College of San Mateo

Home   **Actions**   **Logout**   **How it works**

Student Services Program Review

Program Name: **CalWORKS**
Program Contact: **Romero, Krystal**
Academic Year: **2013-2014**
Status: **Submitted**

---

1. 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 Program Planning** 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.

---

2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

> **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. Students will receive knowledge about how to manage stress**
>
> 88.24% of the respondents stated that the CalWORKs program provided information to manage stress greatly or often. Bridges Out of Poverty by Payne, DeVol, and Smith describe a definition of poverty that is more broad than being low-income. Poverty entails a lack of

resources, but not only a lack of financial resources, a lack of emotional, mental, spiritual, physical, support systems, knowledge of middle class hidden rules, and role models. Often times, when CalWORKs students come to us they are dealing with a variety of issues including domestic violence, court appearances and cases, custody battles, lack of family support, etc. Although, school is a priority, they can become overwhelmed by the amount of stress of balancing their complex lives. The CSM CalWORKs program offers personal counseling, support, workshops, advocacy, and resources to assist students in learning how to manage their stress.

B. Student Support Indicators

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.

Due to the size of the group being relatively small, we can't make any conclusive judgements about how students access services based on age, race, ability, or gender.

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

In our 2012 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.

For this academic year (2012-13), it shows the same. We served 36 students and 100% of the respondents rated the services that they received and their overall satisfaction with the program staff as excellent or very good. 88.89% of the respondents stated that the CSM CalWORKs program significantly helped them stay in college. Students generally take most advantage of the in-person interactions with counselors and workshops where they can network with one another. I have noticed that email is great for getting information to students, but multiple meetings with a counselor or with the director are necessary to ensure that the student discloses non-academic factors that can cause them to be unsuccessful.

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, mandatory counseling appointments and mandatory life skills workshops, we are able to connect with students and retain students as we encourage them through difficult semesters. We have been able to provide one dedicated counselor for 4 hours per week for CalWORKs students and starting Spring 2013 we were able able to provide a Program Services Coordinator for 10 hours a week to assist with case management and follow up with students. Although, this group of students is small, they require much of our time. As mentioned above, the CSM CalWORKs program offers personal counseling, support, workshops, advocacy, and resources to assist students through academic and nonacademic challenges. The additional staff has helped tremendously with follow-up and assisting the director in identifying CalWORKs students who are in danger of dropping out or failing during the semester.

3. 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 underwent a huge budget cut in Spring 2013 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 aid, 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.

As discussed earlier, CalWORKs students are challenged with the difficult task of balancing the care for dependent child(ren), following mandatory county, state and federal guidelines in order to maintain cash assistance and/or housing while trying to be successful in school. Bridges Out of Poverty by Payne, DeVol, and Smith describe a definition of poverty that is more broad than being low-income. Poverty entails a lack of resources, but not only a lack of financial resources, a lack of emotional, mental, spiritual, physical, support systems, knowledge of middle class hidden rules, and role models. Often times, when CalWORKs students come to us they are dealing with a variety of issues including domestic violence, court appearances and cases, custody battles, lack of family support, etc. The CSM CalWORKs program offers personal counseling, support, workshops, advocacy, and resources to assist students in learning how to manage their complex lives and help them to be affluent in all areas of resources discussed by Payne et. al in the book Bridges Out of Poverty.

4. Planning

A. Results of Program Plans and Actions

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

In 2011-12, our goal was to create a Job Skills Training module for CalWORKs students. CalWORKs students are required by the county to complete a certain amount of hours in school, work, or job search each week. When school is out of session, students still need to be able to fulfill these hours. In Spring 2013, we were successful in partnering with Brian Golter, the author of "Your Right Job, Right Now" who created an online job training resource that would be of no cost to our students. Over summer 2013, we had students pilot the program.

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 Program Planning** as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.
[**Note:** Specific plans to be implemented in the *next year* should be entered in Section 4C.]

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 full-time staffing to manage students development throughout the

semester then it is difficult to monitor progress and intervene when nonacademic issues arise. CSM's #1 institutional priority is student success. By supporting CalWORKs students with tools and strategies to manage stress and balance their lives, the CSM CalWORKs program is helping to achieve this priority and the program's Student Learning Outcome.

With the hope of additional full-time staff in the future, we would like to continue to provide more in depth job skills training workshops targeting specific areas of interest for students. Many of our students have limited knowledge of career choices and paths, these workshops would be helpful in helping become more aware of career options. We are looking at developing an alumni mentoring program to help students prepare for themselves and their children for life after CSM. Students have to think about their families, childcare, housing, county requirements, etc. when thinking about a transition from CSM. It may be a very scary thought. To have former CalWORKs students who have transferred or began working to mentor current students may be very helpful to lessen the anxiety of moving forward. We would also like to be able to prepare and transport students to advocate on the state level for legislation that will help them provide for their children and complete their educational goals.

Currently, we have good working relationship with the San Mateo County CalWORKs program, we will continue to strengthen ties with these programs and continue to offer information to the county about school options for students.

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 on poverty, domestic violence (and the effects on children and adults), and CSM Student Support Programs. Pairing faculty and student service teams together to discuss common student issues.

Professional development opportunities that encourage networking across discipline, division, and campus. Encourage faculty and staff hiring in support of our most vulnerable students based on time spent with students to ensure success and not quantity of students in the program.

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.

Provide events such as "Student Connections" and allow for each instructor to bring their class to learn more about Student Support Services and attend workshops promoting successful academic study skills and strategies. Strengthen basic skills development using holistic approaches through incorporating student support in the classroom.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

N/A

Equipment and Technology

Replacment computers in Bldg. 10 room 112

Instructional Materials

N/A

Classified Staff

N/A

Facilities

N/A

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. (Plans may extend beyond a single year.)

Plan 1: Although, we have had some succes with our job skills training module their have been a few issues with the program. The programmer has fixed those bugs and we will have students pilot the program again, in hopes to have the program completed for use by all students for breaks during Summer 2014.

Plan 2: Begin developing Alumni database and contact information. We have noticed that it is very difficult to locate our successful students unless they locate us. We will be thinking of ways to gather multiple ways to contact students after they leave CSM.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty
NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form, AY 2013-2014** and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions

Equipment and Technology

Description	Cost

Instructional Material

Description	Cost

Classified Staff

Description	Cost
Full-time Program Services Coordinator to be 25% CalWORKs and 75% Multicultural	

Center

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

6. Program Maintenance

A. Course Outline Updates

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.

Courses to be updated	Faculty contact	Submission month
N/A		

B. Website Review

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

Faculty contact(s)	Date of next review/update
Krystal Romero	Summer 2014

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Krystal Romero	May 2014