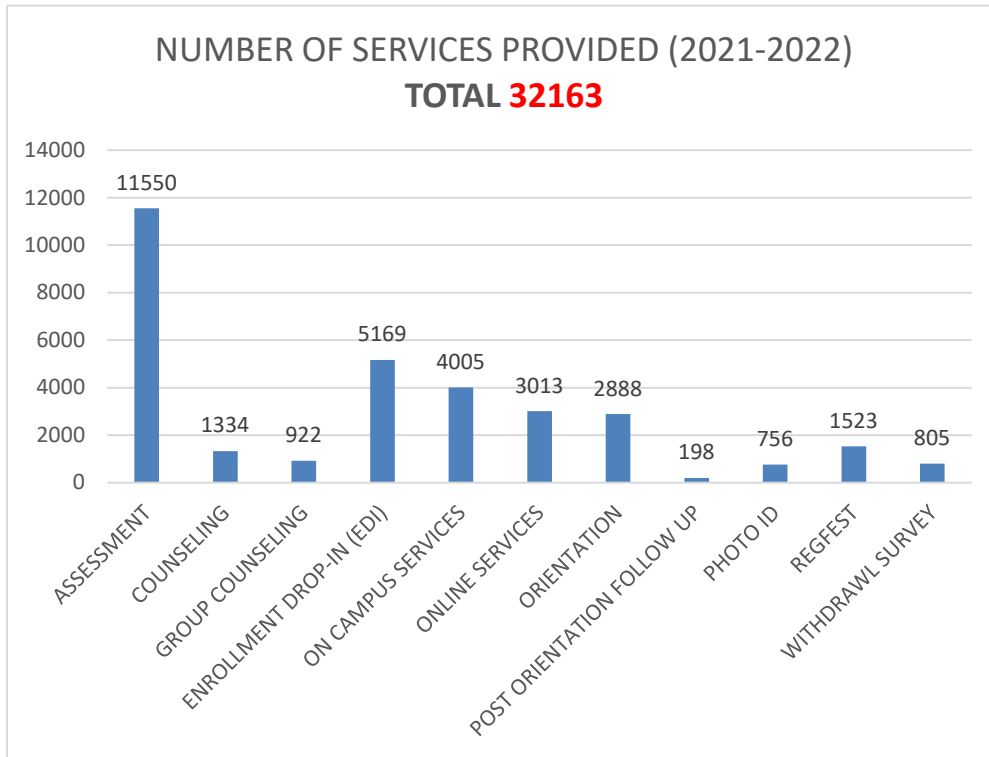
SERVICES FOR 2020 - 2020	# OF SERVICES PROVIDED
ASSESSMENT	11540
COUNSELING	788
GROUP COUNSELING	99
ENROLLMENT DROP-IN (EDI)	2798
ONE CLICK SHOP	340
ONLINE SERVICES VIA ZOOM	13212
ORIENTATION	1513
POST-ORIENTATION FOLLOW UP	329
PHONE BANKING	9032
REFERRALS	186
REGFEST	825
<b>TOTAL</b>	<b>41,029</b>

In 2020-2021, the WWC added new services to the department such as Phone Banking (this was before the Contact Center was created), Group Counseling, and One Click Shops to help students complete all the enrollment steps online in one day. The WWC also almost tripled the amount of New Student Orientations they had provided a year ago with the reclassification of the three classified staff members and a larger student worker team called Warrior Peer Mentors.

\*Data for services provided in 2020 - 2021 was collected from: on-campus check-in forms, zoom reports, Chemistry Test, ESL Accuplacer Tests, Formstack Forms, ESL Guided Self Placement (GSP) Survey, English and Math Placement Survey, ReGroup, Campus Calibrate, ECC Connect, and Post NSO Surveys

\*\*Online Services via Zoom include - Cranium Chats, Placement Survey Assistance, Zoom Video Chats (before EDI was fully implemented), phone calls, peer tech support, and emails.

### 2021 – 2022 OVERVIEW

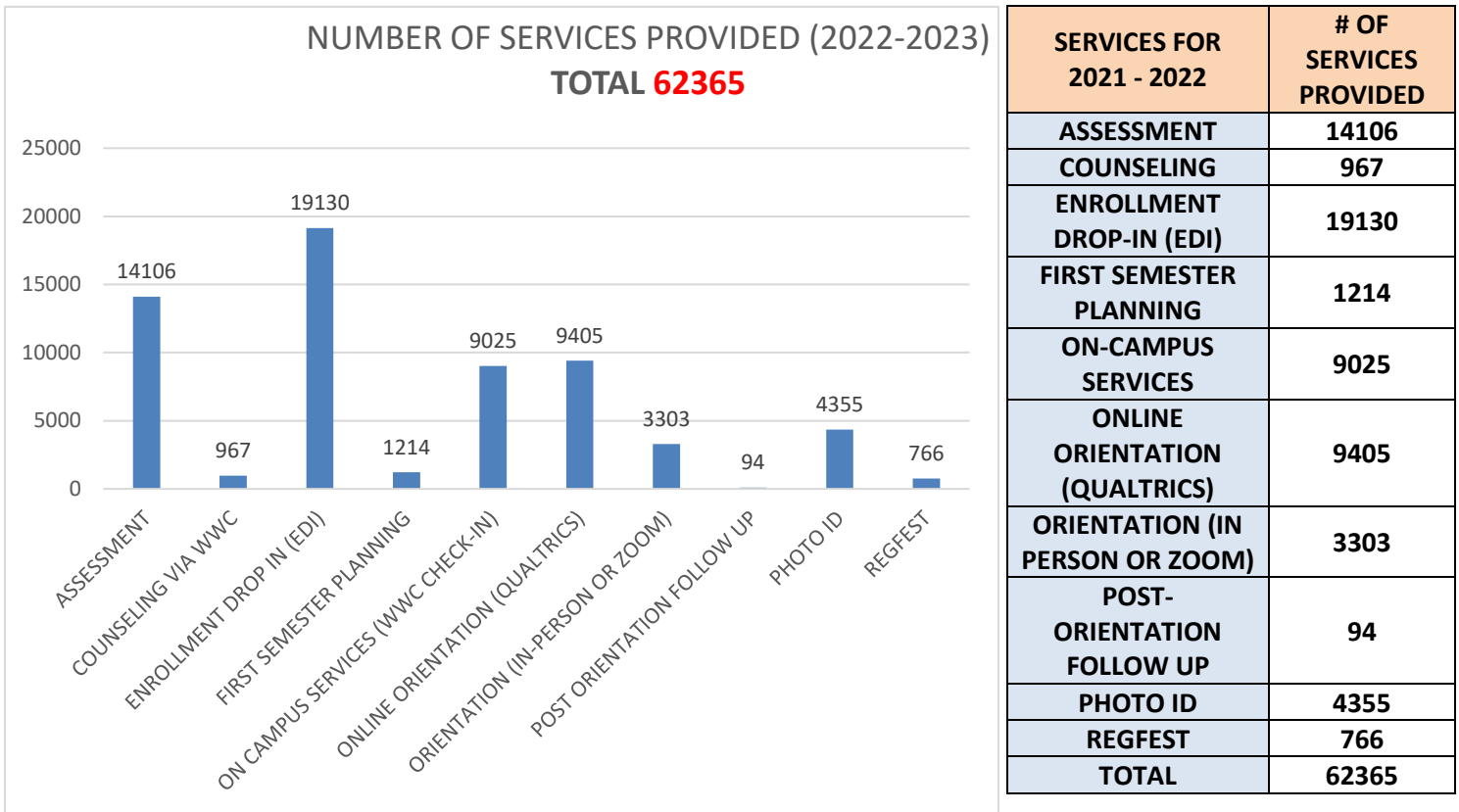


SERVICES FOR 2021 - 2022	# OF SERVICES PROVIDED
ASSESSMENT	11550
COUNSELING	1334
GROUP COUNSELING	922
ENROLLMENT DROP-IN (EDI)	5169
ON-CAMPUS SERVICES	4005
ONLINE SERVICES VIA ZOOM	3013
ORIENTATION	2888
POST-ORIENTATION FOLLOW UP	198
PHOTO ID	756
REGFEST	1523
WITHDRAWAL SURVEY	805
<b>TOTAL</b>	<b>32163</b>

Although we saw a slight drop in the total number of services we were providing in 2021-2022 we were able to conduct over 1000 more NSO's than the previous year, we added a new service to our department, Photo ID's, and we went from having 99 students attending Group Counseling to 922 and our Counseling Appointments increased by about 500 as well. The retention component to our department kicked in when we started having WWC Success Coaches contact students who had withdrawn from the school to see what we could do to further assist them and help them re-enroll if possible. Not to mention, this was also the year the campus re-opened for on-campus services since the Covid -19 Pandemic started.

\*Data for 2021-2022 was collected from: on-campus check-in forms, zoom reports, Chemistry Test, ESL Accuplacer Tests, ESL Guided Self Placement (GSP) Survey, English and Math Placement Survey, ReGroup, Formstack Forms, Gecko Communication, Campus Calibrate, Starfish, Colleague, ECC Connect, and Post NSO Surveys

## 2022 – 2023 OVERVIEW



In 2022-2023, we rebranded the One Click Shops/Group Counseling sessions to First Semester Planning sessions as well as created a new version of the New Student Orientation that was made available to students 24/7 on their MyECC portal. The new NSO proved to be very popular amongst our students with 9,405 completions, and the Photo ID service we started offering gave out 3,599 more ID's than last year. This was also the year we doubled the amount of services we had provided a year prior.

\*Data for 2022 - 2023 was collected from: on-campus check-in forms, zoom reports, Chemistry Test, ESL Accuplacer Tests, ESL Guided Self Placement (GSP) Survey, English and Math Placement Survey, Gecko Communication, Starfish, Colleague, Formstack Forms, ECC Connect, and Post NSO Surveys.

7. Define the students, faculty, and/or staff the program serves. Include demographics

The WWC has served a grand total of 165,021 since it opened in 2019. Three of the core services in the matriculation process includes orientation, assessment, and ed planning, and below, you will find some of the demographics for the students we help served:

**New Student Orientation**

<b>2019 – 2023 Orientation Completion by Race/Ethnicity</b>			
<b>Race/Ethnicity</b>	<b>Total Orientation Completions</b>	<b>Total Enrolled</b>	<b>Enrollment Rate</b>
American Indian	40	29	73%
Asian	3394	2864	84%
Black or African American	3290	2400	73%
Hawaiian/Pacific Islander	113	82	73%
Hispanic	14231	11216	79%
Two or More Races	1321	1100	83%
Unknown	335	234	70%
White	3292	2704	82%
<b>Grand Total</b>	<b>26021</b>	<b>20629</b>	<b>79%</b>

<b>2019 – 2023 Orientation Completion by Gender</b>			
<b>Gender</b>	<b>Total Orientation Completions</b>	<b>Total Enrolled</b>	<b>Enrollment Rate</b>
Female	14530	11375	78%
Male	11292	9127	81%
Unknown	199	127	64%
<b>Grand Total</b>	<b>26021</b>	<b>20629</b>	<b>79%</b>

<b>2019 – 2023 Orientation Completion by First Gen</b>			
<b>First Gen</b>	<b>Total Orientation Completions</b>	<b>Total Enrolled</b>	<b>Enrollment Rate</b>
Yes	15464	12035	78%
No	10557	8594	81%
<b>Grand Total</b>	<b>26021</b>	<b>20629</b>	<b>79%</b>

## Assessment

2019 – 2023 Assessment Completion by Race/Ethnicity			
Race/Ethnicity	Total Orientation Completions	Total Enrolled	Enrollment Rate
American Indian	84	61	73%
Asian	6371	5202	82%
Black or African American	6945	4994	72%
Hawaiian/Pacific Islander	263	188	71%
Hispanic	24786	19116	77%
Two or More Races	2441	1996	82%
Unknown	720	477	66%
White	6172	5066	82%
<b>Grand Total</b>	<b>47782</b>	<b>37100</b>	<b>78%</b>

2019 – 2023 Assessment Completion by Gender			
Gender	Total Orientation Completions	Total Enrolled	Enrollment Rate
Female	26254	20026	76%
Male	21252	16900	80%
Unknown	276	174	63%
<b>Grand Total</b>	<b>47782</b>	<b>37100</b>	<b>78%</b>

2019 – 2023 Assessment Completion by First Gen			
First Gen	Total Orientation Completions	Total Enrolled	Enrollment Rate
Yes	26971	20434	76%
No	20811	16666	80%
<b>Grand Total</b>	<b>47782</b>	<b>37100</b>	<b>78%</b>

### First Semester Planning/ Educational Planning

2019 – 2023 First Semester Planning Session by Race/Ethnicity			
Race/Ethnicity	Total Orientation Completions	Total Enrolled	Enrollment Rate
American Indian	0		
Asian	113	106	94%
Black or African American	118	97	82%
Hawaiian/Pacific Islander	2	2	100%
Hispanic	771	682	88%
Two or More Races	53	47	89%
Unknown	24	21	88%
White	126	119	94%
<b>Grand Total</b>	<b>1210</b>	<b>1074</b>	<b>89%</b>

2019 – 2023 First Semester Planning Session by Gender			
Gender	Total Orientation Completions	Total Enrolled	Enrollment Rate
Female	609	537	88%
Male	565	507	90%
Unknown	36	30	83%
<b>Grand Total</b>	<b>1210</b>	<b>1074</b>	<b>89%</b>

2019 – 2023 Assessment Completion by First Gen			
First Gen	Total Orientation Completions	Total Enrolled	Enrollment Rate
Yes	738	654	89%
No	472	420	89%
<b>Grand Total</b>	<b>1210</b>	<b>1074</b>	<b>89%</b>

\*All of the data was gathered from our Institutional Research Department. The Orientation data is representative of everyone that had "IOM" or NSO credit on colleague since July 2019.

- Using the other data sources, describe how you address equity gaps within your program. *Consider indicating if the program outcomes show increases, more success, or other favorable outcomes compared to the overall student population, or, if the program's equity gaps compare the population served to our community and underserved populations.*

The Welcome Center has engaged in targeted outreach efforts in the past (before the development of the Contact Center) to reach underserved populations, including low-income students, first-generation college students, and students of color. This involve phone banking students, emailing, and texting students to help them through the matriculation process.

For example, when we focus on Black or African American students, we found that over 72% who completed an orientation, the placement survey, or attended a first semester planning session enrolled into a class. When we focus on targeting male students, we found that over 80% who completed an orientation, the placement survey, or attended a first semester planning session enrolled into a class.

We also focused on calling students who were withdrawing from courses to see if they needed assistance on re-enrolling or needed to get referred to a different department on-campus. You can also see that the charts on question #7 show that our service outcomes show increases or more favorable outcomes for disproportionately impacted students which indicate that the targeted support provided by the Welcome Center is helping to address equity gaps and promote success among underserved students.

- What are the goals of the program? And how does the program meet and measure those goals?

The goal of the Welcome Center is to provide services to give new, current and returning students the information needed to successfully navigate the college environment. By offering information and support services, the Welcome Center ensures that all students, regardless of background or prior experience, have equitable access to the resources they need to succeed in college. This helps to mitigate barriers that may disproportionately affect certain groups of students, promoting inclusivity and diversity within the student body.

After learning how to navigate the college environment, students will become more self-confident to pursue and achieve their educational and career 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.

Student equity goals aim to address disparities in educational outcomes among different student populations. By providing targeted support services and resources, the Welcome Center helps to bridge these gaps, ensuring that all students have the opportunity to succeed regardless of their background or circumstances.

Lastly, the program measures these goals by tracking students who utilize our services via electronic sign-in sheets and post-event forms students need to complete. We then send the data to institutional research for review and we find out what type of student demographic we have been able to help out the most/when with each service and see if they successfully enrolled into college.

We also have open ended questions to assess student learning and experience.

10. How effective are your current methods/procedures? What is working well? What needs improvement?

Serving students both online and on-campus has helped tremendously because we have served 19,184 students on-campus and 27,097 online, even though we were closed for on-campus services for more than a year this last program review cycle. Students have benefitted from in-person and live online NSO's and giving students the opportunity to receive registration assistance outside of the regular business hours has also been helpful. What is also working well is that we follow-up with students who utilize our services, as well as send communication about our services to students who have not.

What we need to improve upon is better tracking of students who visit us in-person or online to see if receiving our assistance leads to more success and favorable outcomes.

11. Describe any online/remote services your program offers.

The WWC provided the following online/remote services from 2019 – 2023:

- Registration Assistance during regular and evening business hours
- Registration Fests
- New Student Orientations – Live Online and Qualtrics option (24/7)
- Group Counseling/ First Semester Planning
- Counseling Appointments
- ESL Proctoring Services
- Assessments (Chemistry, ESL, Math and English Placement)

12. In hindsight, did you learn that there were data needs (new and/or improved) that could have better assisted you with this report?

As mentioned in question 10, what we need to improve upon is better tracking of students who visit us in-person or online to see if receiving our assistance leads to more success and favorable outcomes. It is challenging to track students who attend our online help desk because it is open to any and all prospective students and the majority of students do not have a zoom account so their names do not show up on the report. If we would have had this data, we could have seen the demographic information and enrollment rate of students who have visited the center online or in-person.

## Service Areas Outcomes

13. List your current SAOs:

**SAO#1: Students who complete a New Student Orientation are more likely to enroll in classes.**



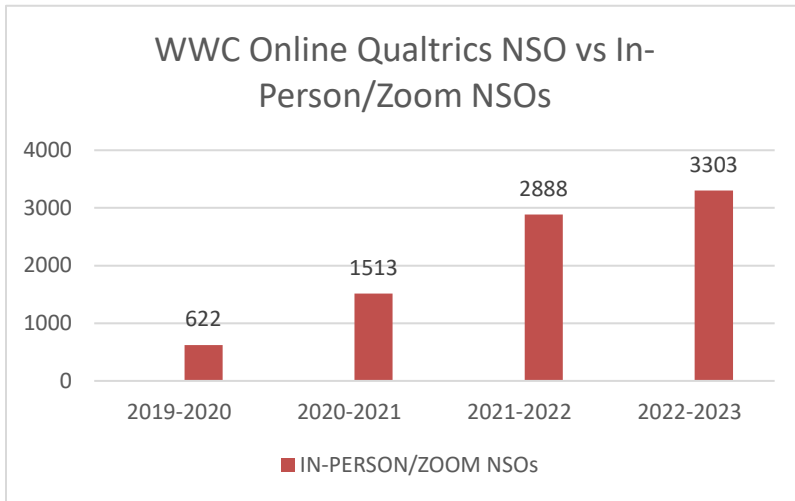
**SAO#2: Students who complete the Math and English Placement Survey are more likely to enroll in classes**

**SAO#3: Students who complete a Group Counseling/First Semester Planning Session are more likely to enroll in classes.**

Based on the program’s work since the last program review, compare the program’s SAOs and respond to the following questions.

14. What evidence supports that SAOs were partially or fully achieved?

**SAO#1: Students who complete a New Student Orientation are more likely to enroll in classes.**



FISCAL YEAR	IN-PERSON/ZOOM NSOs
2019-2020	622
2020-2021	1513
2021-2022	2888
2022-2023	3303

The two graphs above showcase how many New Student Orientations we were able to do in-person and live online via zoom. As you can see, we increased the number every year and in December 2022, we revamped the NSO that is available 24/7 via MyECC after producing, editing, and scripting new videos that garner over 9405 completions.

With regards to the enrollment rate, below, you will see that **79%** of students who completed a New Student Orientation from 2019 – 2023, ended up enrolling in at least one unit at El Camino College.

FISCAL YEAR	Total Orientation Completions	Total Enrolled	Rate
2019-2020	6298	5071	81%
2020-2021	5729	4601	80%
2021-2022	4896	4005	82%
2022-2023	9098	6952	76%
<b>Grand Total</b>	<b>26021</b>	<b>20629</b>	<b>79%</b>

We also assess understanding with open-ended questions at the end of our NSO’s

**SAO#2: Students who complete the Math and English Placement Survey are more likely to enroll in classes**

The number of assessments we conducted per fiscal year are shown above in another graph in Question 2, but below is a chart that indicates that **78%** of students who take the placement survey, end up enrolling into classes at El Camino.

FISCAL YEAR	Total Orientation Completions	Total Enrolled	Rate
2019-2020	13701	10447	76%
2020-2021	10467	8121	78%
2021-2022	10716	8470	79%
2022-2023	12898	10062	78%
<b>Grand Total</b>	<b>47782</b>	<b>37100</b>	<b>78%</b>

**SAO#3: Students who complete a Group Counseling/First Semester Planning Session are more likely to enroll in classes.**

First Semester Planning (FSP) Sessions began as Group Counseling Sessions in 2021, and turned to FSP's in 2022. The WWC took ownership of providing them to students to ensure that not only were students completing an NSO and the Placement Survey, but also meeting with a counselor to develop an abbreviated Educational Plan. Below, you will find a chart that shows that **82%** of student who completed an FSP enrolled into ECC.

FISCAL YEAR	Total Orientation Completions	Total Enrolled	Rate
2021-2022	766	682	89%
2022-2023	604	441	73%
<b>Grand Total</b>	<b>1370</b>	<b>1123</b>	<b>82%</b>

15. If SAOs were not achieved, what modifications might you make to your SAOs.

We believe the SAO's the WWC set for itself after a new department came about were completed. Unfortunately, we do not have old numbers to compare our success to because the WWC was formerly known as the Assessment Center. The reason why our numbers do dip in between the Program Review cycle is due to the COVID-19 Pandemic.

## Program Recommendations, Vision, and Future Planning (consider the challenges mentioned above)

16. List program goals or recommendations to be completed by the next program review (currently 4 years).

### **Program Recommendation #1: Appropriate Staffing for the Welcome Center**

### **Program Recommendation #2: Institutional Funding**

**Program Goal #1: Increase the enrollment rate of students who complete a New Student Orientation, with the Warrior Welcome Center to over 85%**

**Program Goal #2: Increase the enrollment rate of students who complete the English and Math Placement Survey to over 85%**

**Program Goal #3: Increase the enrollment rate of students who complete a First Semester Planning Session, with the Warrior Welcome Center to over 85%**

17. What key initiatives or projects will the program need to complete to achieve the program goals?

## Resources

18. Using the program goals or recommendations above, address the resources needed to meet these program goals. (*List the resources in order of priority and explain how these resources contribute to meeting the program's goals*).

**Staffing Reclassification:** The current staff infrastructure was not designed to help create/promote/provide matriculation services of various kinds (online and on-campus) to the degree the college would like. Positions have gone through the budget planning process and some not all have gotten approved for reclassification, yet those approved have not gone through. If the college wishes to get the same or higher level of services for students, the staffing at the WWC needs to be revisited.

**Funding:** Temporary Non-Classified (TNC) and Student Workers play an integral part of the services and customer service the WWC also provides. Funding for seasonal staff makes a difference when the WWC experiences its peak season two times a year for multiple months, and puts on Registration Fests and First Semester Planning Sessions. TNC's and student workers help staff the lab, answer phones, and respond back to emails in a timely manner. With the help of TNC's and Student Workers, we are able to double the number of New Student Orientations we offer and keep most if not all of our online services.

19. Consider the following types of resources:

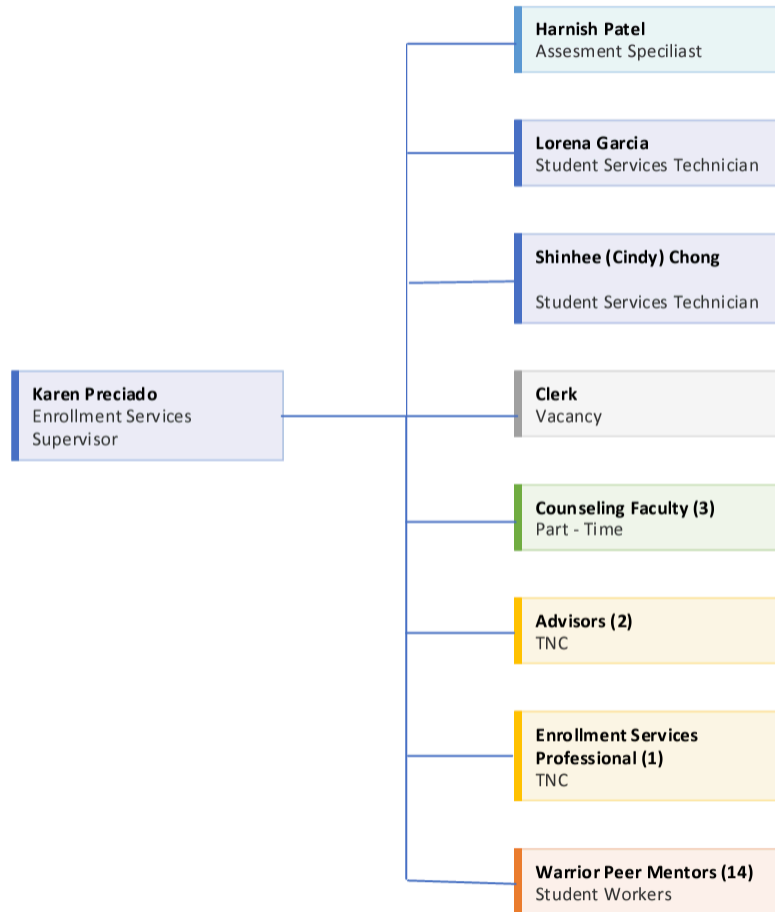
- a. Staffing
  - Reclassify Enrollment Services Supervisor to Enrollment Services Director per 2021-2022 Budget Priorities
  - 1 Student Services Coordinator
  - 2 Student Services Specialists
  - 2 Student Services Technicians
  - 1 Administrative Assistant
- b. Technology/Software/Hardware
  - A new/improved Student Information System (SIS)
  - Software to see the screens of all computers in one
- c. Instructional Equipment or Non-Instructional Equipment
  - Our Multipurpose room (Paper and Pencil 141) needs Hyflex equipment so we can better broadcast hybrid meetings and workshops.
  - Photo ID Card supplies
- d. Furniture
  - We need plexiglass to cover the front office space for safety purposes
  - We need to reverse the locks on the doors in the computer lab and the multipurpose room that lead into the office to prevent people from coming into the office space when the lab or multipurpose room are reserved by outside and inside entities on non-regular business hours
- e. Contracts/Services/Memberships/Travel and Conferences
  - CI Solutions contract for Photo ID
  - First Year Experience conferences, Professional Development Conferences for both the manager and staff,
- f. Other

Please attach the following:

- Current organizational chart



### Warrior Welcome Center - Spring 2024 Organizational Chart



- Current funding for program operations (do not to include full time salaries) by budget type:
  - General Fund – Less than 5%
  - Categorical Funding – Roughly 350K
  - Auxiliary
  - Other

Our funding is almost exclusively Categorical Funding – about less than 5% of our operating budget is Fund 11 (roughly \$14K out of \$350K).