

STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: CalWORKs Program
Program Contact: Krystal Romero

Academic Year: 2011-2012
Program Review Submission Date: 3/21/2013

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

CalWORKs assists students receiving cash aide (TANF) with a variety of coordinated support services such as academic and personal counseling, work-study, priority registration, assistance purchasing required textbooks and supplies, assistance applying for financial aid and scholarships, help with child care costs, transportation assistance, enhanced job skills, workshops, trainings, and computer access as they pursue training to increase employment opportunities that lead to self-sufficiency. The CalWORKs program supports the college's mission of improving student success by providing essential resources for CalWORKs students to succeed.

The CalWORKs program supports CSM's institutional priority #3 by providing a high quality program and support services to the college's most vulnerable students. Students are extremely low-income and are raising dependent children while achieving their educational goals. As always, the CalWORKs program is inclusive of all students that qualify financially and supports the CSM Diversity Statement.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

1. *Students will be knowledgeable of campus and community resources.*
100% of the respondents stated that the CalWORKs program greatly or often informed them about campus and community resources. We understand that our students need a variety of support services on and off campus to be successful. The results of this SLO show that students are learning how to access resources that will help them continue to succeed.
2. *Develop strategies for improving time management*
100% of the respondents stated that the CalWORKs program greatly or often helped them develop time management strategies. CalWORKs students have children, have to meet weekly hourly requirements of participation to continue county benefits, and are attending school. We understand that our students need to be able to manage their time so that they can be successful in all of their concurrent priorities. The results of this SLO show that students are learning time management strategies through the CalWORKs program.

B. Student Support Indicators

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1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, [Planning, Research and Institutional Effectiveness \(PRIE\)](#) reports and other data sources as appropriate.

In our 2011 Program Review we stated that students were largely satisfied with the CalWORKs programs and services. We have continued those services students felt were most useful i.e., counseling, transportation assistance, information about campus and community resources, parenting and life skills workshops, work-study, and book assistance. Consequently for this academic year (2011-12), we served 32 students and 93% of the students rated the services that they received and their overall satisfaction with the program staff as excellent or very good while 7% rated their satisfaction with the services and program staff as good.

2. Discuss any differences in student program usage across modes of service delivery.

Typically, the most effective way of communication for CalWORKs students is to build trusting relationships by meeting with them one on one. However, we do use email as a way to stay connected with students and send them reminders.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

Through providing support services and mandatory counseling appointments, we are able to connect with students and retain students as we encourage them through difficult semesters. However, with the Director of Student Support being the only staff person for CalWORKs students, being able to monitor and track students gets difficult throughout the semester.

D. Course Outline Updates(if applicable)

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
n/a		
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E. Website Review

Review the program's website(s) annually and update as needed.

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Program contact(s)	Date of next review/update
Krystal Romero	Summer 2013
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III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the course SLO assessment process or schedule.

N/A

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

No planned changes *SLO Alignment (if applicable)*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

In the College's Institutional Priorities Document, Priority 1 discusses the need for students to access key services in order to become successful. The CalWORKs program assists the college in supporting students with complex personal and financial needs to become successful.

IV. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

The CalWORKs state program has undergone a huge cut and change in how services are to be provided to CalWORKs county clients. When CalWORKs clients become our CalWORKs students, we have to be aware of the strict regulation and guidelines that the county places on education. Students are in jeopardy of losing cash aide, housing, food stamps and other vital survival services for themselves and their children. The state's program is always a concern for our program. We will be working with students individually as well as with the county to make sure students know their rights and responsibilities, help students understand their particular case eligibility with the county, help students transition during this time and provide resources to them if they are denied food vouchers, cash aid, child care, and health care, and help them to establish some safety and security so that they will be encouraged to continue their education.

The lack of staffing in our program to assist with tracking student's progress during the semester is also a concern.

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V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Past Plans and Actions

1. Develop County connections to help students advocate the CalWORKs County process
We have managed to successfully have regular meetings with San Mateo County Human Services Agency. We also were able to have a roster of all Employment Services Specialists so that we could assist students in calling their workers about problems.
2. Help students connect with other campus services
When surveyed, more than 80% of students stated that CalWORKs connected them to other on campus services.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section II. Summary of Student and Program Data.

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

The CalWORKs Program is unique because all students by qualification of the program have at least one child and live at least 40% below the state poverty level. They have responsibilities that are greater than school. They also recognize that finishing their educational goal is the only way they will become self-sufficient. However, this group is also the most effected by domestic violence and other abusive relationships. Students need intrusive counseling and the constant support of staff monitoring their progress. We do have parenting and life skills workshops to address some of these issues, but without additional staffing to manage students development throughout the semester then we may not be able to retain them.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.
Professional Development activities that focus domestic violence and its effect on children and adults, generational poverty, and circumstantial poverty
2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

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Faculty Inquiry Groups on various topics surrounding student success. Scheduling tours for faculty and staff to learn more about support programs on campus available to students. Since people make up departments and divisions, more opportunities to network across discipline, division, and campus, would lead them to interact on multiple academic concerns and also begin to widen their lens about how others view the world.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty:

Equipment and Technology: Along with the equipment the new College Center, it is projected that our computers and other equipment might need to be replaced within the next 4 years.

Instructional Materials: 4T

Classified Staff:

Facilities: 4T

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

Job Training Modules

Description

Create job training modules that students can complete over academic breaks. CalWORKs students must complete a certain amount of hours weekly mandated by their county programs.

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However, while school is not in session this leaves CalWORKs students without any way to complete their mandated hours. By providing an online job training session, this will meet the county mandated hours.

Action(s)	Completion Date	Measurable Outcome(s)
Review online material and create job training module	Spring 2013	Created modules
4T		4T

Plan 2

Title:

4T

Description

4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
Part-time Counselor (Form will be completed when faculty requests are submitted to the dean.)	1

Complete [Full-Time Faculty Position Request Form](#) .

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

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Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost
Program Services Coordinator	

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

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B. Cost for Prioritized Plans

Use the resources costs from section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	