

Program Review Summary Page
For Academic & Student Support Services

Service(s) under Review:
Welcome Center

Term/Year of Review:
Spring 2020

Summary of Service Review:

A. Major Findings

1. Strengths:

Established as an initial point of contact both on and off-campus, the NVC Welcome Center is part of the institutional infrastructure that supports the pillars of Guided Pathways and functions as a point of entry that connects students with resources and information that can provide additional support in their educational success. Housed in the lobby of the Student Services building, the physical location of the Welcome Center is an asset to the program as well as being strategically located in the center of the campus. Logistics show that having it located within the Student Services Center, creates more of a one-stop shop environment that provides easy access to connecting resources (i.e. – Admissions & Records, Student Support Service, access to Counselors & Transfer/Career Center and Student Government). It is also within walking or pointing distance of the Financial Aid, EOPS and Cal works offices, the student Bookstore and the Student Activities Office.

When someone contacts or visits our campus, they can expect to be greeted and assisted by competent and knowledgeable Student Ambassadors who represent the face and backbone of the Welcome Center Program. Student Ambassadors have assisted in raising campus and community awareness of services available for students and are instrumental in assisting students and the community in becoming familiar with the campus. One prospective student shared the following feedback through the “Talk to Us Submissions”: *“all agents working at the Welcome Center are kind, professional & informational. They helped me process everything smoothly and I feel very comfortable & would definitely recommend my friends to enroll in this school.”* Comments like these support the strong caliber of work performed by our Student Ambassadors and the personal knowledge that that have been able to share with students from different academic, cultural, social and various educational backgrounds has been exemplary and instrumental with assisting students to seamlessly transition into and back into college life, while enabling them with an excellent start towards student success.

2. Areas for Improvement:

The ongoing recruitment process of how to attract larger numbers diverse students for the program and retention of Ambassadors remains as one of the biggest challenges as students are currently paid through work study and often limited by the number of hours they can work. Redesigning current practices of how and where Student Ambassadors are used need improvement to allow for the inclusion of Student Ambassadors in off-campus outreach efforts.

There are typically three to four Student Ambassadors working in the center on a daily basis with no dedicated space or office for them to be housed when not serving students, store personal items or having adequate space to work on projects. The physical layout of the Welcome Center includes a total of five computer stations located directly across from the Admissions office which makes it difficult to monitor the need for service as they are not visible from the Welcome Center lobby. This can become extremely problematic especially during peak registration periods. The current configuration of computers located in our lobby/waiting area can only accommodate about fourteen students at a time and does not provide adequate or a secure space for one-on-one assistance at computer stations which is problematic due to the need for privacy including confidential discussions or disclosures. This means that information being shared is not private and students who within earshot of the center can listen in on most discussions.

In terms of equipment, the computers have not been replaced since launching the Welcome Center in 2012 and often crash or have ongoing technical issues that cannot be resolved immediately. Current Wi-Fi speeds are extremely slow and often makes it difficult to assist students especially when using personal devices.

3. Projected Growth, Stability, or Viability

The goals of the Welcome Center are to offer direct, in-person comprehensive services to assist first-year students with the transition into college and to provide on-going support for continuing and current students. Additionally, Welcome Center staff work closely with Outreach staff to expose incoming high school students to the benefits of college while still in high school through –on-campus tours and other student related activities. The continuation and ongoing development of services provided by the Welcome Center will provide high-school students with opportunities to not only get a sense of being a real college student, but also allows them to learn about the array of educational programs and options available to them.

The role and support of Student Ambassadors is critical to the sustainability of the Welcome Center and its services. Student Ambassador Programs have proven to be extremely effective at community colleges and four-year universities in enhancing student services, promoting positive images of the college to the community, and in building a real sense of

community on campus. In terms of recruitment and enrollments, high school students related more easily to college students and are more willing to ask questions and express their concerns to those who they view as their peers.

In fall 2018, the Welcome Center, organized a Welcome Week event aimed at welcoming all new, continuing and returning students. Working in partnership with various Student Affairs departments, we successfully held a three day event that provided students with information, food/snacks, college swag and other giveaways. The goal of this event is to provide all students with a direct awareness of additional services available for their success. This also allows staff and faculty opportunities to establish face-to-face connections while creating a safe and welcoming environment for all. We repeated this event again in spring and fall of 2019 and look to establish this as an ongoing, annual event that would occur at the start of each fall semester.

B. New Objectives / Goals

The addition of CANVAS and Office 360 increased the complexity of knowledge required to assist a growing demand for in-person and distance education assistance. Because Student Ambassadors have limited or no direct access to many of the college's database systems, we need to develop specific job descriptions and levels of responsibilities that allow them some flexibility in accessing information. The skill sets and level of experience required for Student Ambassadors are the same as duties performed by part-time hourly staff who currently assist students with the Admissions process in other departments. Providing hands-on training and related workshops will assist Student Ambassadors to effectively screen students better for assessing and determining which additional wrap-around services may be needed. The development and implementation of ongoing training modules will allow staff to provide clear and effective instructions to students in order to facilitate a seamless process and connect them with resources which will assist them in being successful college students. This will ensure that students receive correct and consistent information regarding changes to Institutional Policies and Procedures.

Feedback received from previous customer service trainings suggests a desire for increased interaction between staff from other departments to include more interactive/hands-on training and team-building workshops. We have been working to create training modules for all Student Worker that will provide soft skills training and general office etiquette. The target audience will include all student workers, Student Ambassadors and/or part-time hourly staff (depending on requirements of position). We hope to collaborate with the Work Student Program to develop a general New hire Orientation for all Student Workers who would be "reclassified" as Student Ambassadors for job placement throughout the campus. This could easily be accomplished by developing training pathways that include modules that address general/basic work skills, specific work skills (based on department function), and soft-skill (introductions, communication styles...).

Working in combination with other support service areas, Welcome Center staff is currently addressing the overwhelming demand for information & resources by creating an infrastructure to support continued growth of the program through the development of a Student Ambassador Academy. The development of a Student Ambassador Academy model that is built upon leadership principles and includes a mental health focus for peer mentoring will provide entry-level skills so

that they are capable of providing appropriate referrals to other wrap-around services. A trained group of Student Ambassadors who are knowledgeable on the college’s educational mission, priorities and efforts to improve the quality of life for the student body, can serve as extraordinary representatives of the college to fellow students, student organizations, orientations and outreach efforts, thereby assisting in promoting the image of the college to the larger community. An investment in the development and management of an effective Student Ambassador Program is an investment in the future of the Napa Valley “Community” College.

I. PROGRAM DATA

A. Number of Students Served

	2016-2017	2017-2018	2018-2019	Change over 3-Year Period
Number of Students Served (Duplicated)	9,307	9,992	10,095	8.5%

Source: Welcome Center End of Year Reports, 2016-2017, 2017-2018, and 2018-2019.

RPIE Analysis: The number of students served by the Welcome Center increased by 8.5% over the past three years. In 2016-2017, the number of students served was 9,307, while in 2018-2019 the number of students served was 10,095.

Program Reflection:

The Welcome Center provides additional student support in navigating the enrollment process and provides valuable assistance and feedback to ensure that students understand and complete the required steps. Serving new, current and returning students, full-time staff along with highly trained Student Ambassadors provide hands-on assistance by using a comprehensive and personal approach to assist students with the admissions process and continues to grow and thrive to accomplish this task as evidenced above. A Student Services Survey conducted in 2011 provided evidence of the value this function has to the Student Affairs unit and most importantly, to students. Welcome Center staff along with Student Ambassadors provide much hands-on assistance to students with completing the admissions application, accessing the student portal and provide general information to a variety of questions and referrals to other student support services. The objective of the Welcome Center is to support other college programs and departments by guiding students through clear entry pathways to follow through the matriculation process.

Current methods used for collecting and reporting data can be improved with new software and additional equipment that allows for electronic captures of student information. This will allow us to receive and track accurate information regarding their visit and what services were provided and would also allow for any follow-up if referred to additional services.

B. Demographics of Students Served for Residencies*

	2016-2017	2017-2018	2018-2019	Proportion (Three Years) Unduplicated	Demographics at Institutional Level
Number of Students Served	435	287	214	882	
Gender					
Female	52.2%	53.0%	53.3%	51.8%	54.6%
Male	46.2%	44.3%	42.5%	45.5%	43.9%
Race/Ethnicity					
Asian	5.5%	3.1%	2.8%	4.3%	3.3%
Black	5.3%	3.1%	2.8%	4.3%	5.9%
Filipino	3.9%	3.8%	1.9%	3.3%	9.0%
Hispanic	47.4%	54.9%	55.1%	49.3%	40.3%
Multiple Race	3.9%	5.6%	3.7%	4.8%	6.6%
Native American	--	0.3%	--	0.1%	0.3%
Other	1.8%		4.2%	2.2%	2.1%
Pacific Islander	--	--	0.5%	0.1%	0.4%
White	31.0%	23.4%	28.5%	29.6%	32.0%
Unknown	1.1%	4.2%	0.5%	2.0%	--

Source: Welcome Center Student Residency Reports, 2017-2018 and 2018-2019.
SQL Enrollment Files.

*The Welcome Center provides assistance with determining residency for students.

RPIE Analysis: The majority of students utilizing the Welcome Center for assistance determining residency are female, as females have accounted for more than 51.8% of students utilizing this resource across the last three academic years. Hispanic students are the largest racial/ethnic group utilizing the Welcome Center for assistance determining residency. The Hispanic shares of students utilizing this service exceed the respective population share of this group at the institutional level (49.3% vs. 40.3%).

Program Reflection:

The Welcome Center assumed responsibility for determining and processing residency applications in spring 2011 as the Assistant Registrar position had been vacated and was archived. The California Dream Act created new legislation that expanded exemptions for undocumented students from nonresident tuition fees. Eligibility for in-state tuition is applicable to those determined to be legal California Residents and those considered as undocumented or “*non-residents*” without legal status. There are two different documents that are used in the process for residency approvals which are the Statement of Legal Residence and the AB 540 Nonresident Tuition Exemption. Based on the data in the above table it would make sense that we would have larger numbers of Hispanic students utilizing the Welcome Center for this purpose.

C. Types of Assistance Provided

	2016-2017	2017-2018	2018-2019	Change over 3-Year Period
CANVAS	717*	1,810	1,864	160%
Webadvisor	4,472	3,335	3,447	-22.9%
Applications	1,017	1,658	1,543	51.7%
General Services	3,101	3,119	3,241	4.5%

Source: Welcome Center End of Year Reports, 2016-2017, 2017-2018, and 2018-2019.

*Tracking for Canvas didn't start until Fall 2016.

RPIE Analysis: Over the past three years, the number of students receiving assistance from the Welcome Center for CANVAS, Applications, and General Services increased. The number of students receiving assistance for WebAdvisor decreased across the same period.

Types of assistance provided changed by more than 10% ($\pm 10\%$) between 2016-2017 and 2018-2019:

Increases:

- o CANVAS (160%)
- o Applications (51.7%)

Decrease:

- o WebAdvisor (-22.9%)

Program Reflection:

The college upgraded the software and processes for accessing the newly developed student portal near the end of the fall 2016 semester. Technical issues resulted in numerous problems for many staff and students and the Welcome Center was heavily impacted with requests for assistance related to the new sign on procedures. This caused a significant spike in providing assistance for accessing and using CANVAS and Office 365 which was very confusing for students based on information sent out. Welcome Center staff along with IT support were challenged to address the large number of emails and phone calls received during the two-week winter break period when the college was closed. We received over 1,700 requests for assistance between the periods of December 5, 2016 through

January 16, 2017. Depending on the complexity of each issue, students normally require anywhere from 15 – 30 minutes of one-on-one assistance from a Student Ambassador or Welcome Center staff. Additional duties routinely performed by Student Ambassadors include support in outreach/campus in-reach activities, frequent contact with sensitive student information, troubleshooting student account issues, and requires the ability to analyze and interpret procedures and regulations for registration.

Previously Student Ambassadors were paid a wage of \$12.25 per hour which was higher than other student workers. However, changes to the Federal Work Student Program dictated that all student workers be paid the same salary across the board. Because the addition of CANVAS and Office 365 increased the complexity of knowledge required to assist students, the pay level for Student Ambassadors should be increased by an additional **\$3.32** per hour for a total wage of **\$15.57** per hour as this would be comparable to a part-time hourly staff who performed the same job.

D. Number of Campus Tour Participants

	2016-2017	2017-2018	2018-2019	Change over 3-Year Period
School Tours	1,612	1,435	88	-45.3%
Individual/Family Tours	57	68	16	-76.8%

Source: Welcome Center End of Year Reports, 2016-2017, 2017-2018, and 2018-2019.

RPIE Analysis: Over the past three years, the number of people participating in school tours decreased by 45.3%. Similarly, the number of people participating in individual/family tours decreased by 76.8%.

Program Reflection:

Our efforts in supporting a campus-wide goal of building stronger relationships throughout the community were instrumental in creating increased awareness of educational opportunities through successful campus tours and visits designed for students in the K12 system. Based on data captured from previous tours in 2015-2016, a system was developed to coordinate a tour request process for large groups and campus visits. Feedback and surveys collected from previous tours was used to create a menu of options that allowed for better planning and collaboration with academic departments and programs. This method allowed direct student interactions within the college classroom environment while giving students a sense of a “real college experience” based on their selected interests.

We noted a gradual decline during the fall 2017 semester as we were not able to garner enough institutional support from faculty and other programs to assist with offering workshops during in-class visits. Because the majority of the tours were focused on middle school students (6th to 8th grade), it became difficult to construct workshops with materials relevant to this population. In addition, having a sufficient number of Student Ambassadors to lead the tours proved to be challenging due to

scheduling issues.

The development of new methods such as virtual campus tours or specific events tailored to connect with students from these specific populations would be useful. During the spring and/or fall semesters, we can consider designating special days or events to be dedicated to high school students through an Open House format. Also, another area to focus on is the promotion of campus tours to new, returning and current students to be promoted in sync with other additional campus activities scheduled throughout the year. Many times, students are not unaware of the many additional resources on campus and these tours would provide support in becoming more familiar with the college during their first year experience.

Student Ambassadors are student leaders who can lead campus tours, provide information and assist with various campus events. Developing a core group of Student Ambassadors who can represent and promote Napa Valley College not only creates a welcoming environment where all students can see themselves represented in a safe space and feel a sense of belonging and purpose; but also creates a community connection by promoting family involvement and educational support through orientations and campus tours.

E. Email and Phone Requests for Assistance

	2016-2017	2017-2018	2018-2019	Change over 3-Year Period
Emails	755	1,302	1,424	88.6%
Phone Calls	1,700	300	595	-65.0%
Total	2,455	1,602	2,019	-17.8%

Source: Welcome Center End of Year Reports, 2016-2017, 2017-2018, and 2018-2019.

RPIE Analysis: Over the past three years, the number of emails increased by 88.6%. Over the same period of time, the number of phone calls decreased by 65%.

Program Reflection:

Welcome Center services data is collected and compiled on an ongoing basis to evaluate student usage patterns. In fall 2017 we noted a significant increase in the volume of help request for troubleshooting issues related to the MyNVC Portal. In addition, Welcome Center staff also assists students with completing the mandatory Online Orientation which cover many of the most important aspects of college and how to be successful.

Because we serve the general community at large, we established a sign-in system that allowed us to capture student contact information through the logging and tracking of daily requests. The development of a direct Welcome Center email functions as an essential tool for addressing day-to-day student inquiries and service operations which can be easily accessed by any Welcome Center Staff including Student Ambassadors. This option allows off-site students to remotely connect with staff for direct assistance and information.

F. MYNVC Help Request Forms

	2016-2017	2017-2018	2018-2019	Change over 2-Year Period
Total	*	849	1,304	53.6%

Source: Welcome Center End of Year Reports, 2017-2018, and 2018-2019.

*Tracking for MYNVC began in 2017-2018.

RPIE Analysis: MYNVC help request forms increased from 849 in 2017-2018 to 1,304 in 2018-2019. This resulted in a 53.6% increase over the 2-year period.

Program Reflection:

In fall 2017, the addition of CANVAS and Office360 increased the level of complexity required to address the demand for student assistance with accessing the NVC Portal. As the demand for services increased, we developed an online request process that was linked to the Welcome Center webpage. This process allows students to submit a “help request ticket” directly to us in real time thereby allowing us to troubleshoot the issue(s) more efficiently and resulting in a shorter turnaround time for resolution of the problem. This form also allows us to better provide follow-up and track any additional technical issues that require support from Distance Education. The noted increase of students using the online requests for assistance indicates that many students are aware of the various methods of assistance available to them through a distance education platform.

II. CURRICULUM

This section does not apply to the Welcome Center, as there are not any courses or degree/certificate programs associated with the program.

III. LEARNING OUTCOMES ASSESSMENT

This section does not apply to the Welcome Center, as it is not required to assess student learning outcomes.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

- The Welcome Center is designed as a first point of entry and presents a welcoming and inclusive environment.
- The development of an Institutional Student Ambassador Academy will create a core group of knowledgeable and well-trained students.
- Student Ambassadors will serve in key roles as an initial introduction to Napa Valley College.
- Student Ambassadors extend college services by providing supportive assistance to students through peer mentoring and referrals to additional student resources.
- As the college continues to upgrade its technology and the student portal, Welcome Center staff remain a critical resource in assisting students with various processes.
- A reconfiguration or expansion of the Welcome Center will allow for better service practices.
- The possibility of moving more classes to an online platform will require additional trainings and development of new processes for assisting students through distance education.
- The creation of a new virtual campus tour video will address processes and procedures that can be accessed and completed remotely.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Student Ambassador Academy Program
Plan Years: Fall 2020 – spring 2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Development of Student Ambassador Academy	Sect. A, #3	Fall 2020 – Spring 2021	Completion of training modules
Development of training modules and handbooks	Sect. B	Fall 2020 – Spring 2021	Annual assessment at end of cycle
Development of on-campus and remote virtual tours	Sect. D	Fall 2020 (annually)	Tracking of site visits
Implementation of Welcome Week Activities and special events	Sect. A, #3	Fall 2020 (annually)	Based on number of participants
Development of functional job descriptions for Student Ambassadors and classification of specific roles	Sect. A, #2	Fall 2020	Approval from Financial Aid & Work Study

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The Welcome Center does not have a specific allocated budget or adequate funding to support all Welcome Center initiatives, including the Student Ambassador Program. Student Ambassadors are currently paid through District or Federal Work Study and often limited by the number of work hours they are allowed based on their financial need. Current funding is insufficient to provide enough Student Ambassadors to cover Welcome Center hours of operation, conduct campus tours and assist in other on-and-off campus in-reach and outreach activities. The Welcome Center provides an adequate number of computers to meet student needs but is not adequately equipped with the technology required to support its services and programs. Student Ambassadors require specific job descriptions that are functional and reflective of their roles and responsibilities.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

We recently installed a large copy machine that functions as a printer which includes fax and scan capabilities as well. Added clerk assistant position to assist with day-to-day functions of Welcome Center services and Student Ambassador work assignments. We have a dedicated part-time hourly assistant to act a Tour Liaison and develop various media support to highlight the Welcome Center and its services. We have created a new virtual online campus tour that will go live in summer 2020.

In spring 2018, Student Ambassadors created a dedicated YouTube channel that consists of various informational “how-to” videos. The topics include information on How to register and pay for classes; how to log-in to the MyNVC account, how to drop a class; how to register using an add code; how to get a parking permit; how to retrieve your 1098-T form, and how to troubleshoot issues with WebAdvisor, CANVAS and Office 365.

B. Effective Practices

Welcome Center staff and Student Ambassadors receive periodic training as needed to update their skills and knowledge of the colleges’ services and programs that interact with the Welcome

Centers purpose, and to which they will be referring students. Trainings are conducted at the beginning of each fall semester and repeated as needed on an annual basis. Students who receive in-person assistance from Welcome Center staff are able to complete the appropriate next steps in the matriculation process and are able to set-up or reactivate their MyNVC student portal online which demonstrates knowledge of the correct steps in their entry/re-entry process.

One of the greatest accomplishments of the Welcome Center has been the continued and unwavering support received from our Student Ambassadors. The center has continued to develop into a very welcoming environment for students and the community at large. All persons who enter the lobby of the 1300 building are greeted in person by a Student Ambassador or Welcome Center staff with a welcoming smile or a friendly “how-can-I-help-you”? The Welcome Center has become an inclusive environment where support the success of each student is at the center of our mission.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Jessica Erickson, Dean of Enrollment and Outreach Services

Date:

5/14/2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The strength of the Welcome Center Program is the people who provide the support services available to all students in the Welcome Center. The Student Ambassadors and staff who work under the leadership of the Senior Manager make up this successful team. Their impeccable customer service and student success-orientated attitude, make students feel welcome and comfortable. Evidence of this is found in the "Talk to Us Submission" example, "all agents working at the Welcome Center are kind, professional and informational. They helped me process everything smoothly and I feel very comfortable & would definitely recommend my friends to enroll in this school."

The Welcome Center provides Napa Valley College students with the support they need with enrollment and other college processes to make their college experience positive and smooth. Importantly, the resources available to students in the Welcome Center play a significant role in supporting institutional efforts of Guided Pathways, most notably in getting students on the path to completion through the enrollment process and helping them stay on their path to completion. When the NVC outreach team hands students to the Welcome Center, students have a seamless transition between high school and college.

Continuing students also benefit from the support provided from the Welcome Center since all students are welcome to drop in anytime with questions about college processes and resources.

Areas of concern, if any:

A significant area of concern for the Welcome Center is space. First, the Welcome Center was not built for the volume of students who currently utilize the center. Second, it is difficult to retain an adequate number of Student Ambassadors in such a small space. More adequate space is needed for the center to provide the services students need. If space continues to be an issue and the needs continue to grow as they have each year, then the ability for the Welcome Center to serve students will become increasingly difficult.

Recommendations for improvement:

The most significant area for improvement would be the reconfiguration of space for the Welcome Center to increase capacity for students and staff.

In addition, the Welcome Center needs a more accurate and efficient way of tracking use of the center. Leveraging analytics software (SARS or Cranium Café) will help the program track contacts and provide better analytics for assessing and resolving issues students face.

And finally, the Welcome Center would also greatly benefit from the use of online technology for student contact through Cranium Café.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	The Welcome Center needs office equipment to replace non-functioning equipment (color printer/copier/scanner).
Instructional Technology	The Welcome Center needs access to analytics software for student contact tracking (SARS or Cranium Café)
Facilities	In order to address the space needs of the Welcome Center, the space needs to be reconfigured/remodeled to better accommodate the volume of use of the center.
Operating Budget	The Welcome Center needs the district to assign a specific operational budget for Student Ambassador Academy (currently funded through SEA/Equity funds) to ensure quality and continuity of service.
Professional Development/ Training	Welcome Center staff and Student Ambassadors need continued professional development for Welcome Center staff and Student Ambassadors.
Library & Learning Materials	