

COMPREHENSIVE PROGRAM REVIEW REPORT

Welcome Center

Program Context (suggested word limit 400)

Mission (100 word limit)

1. How does your program align with the college and district mission?
https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf https://canadacollege.edu/about/mission.php

The Cañada College Welcome Center directly operationalizes both college and district missions by serving as an equitable, open-access gateway to higher education. By guiding diverse learners—including first-generation, returning, and high school students—through application, orientation, placement, and counselor scheduling, the center eliminates institutional barriers to access and student success. Furthermore, by integrating services with the Disability Resource Center and connecting students to financial aid, Promise Scholars, EOPS, and basic needs support through SparkPoint, the Welcome Center translates campus and district commitments to equity, inclusion, and community-centered empowerment into actionable, holistic student support.

Program Description (500 word limit)

2. Provide a brief description of your program, what does your program do and who does your program serve?

The Cañada College Welcome Center serves as the central "one-stop shop" for student onboarding, matriculation support, and overall campus navigation. The Welcome Center acts as a supportive starting point for our entire student population; ranging from fresh high school graduates, students looking to transfer to other colleges and universities, continuing students from those other colleges and universities, returning adult learners, as well as local high schoolers seeking concurrent enrollment.

True to its name, the Welcome Center welcomes our students, prospective, new, continuing and returning through the matriculation steps needed prior to class registration. This includes assisting with the college's online application to become a student if needed. These essential matriculation steps we assist students with include the completion of orientation and course placement services for English, Mathematics, and English as a Second Language (ESL). Last but not least, to ensure students remain on track toward their academic and career goals, the Welcome Center assists with scheduling both in-person and virtual appointments with academic counselors to construct Student Educational Plans (SEPs), which are required to qualify for priority registration.

Beyond assisting with the matriculation steps and registration, the Welcome Center functions as an informational hub connecting students with vital campus resources and financial support. As of 2026, the Welcome Center has combined with our Disability Resource Center (DRC) to create a more seamless experience for our students that may require its services. Beyond that, we often serve as the first point of contact for referrals when students inquire about additional assistance and services such as Financial Aid or our SparkPoint program for basic needs support. We make sure to maintain a good relationship with our specialized student success programs such as our Promise Scholars and Extended Opportunity Programs and Services (EOPS).

Assessing Program Impact on Diverse Student Populations (Suggested word limit 750)

3. How many students are served by your program?

The entire student population at Cañada college. Almost all of our students are required to interface with us as some point to complete their matriculation steps and register. This # is approximately 7000 students. 1858 students received counseling appointments from 8/1/2026-10/5/2026. Additional students received other forms of assistance from us during this period.

4. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)? Support this with data.

The Welcome Center strives to serve all of our students with excellent service, no matter their identity. When appropriate, however, if students share that they identify as any of the disproportionately impacted populations listed above, we do gentle hand-off transitions with these students for additional support should they want to receive it. We assist connecting them with our specialized support programs such as the VROC for Veterans, EOPS/CARE/CalWORKs/NextUp/FYSI, our Undocumented Community Center, etc.. We strive to maintain good connections with our partners in these specialized support programs so that there is a culture of trust and care between our staff and students. Currently our Welcome Center Feedback Survey has a small sample size of 25, but we hope that by maintaining it as an evergreen survey that we will be able to provide more data to support we are serving the above student populations next time.

5. How has student access, retention, and completion changed (where applicable) for this program during this review cycle?

“Access - while student portal access has been consolidated into one place, it has created new barriers.” In addition to last review cycle’s answer, ID verification has been an additional pain point. Added as part of the application due to “fake student scammers” the verification has been an additional hurdle in the application. This, in combination with our student portal and class schedules and registration completely being online with additional updates has led to a lot of student stress who are not comfortable navigating all of this online. The hiring of two student assistants who are able to sit down on the computer to assist students has been integral to access. Prior to their hiring, the Welcome Center and Admissions & Records did not have the support needed to assist these students as they require large amounts of time and personal attention.

“Retention - With the new Student Success Link, the Welcome Center staff has now become student success navigators, assisting students from initial application through the entire registration process and continue to support them through their journey and beyond.” Adding onto last cycle’s submission, students continually access our services both in-person and online. Students continue to schedule their appointments through us as well as own their own through the Student Success Link. We are contacted equally on all fronts: email, phone calls, and in-person. On a scale of 1-5 our feedback survey shows 73% with a 5 rating and 19% with a 4 rating in student experience trying to contact the welcome center

“Completion - assist students to schedule their certificate and/or degree petitions requests, transcript requests request and commencement information and any other issues that arise or other supportive services they may need.” The submission from the previous cycle is the same.

6. How does your Student Services program deliver its services to ensure accessibility and effectiveness for all students? Please detail the range of delivery methods offered (e.g., in person, online, hybrid, evening, in the community, etc.)

The Welcome Center offers its services in as many modalities as possible. We are reachable in-person, through email, and through the phone. Students are able to schedule their own appointments online. We are open late-nights until 7pm on Tuesday & Wednesdays. Next steps include working on in-person orientations and a more formalized partnership with our NOW (Nights, Online & Weekends) program for

even more support coverage for all students. Our OA II's are 33% funded by DSPS and assist in scheduling DRC counseling appointments in addition to academic counseling.

7. What is the breakdown of students you serve by educational goal disaggregated by race? How does your program support transfer students towards achieving their goal?

Though it is a small sample size of 25, the Welcome Center feedback survey launched in October (2 weeks before this review submission) shows us the following: 3/25 identified as “Multiple Races”, 1/25 identified as “Other”, 1/25 identified as “Prefer not to answer”, 1/25 identified as Black or African-American, 9/25 identified as “Hispanic or Latinx”, 3 identified as “Native Hawaiian or Pacific Islander”, 5 identified as “White/Caucasian”, and 2 identified as “Asian”. The Welcome Center connects our students with counselors for transfer counseling in addition to resources and events run by our transfer center. In addition, we assist students in learning about and connecting with our partners in learning communities such as Puente, Umoja, and STAR. The Welcome Center helps to facilitate scheduling counseling appointments for these learning programs when needed as well.

8. What data and/or feedback do you use to evaluate the success of these delivery methods?

With this program review, we have launched a Welcome Center Feedback Survey. We plan to maintain this as an evergreen survey so that moving forward, we are able to have enough data to properly evaluate our success in serving out student population wholistically.

9. Provide examples of your on-campus and/or off-campus community partnerships and how they support student success.

Sequoia Union High School District feeder high schools, Boys and Girls Club, Adult Schools, Menlo Park site, - the Welcome Center continually works with Outreach and Dual Enrollment to provide on and off campus new students orientations, ESL placement services, and schedule counseling appointments. This is done on campus, through zoom or at their campuses or locations. We work with our fellow Building 9 lobby partners everyday including Admissions & Records, Financial Aid, and the Cashier's office providing warm hand offs between departments for students and providing a holistic support experience.

10. How does your program support Cañada College as a Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution? Please support your answer with qualitative or quantitative data and/or specific examples

The Welcome Center provides support to our large Latinx population through the following:
- Bilingual support when possible, we are mindful in staff coverage and strive to have both Spanish & English speaking services when possible.
- Collaboration with our counseling partners in the Puente program (a transfer-focused program for Latinx & first generation students) as well as our Promise Scholars Program which includes intensive academic counseling & additional support services to a high percentage of Latinx Students.

The Welcome Center is a hub of information. We support our AANAPISI students by connecting them to our STAR program (designed to support first-generation, low income AANAPISI students), as well as utilizing the Welcome Center space to advertise events planned for our AANAPISI students. Many of our ESL students also identify as AANAPISI, whom we assist through ESL placement services and connect them with specialized counseling to create an educational plan for language acquisition.

Looking Back: Accomplishments and Challenges (Suggested word limit 400)

11. Describe major accomplishments since the last program review cycle.

Maintaining our quality of services has been a key accomplishment in the Welcome Center. Though our sample size of 25 for our newly created feedback survey is small at the moment, when asked if students felt welcome at the Welcome Center, 23/25 gave a 5/5 rating. When asked about their experience trying to contact the Welcome Center 18/25 gave a 5/5 rating. When asked about how many of their questions or issues were answered during their visit, 21/25 gave a 5/5 rating. We have been striving to maintain an excellent quality of service both in-person and virtually despite staff shortages and the challenges of transitioning all of our application and registration services to online.

12. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students as identified in the current SEAP plan? Support this with qualitative and quantitative data.

We continue to offer our services both in-person and online to serve as many students as possible. Despite staff shortages, we are continuing to maintain our evening hours on Tuesdays and Wednesdays. Our hope is that this coverage assists in closing the gap for our disproportionally impacted students who are often working and do not have "traditional" student schedules. We have little to no data from previous Welcome Center staff, and difficulties in maintaining our quality of service for students due to staff shortages has not led to cultivating additional data a priority.

13. Describe major challenges since the last program review cycle. How have these challenges contributed to the expansion or continuation of equity gaps?

Staff shortages continue to be a major challenge to the Welcome Center. Currently in this moment in time, to support BOTH the Welcome Center and the DRC due to the merge, we have 2 permanent full time OAIIs, 1 temporary OAII, 2 part-time student assistants. We do not have enough coverage to rotate appropriately and participate in WC/DRC cross-training, or enough coverage to assist the increasing number of students that come in for assistance in-person because all application, registration, scheduling, and student portal services are all online. These students require large amounts of time and personal attention that we cannot provide. If even 1 staff member is sick, it greatly affects the center's services. In addition, changes on the backend system for student placement and prerequisites has created large amounts of additional work. Students have needed to be individually cleared one-by-one as a result of these changes leading to an increase of hundreds of man-hours since the last cycle.

We have not been approved for any additional resources since last cycle and have only barely maintained and continue to feel the impact and loss of the previous positions. Continuing to be able to provide the level of support that we have historically been known for feels barely sustainable, with no possibility of improving services or making progress towards future goals if more resources are not provided.

14. Please list the goals you worked on during the previous program review cycle and describe any progress towards achieving those goals?

Future goals include bringing back in-person orientations, providing a Spanish online orientation, working more with our partners at the adult schools and outreach to assist in matriculation and registration. Currently progress towards these goals have stalled out due to the current staffing situation. However, with additional staff support including making the current temporary staff member permanent and adding additional student worker support, we will be better equipped to make meaningful progress towards our goals.

Impact of Resource Allocations Process (Suggested word limit 250)

15. Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

Previous cycle's requested resources were not approved. Staff positions that were not approved are still causing problems to this day. If even one Welcome enter OAII is out sick, the front desk is manned by only one person. This person cannot use the restroom, take breaks, take lunch, without closing the Center. This staff member cannot provide the quality of service we strive to provide such as warm handoffs to students that require assistance with other programs or staff members. This staff member cannot sit down and dedicate the amount of time or personal attention needed to assist a student in logging into their student portal, registering for their classes, or applying to the college.

16. How have these resources (or lack of resources) affected disproportionately impacted students/clients?

Disproportionately impacted students are the ones that desperately need more staff coverage and feel the greatest impact. These are students that do not have traditional student schedules because of work. Due to our

current staffing situation, there is a possibility that our evening hours are closed if even one staff member is out sick. We cannot do warm handoffs for these students that would benefit from additional resources because there is no coverage. We cannot sit down and assist these students with the application on the computer because there is no coverage.

SAOs and SLOs (Suggested word limit 250)

17. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) for this program review cycle.

1. Did you feel welcome at the Cañada College Welcome Center?
2. How was your experience trying to contact the Cañada College Welcome Center?
3. During your visit to the Cañada College Welcome Center, how many of your questions or issues were answered?

A new Welcome Center feedback survey was created as there was little to no data from previous program review. This survey was emailed to the 1858 students that had an academic counseling appointment with the Welcome Center from 8.1.2026 - 10.5.2026 in the afternoon of 10/6. These students were told that it would close on 10/14. The link to this survey was also posted on QR codes in-person throughout the Welcome Center, as well has put on the Welcome Center website on 10.2.2026. This feedback survey will be evergreen moving forward, and serve as a place for feedback data from now until the next program review cycle.

Criterion for Success

Average of 4.5 Stars or Higher

18. Describe how your program assessed your SAOs and/or SLOs. Share your SAO/SLO data findings

Our 3 SAOs encapsulate the standards we want to hold ourselves in maintaining a high quality of service to our students. True to our name, we want to be welcome and ensure that our entire student population feels welcomed as a Cañada college student. As we serve the entire student population, we have created an evergreen feedback survey with these 3 SAOs to ensure that we are on track in doing so.

We strive to maintain accessible to everyone including our disproportionality impacted students. Part of this includes being available as much as possible through multiple modalities and operational hours.

Our ongoing goals include bringing back in person Spanish and English orientations as well as updating the online orientation to include a Spanish version to continue to provide a feeling of welcomeness at the Welcome Center.

Finally, as the Welcome Center serves as an information hub, one of the standards that we wish to hold ourselves by is “how many of your questions or issues were answered?” Whether it is something that the Welcome Center assists with, or questions regarding where to go or if a service exists, part of the Welcome Center’s responsibility and roles is maintaining positive relationships with our other departments and services so that we can be references and warm handoffs as often as possible. We also want to be as informed and knowledgeable at all times to assist when students have questions about events, processes, or know enough who could better answer these questions for our students.

Looking Ahead: Goals and Program Improvement Initiatives (Suggested word limit 400)

19. State your program goals for the next 3 years. What strategies would you use to address challenges that hinder the expansion or continuation of the equity gaps (from question 12)?

Our role at the Welcome Center is to be present for our students. I hope to maintain accessibility outside of traditional student availability and modality. As stated, prior, many of our disproportionately impacted students reach out to us over Zoom or phone during their lunch hours, or in our evening hours after work. I want to continue our conversations with the NOW program to see what coverage and resources we can provide together. We are working with the other campuses and orientation provider to see if a Spanish orientation offering is possible online in addition to our English one. I do not want it to be google translated, it should offer the same level of quality as the English one. If resources are granted and staff coverage is allowed, in-person orientations will also assist with accessibility to bridge the gap.

20. With an equity and antiracism lens, what are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.

The feedback survey we created in tandem with the SAOs will remain evergreen. By next program review cycle, we should receive a sizable enough response pool that we can address any gaps in equity and antiracism if there are any. We can then discuss what improvements can be made if any to address these gaps. As of this time, no gaps have been shown since the Welcome Center as historically served the entire student population as everyone needs to interface with us to complete their matriculation steps for registration. However, we will continue to monitor and disaggregate feedback survey data for any gaps that may arise.

21. How did your program's SAO/SLO assessment address equity and antiracism?

It addresses our entire student population which includes our disproportionately impacted student population who may benefit from the lens of equity and antiracism the most. We will continue to disaggregate the feedback survey data that we receive to see if any trends occur from any identified student groups.

22. How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

We hope to maintain a 4.5 satisfaction rating for our newly created evergreen feedback survey which includes the above 3 SAOs as metrics.

TAL informed SAOs and SLOs for the Next Review Cycle (Suggested word limit 100)

23. With the TAL Framework in mind, state your SAOs and/or SLOs for the next review cycle. Click here for Transformational Antiracist Leadership (TAL) refresher.

As of this time, our SAOs will remain the same as the above three. We will adjust accordingly if necessary based on feedback from program review committees and the survey. The TAL refresher link is also not working at this time.

1. Did you feel welcome at the Cañada College Welcome Center?
2. How was your experience trying to contact the Cañada College Welcome Center?
3. During your visit to the Cañada College Welcome Center, how many of your questions or issues were answered?

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Criterion for Success

Average of 4.5 Stars or Higher

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Welcome Center

Item Requested
Student Assistants

Item Description
2 Student Assistants

Program Goals this Request Supports
Supports our program goal of being present for our students by maintaining accessibility outside of traditional student availability and bridging the gap in technology. Assists us in addressing 2/3 of our SLOs. "Did you feel welcome at the Cañada College Welcome Center" as well as "During your visit to the Cañada College Welcome Center, how many of your questions or issues were answered?"

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
15,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
These student assistants would ensure that the Welcome Center remains accessible. Currently we have identified two problems: staff coverage, and accessibility in technology. Our student assistance would help bolster our lacking coverage. While they are not full-time permanent staff members, they can assist our front desk in remaining welcome, open, and accessible especially to our students that like to visit us in our evening hours because they have nontraditional student schedules. Our student assistants also assist in bridging the gap in technology accessibility. The same student population that often experiences these equity gapes and visits us during evening hours also have trouble interfacing with all of our online systems. As everything from the student portal, to registration is now online, often they need a more hands-on learning experience that our student assistants can provide. Without this additional support from student assistants, our existing front desk staff often times cannot sit down and provide the personal service needed to guide these students through the technology when they needing to attend to the phone, guiding students to their counseling appointments, answering questions, etc...

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
As mentioned above, those who require the most of our support in closing the equity gap is our LatinX, AANHPI, & Black and African American student population. The above groups are often the disproportionately impacted student populations that require in-person services outside of a "traditional" student schedule. These are students that have trouble accessing and completing our college application, accessing our student portal, looking at the student schedule, and registering for classes especially because all of these services are now only provided on a computer, online. Our student assistants would

serve to bridge the gap by being able to assist in providing the help and personal attention needed to complete these tasks in-person by sitting with them at the computers and helping hands-on. The student assistants that we hire may also be members of the above student community. It would be a wonderful opportunity we would be able to provide for them as student workers as well. Representation matters and having a student worker that can relate to some of the equity gaps felt by a student that they are assisting only helps to bolster the feeling of inclusiveness and belonging at the Welcome Center and college campus.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Make registration easier
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Ensure the physical campus is accessible
Manage resources effectively