

Program Review All Fields

Program Review: Welcome Center Fall 2020

Main

Overview

Academic Year Fall 2020

Originator Shook, Ryan

Division Non-Instructional Service Areas

Department Welcome Center

Program

Welcome Center

Program Type

Student Services

Co-Contributors

Contributor

- Anaya, Michelle
- Argudo, David
- LaRose, Sydney
- Martinez, Veronica

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Office of Student Life oversees the Peer Mentor program whose mission is to assist all students reach their academic goals. The goal of the peer mentor is to deliver effective and efficient one-to-one support to all students by providing information, referrals, and resources about Admissions and Records, Financial Aid, Counseling, and other support programs. As part of a support team, peer mentors encourage all students to embrace college life while recognizing the importance of overcoming the many demands in order to successfully pursue their academic goals. The peer mentors are current Gavilan College students and are chosen based on their scholastic qualities as well as their ability to support the Welcome Center, first-year students, outreach and recruitment, campus events and activities, planning committees, and will build transferable leadership skills.

On the PIPR website, locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

Response and follow-up to previous program reviews

1. **This is the Welcome Center's first program review**

Accomplishment

N/A

2. **Accomplishment**

3. **Accomplishment**

Briefly describe the activities and accomplishments of the program with respect to

- a. PIPR recommendations; and
- b. Each goal since the last program plan and review.

N/A

Have the services of your program changed over the past three years? Please explain (300 words or less).

Yes, in the beginning of the 18/19 academic year the Student Life Coordinator (SLC), took over the struggling peer support program, which was originally housed with basic skills. The SLC position was provided two additional months of service, moving from ten-months to twelve-months. The SLC designed the peer support program to provide one-to-one mentoring support to new to college students through text, email, and direct face-to-face meetings in a Guided Pathways framework. The SLC took the program from having 108 new to college student mentees, 528 contacts, and 393 referrals with four mentors in Fall 2018 to ten mentors and 714 new to college student mentees, 9,114 contacts, and 29,245 referrals in the 19/20 academic year, for an average 3,460 contacts and 14,623 referrals per semester. The SLC built capacity in the program rather quickly by implementing new processes and training modules. As of the 20/21 year, the SLC position has been returned to a ten months of service. This reduction of two-months, 16.6%, of duties thereby eliminates the peer support program. However, with the new Title V Grant, the SLC will be returned to a 12-month position for the duration of the grant, five-years. The SLC will take on new duties such as financial aid outreach, financial literacy training, and integrate peer mentors/coaches with the College 1 model.

Student and Program Outcomes

College Goal for Student Achievement
Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the CCCCO Scorecard Completion Rate for Degree and Transfer by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes (60 transfer units).

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCO Scorecard by 2022.

Success
The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: GavDATA (<http://www.gavilan.edu/about/research/index.php>) - Program Review/ Equity - D3. Course Rates by Unit

N/A

Given the preceding sections, what goals need to be set and what initiatives need to be developed to support success and retention? Address these initiatives in your Three-Year Program Plan at the end of this document.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

Path: GavData (<http://www.gavilan.edu/about/research/index.php>) - Program Review/ Equity - D4. Milestone Tracking Summary

Welcome Center:

The Peer Mentors track the number of students entering the Welcome Center manually, meaning the mentors use paper and pen to mark student contact. Over the last three years, 17/18, 18/19, and 19/20, the peer mentors have made about 63,479, duplicated, student contacts in the Welcome Center. March to June 2020 data was not collected as the switch to online disrupted the service.

There is no way to track student success through this service.

Peer Support: Peer Mentors work one-on-one with new to college students through text, email, and face to face.

Year	Number of Students Supported	Number of Individual Contacts	Number of Referrals Given
18/19	720	4083	2459
18/19 Mentors embedded in 11 of 16 Guid. 210 Courses	238		
19/20	714	10093	29245

The Fall 2018 cohort of students receiving peer support persisted at a rate of 73% whereas the campus rate was 66%.

Refer to your previous three-year plan (http://www.gavilan.edu/staff/program_planning/Past_Plans.php) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

1. What were the measured outcomes of specific initiatives over the past three years?
2. What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?
3. What indicators are you measuring?

(300 words or less)

There is not a previous three-year plan.

In your area, what goals need to be set and what initiatives need to be developed to support success and retention? (200 words or less).

Peer support has shown to increase success and retention. Seeking to integrate peer support/coaching in the college 1 model will increase students' ability to complete their academic and career goals. Peer Mentors can provide just in time, 1-1, support to all new to college students.

Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: Using the path below, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Path: GavDATA (<http://www.gavilan.edu/about/research/index.php>)-Program Review/ Equity - D7. Disproportionate Impact with Margin of Error by Year - locate your program - Filter by Year

Contact your support team for any needed assistance in using GavDATA.

Data is not collected in the traditional manner. The mentors and the Welcome Center serve students by answering general questions and providing referrals. Anecdotally, the mentors answer the tough questions and sometimes are the lifeline for our disproportionately impacted (DI) groups. Many don't have anyone else to turn to while navigating the matriculation process, and by having a fellow student to assist them, without embarrassment, can be the key factor to a student completing the enrollment process and eventually completing their academic and career goals.

Equal Employment Opportunity:

Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination.

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

The Welcome Center employs 8-10 student workers each year, many qualify for work study or Cal Works. Students are referred by the financial aid department and Cal Works program, so many of the student workers are also disproportionately impacted students. The interviewing process is done by the SLC and current student workers to ensure equity in hiring. The mentors receive training around equitable service practices and cultural competency.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires?

The Welcome Center employs student workers from different socio-economic and cultural backgrounds. For the workers themselves, the SLC has implemented professional and academic standards the workers must meet each semester. If these standards are not met, the SLC and the student devise an action plan with attainable goals to encourage the student to exceed those standards. When the student workers achieve at a high level they then share that knowledge and discipline with the students they work with.

curriQunet

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?
Are your SAOs mapped in curriQunet?

Yes

Are your SAOs up to date in curriQunet AND on the reporting website?

No

Have your SAOs been assessed in the last five years?

Yes

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

Yes

If you answered no to any of the above questions, what is your plan to bring SLOs into compliance (200 words or less)?

2018/2019 was not updated as we moved to the three-year goal worksheet. The Welcome Center's SAOs have always been apart of the Student Life program plan and SAOs. Starting with this new cycle Student Life and Welcome Center will have thier own PIPR, program plans, and SAOs.

Outcome Assessments

Services Area Outcomes (SAO)

What is your set goal for SAO success for each SAO (200 words or less)?

The SAO goal for the Welcome Center is 100% attainable, however the peer support goal will not be obtained, as this program is not moving forward.

Institutional Learning Outcomes (ILO)

How do your SAO support the college ILOs? Be specific (200 words or less).

A. Think Critically & Creatively: The Welcome Center/Peer Mentor program has been an incubator of new ideas and forward thinking. We collect our own data and use that to determine staffing and student needs. We continue to innovate the way we approach our services, such as using Google Voice to text message students and Google Forms to track data and using SARS as check-in system.

B. Communicate Effectively: The Peer Mentors work in a professional manner with students, staff, and parents. They are continually assessing each other and their own interactions with others to become more self-aware and to continue building their soft skills. They learn to balance their roles as students and working professionals in their role as peer mentors.

C. Practice Social Responsibility: The mentors have become the voice of the students by being able to advocate and share student struggles and successes with staff, faculty, and administration. They receive ongoing training in cultural awareness and competency.

D. Cultivate Well-Being: The mentors complete self-evaluations each semester which include self-reflection of success and opportunities for growth. As well, they state their 3-year goals. These evaluations are then discussed one-on-one with the Student Life Coordinator.

Gap Analysis

Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

The program is generally meeting its success goals. The struggle is maintaining a funding level that allows the program to grow and increase capacity. As of Fall 2020, the peer support program was "shelved" as a result of limited funding. We were then able to go back to the basics of the program. However, this does allow us to step-back and reevaluate the program's processes and procedures. This reevaluation process will help to move the Title V grant forward, as the program has been developing the peer coaching model for two years now.

Curriculum and Course Offerings Analysis

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2017**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

20344

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

1
Part Time Staff
 0
Full Time Mgr/Admin
 0.00
Part Time Mgr/Admin
 0.00

2. **2018**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

22542
Full Time Faculty
 0
Part Time Faculty
 0
Full Time Staff
 1
Part Time Staff
 0
Full Time Mgr/Admin
 0.00
Part Time Mgr/Admin
 0.00

3. **2019**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

14264
Full Time Faculty
 0
Part Time Faculty
 0
Full Time Staff
 1
Part Time Staff
 0
Full Time Mgr/Admin
 0.00
Part Time Mgr/Admin
 0.00

Percentages

Percentage Full to Part Time Faculty

Year:2017
 FT = 0%
 PT = 0%

Year:2018
 FT = 0%
 PT = 0%

Year:2019
 FT = 0%
 PT = 0%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

The SLC had a temporary additional assignment increase from 10 to 12 months for the 18/19 and 19/20 fiscal years. This increase allowed for the design, implementation, and evaluation of the first-time to college peer support program. The fiscal impact the first year was encumbered by basic skills, while the second year was through SEAP. The additional assignment was initially not renewed for the 20/21 year, thus the peer support program was shelved.

However, with the new Title V grant, the SLCs assignment increase, from 10 to 12 months, will be re-added for the duration of the grant, five-years, starting November 2020.

Additional Comments

None

Program Productivity

Program Productivity Measurements

Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2019 - 20**
 - Total Number of student contacts
 - Total allocated budget
 - Total spending
 - Total cost per student (Student Contact/ Total Spending)
 - No General funds were used
- **2018 - 19**
 - Total Number of student contacts
 - Total allocated budget
 - Total spending
 - Total cost per student (Student Contact/ Total Spending)
 - No General funds were used
- **2017 - 18**
 - Total Number of student contacts
 - Total allocated budget
 - Total spending
 - Total cost per student (Student Contact/ Total Spending)
 - No General funds were used

Year and Student count

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

Yes

Resource Allocation

1. **\$72,000**
 - Funding Source**
 - Grant
 - Academic Year**
 - 17/18
 - Purpose of Funding**
 - Student Life Coordinator wages, benefits, burdens: 100% Equity funds
 - Result**
 - Student Life Coordinator salary to spearhead welcome center and student life activities

2. **\$60,000**
Funding Source
Grant
Academic Year
17/18
Purpose of Funding
Student Worker Wages-Equity-SSSP-BSSOT
Result
Employed 6 students-measure of student success unknown
3. **\$13,000**
Funding Source
Grant
Academic Year
17/18
Purpose of Funding
Student Worker Wages-Federal Work Study (FWS)
Result
Employed 3 students-measure of student success unknown
4. **\$1,500**
Funding Source
Grant
Academic Year
17/18
Purpose of Funding
Rotary Grant used to purchase Uniforms and Name Badges for Mentors
Result
Each mentor recieved a plastic Gavilan Peer Mentor Name Badge, and use of a Peer Mentor blue vest to wear during work hours.
5. **\$106,000**
Funding Source
Grant
Academic Year
18/19
Purpose of Funding
Student Life Coordinator wages, benefits, burdens-63% Equity/SEAP Funds- 17% SSSP Funds
Result
Student Life Coordinator salary to spearhead welcome center and student life activities
6. **\$12,000**
Funding Source
Catagorical
Academic Year
18/19
Purpose of Funding
Student Worker Wages-CalWORKS
Result
Employed 2 low income students-measure of student success unknown
7. **\$63,000**
Funding Source
Grant
Academic Year
18/19
Purpose of Funding
Student Worker Wages-Equity-SSSP-BSSOT
Result
Employed 6 students-measure of student success unknown

8. **\$12,000**
Funding Source
 Grant
Academic Year
 18/19
Purpose of Funding
 Student Worker Wages-FWS
Result
 Employed 3 students-measure of student success unknown
9. **\$120,000**
Funding Source
 Grant
Academic Year
 19/20
Purpose of Funding
 Student Life Coordinator wages, benefits, burdens- 100% SEAP Funds
Result
 Student Life Coordinator salary to spearhead welcome center and student life activities
10. **\$16,500**
Funding Source
 Catagorical
Academic Year
 19/20
Purpose of Funding
 Student Worker Wages-CalWORKS
Result
 Employed 3 low income students-measure of student success unknown
11. **\$42,000**
Funding Source
 Grant
Academic Year
 19/20
Purpose of Funding
 Student Worker Wages-SEAP
Result
 Employed 4 students-measure of student success unknown
12. **\$22,000**
Funding Source
 Grant
Academic Year
 19/20
Purpose of Funding
 Student Worker Wages-FWS
Result
 Employed 3 students-measure of student success unknown

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

The Welcome Center utilizes different funding sources to adequately staff the Welcome Center. The peer mentors wages are paid through at least three different sources: CalWORKs, Federal Work Study, and SEAP (previously equity). The SLC works closely with financial aid and CalWORKs staff to hire and pay students that qualify. This diversification of funding streams has allowed the Welcome Center to extend the hours of operation and provide additional

support to outreach and other campus programs.

The "new ventures" in the Title V grant lists SLC and Welcome Center/Peer Mentor's either direct duties or collaboration with other areas, such as peer coaches, college 1 courses, common trainings on equity, financial literacy and outreach, Junatos Avanzamos and El Centro. With the new grant the work will focus on Gavilan's Hispanic population's persistence and completion.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan (<http://www.gavilan.edu/administration/budget/EducationMasterPlanFlipbook.php>), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

The peer mentor program has an opportunity to relaunch the peer support program through the Title V grant and continuing to follow a guided pathways framework. The opportunity will include the addition of technology to text and track student contacts and support the addition of the College 1 FYE course, financial aid outreach, and financial literacy.

The threat here is the additional cost to provide enough student worker support and staff oversight.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

The SLC attends as many training opportunities on campus and online as possible. The SLC is a CCC Student Affairs Association member. This organization provides annual professional development conferences, which the SLC attends.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

none

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

The SLC and the peer mentors have taken an active role in various hiring committees.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

A major piece of the mentor program that is not highlighted enough is the success of the students that become mentors and eventually transfer or complete their educational goals. The mentor program is a leadership and skill building program for the student workers. The SLC has witnessed many mentors enter very shy and reserved with little self-confidence and leave the most outgoing and confident they can be. The SLC just completed a referral for a past mentor who completed her BA and was just hired at a major law firm in LA. Another just completed her BA at Berkeley and is applying to graduate school. This is a result of the SLC and surrounding staff, faculty, and admin that support, encourage, and mentor these mentors.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Definitely need the spell-checker. The questions are a little confusing, but Sydney has been great and very responsive to my questions.

Goals

Three-Year Program Plan Goal Setting Worksheet

- 1. Increase quantity and quality of trained Peer Mentors supporting the Welcome Center, outreach, and new to college students from 8 to 12 mentors**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

3 Employment: Students who work on campus, especially in leadership roles, will gain soft skills and build their resume

Proposed Activity to Achieve Goal**

#3 Employment: Mentors will learn and improve leadership and soft skills through ongoing training and involvement in campus activities and campus advisory committees

Responsible Party

Student Life Coordinator

Fund amount requested. If a collaboration, what % required from each partner?

Mentor Payroll \$110-135K per year for the next 3 years

\$71,500-\$87,750: SEAP (65%);

\$16,500-\$20,250: CalWORKs Student workers(15%);

\$22,000-\$27,000 Federal Work Study students: (20%)

\$120,000 per year Student Life Coordinator Salary: \$99,600 or 83% SEAP AND \$20,400 or 17% Title V

Total Three Year Resource Allocation Request

765000

Timeline to Completion Month / Year

6/2021

How Will You Evaluate Whether You Achieved Your Goal

The mentors complete self-evaluations each semester to track skills and goal setting activities, meet 1-1 with the student life coordinator to evaluate their performance, and update their resume each year.

2. Peer Mentors will work in a guided pathways framework to increase the number of new to college students who complete onboarding steps by 10%

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

#1 Achievement, #2 Efficiency, and #4 Equity: Students that receive just in time support to complete onboarding steps/matriculation steps complete degrees at higher rates and complete with less than 77 units, particularly DI groups

Proposed Activity to Achieve Goal**

#1 Achievement and #4 Equity: Mentors will provide just in time support to new to college students through text, email, and 1-1 interactions. #2 Efficiency: Through just in time support, the mentors will inform students of the importance of completing financial aid, orientation and an education plan.

Responsible Party

Student Life/Peer Mentor Coordinator

Fund amount requested. If a collaboration, what % required from each partner?

Same request as above

Mentor Payroll \$110-135K per year for the next 3 years

\$71,500-\$87,750: SEAP (65%);

\$16,500-\$20,250: CalWORKs Student workers(15%);

\$22,000-\$27,000 Federal Work Study students: (20%)

\$120,000 per year Student Life Coordinator Salary: \$99,600 or 83% SEAP AND \$20,400 or 17% Title V

Total Three Year Resource Allocation Request

765000

Timeline to Completion Month / Year

6/2022

How Will You Evaluate Whether You Achieved Your Goal

The G# of students receiving just in time support will be collected and evaluated for pace of completion and persistence.

3. Establish, Maintain, and Monitor Welcome Center Operating Budget.

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Employment: The Mentors need office supplies and adequate uniforms to feel connected to their role as a mentor and students utilizing support will know visually who is a peer mentor.

Proposed Activity to Achieve Goal**

Work with dean to establish line item budget of supplies with projected costs of replacing uniforms and name badges.

Responsible Party

Student Life Coordinator and Dean of Enrollment Services

Fund amount requested. If a collaboration, what % required from each partner?

\$1000.00 per year SEAP with the ability to retain rollover

Total Three Year Resource Allocation Request

3000

Timeline to Completion Month / Year

Budget established and approved by 7/1/2021 -- Budget summary provided to dean by end of each semester and year end.

How Will You Evaluate Whether You Achieved Your Goal

Budget is established, funds are approved and used as needed. Peer Mentor and student satisfaction survey administered each semester

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

Over the past three-years, the Welcome Center peer mentors have made about 60,000 (duplicated) student contacts. The Student Life Coordinator (SLC) began overseeing the Welcome Center in 2017. In that time, the SLC has designed and implemented new trainings and began working closely with outreach. The funding for the program is diversified from financial aid federal work study dollars, CalWORKs, to SEAP funding. The peer mentor program continues to build capacity and take on new tasks. The program is innovative and at times has been ahead of the college's guided pathway efforts. In 2018, the mentors started working in a guided pathways framework to provide just in time one-on-one support to new to college students through text messaging, email, and face-to-face contacts. In 2019, these efforts yielded about 10,000 (duplicated) contacts and 30,000 referrals. However, this program was shelved in 2020 as the SLC's duties and compensation was reduced from twelve-months back to ten-months. As the new Title V grant began, the SLC duties and compensation has been restored and the peer support program will shift focus to supporting students during the onboarding process, including helping students to complete financial aid. A goal for the program is to increase the quantity and quality of trained peer mentors supporting the Welcome Center, outreach, and new to college students from eight to twelve mentors. Through this goal, the program will complete the second goal which indicates peer mentors will work in a guided pathways framework to increase the number of new to college students who complete onboarding steps by 10%. The final goal is to establish an annual operating budget \$1000.00 to purchase supplies and uniforms. These goals support the Strategic Plan areas of Achievement, Efficiency and Equity.

Attach Files

Attached File

12-13_18-19 Welcome Center Historical Data.pdf (/Form/Module/_DownloadFile/32/44788?fileId=43)

18_19 Welcome Center-Peer Support Year End Data.pdf (/Form/Module/_DownloadFile/32/44788?fileId=44)

19_20 Welcome Center-Peer Support Year End Data.pdf (/Form/Module/_DownloadFile/32/44788?fileId=45)