PROGRAM REVIEW AND PLANNING
Approved 9/2/08 Governing Council
(Form Correlated with Student Services '07 PR Template)

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

Department or Program: CalWORKs
Division: Counseling Services

I. **DESCRIPTION OF PROGRAM** *(Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records)*

> The CalWORKs (California Work Opportunities and Responsibility to Kids) Program provides academic and personal support to CSM students receiving CalWORKs/TANF (Temporary Assistance for Needy Families) for themselves (no child only cases). Support services are designed to assist students working towards completion of a degree, certificate or transfer program to improve employment opportunities that lead to self-sufficiency. The program seeks to prepare students for the job market by providing linkages to the Career Center, Student Employment Office, and work-study job experience.

II. **STUDENT LEARNING OUTCOMES** *(Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website)*

> a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

> During Spring 2010, twenty students or 71% of students served completed a CalWORKs monkey survey. The survey was designed to elicit student satisfaction, self-reflection about what they had learned through program participation and whether or not students developed, followed, and revised Student Educational Plans. It also queried students' knowledge of campus and community support services, and whether or not they followed up when referred to another program or service. The findings are as follows: 90% of respondents rate the overall program quality as 'Excellent' (75%), 'Very Good' (15%) or 'Good' (5%). Similarly, students find program staff to be 'Excellent' (75%); 'Very Good' (20%) and 'Good' (5%). Overwhelmingly, students reported that the CSM CalWORKs program has 'Significantly' (94.7%) helped them remain in college; 5.3% said 'Moderately'.
> As expected, students found financial services such as book service and transportation assistance most useful. However, others cited counseling services, communication with the program director and parenting workshops as most useful. The CalWORKs work-study program is now among the 'most useful' services—it allows students to earn extra income without jeopardizing their cash aide, and enhances the county welfare to work participation rates. Nearly all who commented are satisfied with existing services. One student expressed concern about budget cuts; another wished we could provide housing. Though students find parenting workshops helpful, a student requested more information on older children. The program will seek workshop offerings that focus pre-teens and above.

> b. Briefly evaluate the department's assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future

assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

Students were surveyed on the degree to which the campus CalWORKs program staff, services and/or workshops has assisted them with the following information. The areas surveyed reflect the program student learning outcomes. Responses are as follows:

Learning Outcome	Greatly	Often	Sometimes	Rarely	Never
Knowledge of campus and community services/agencies	72%	22%	7%	0%	0%
Developing strategies for improving study skills	53%	41%	6%	0%	0%
Developing strategies for improving time management	53%	35%	12%	0%	0%
Support and/or advocacy with the Human Services Agency	78%	11%	11%	0%	0%
Ways to manage stress	61%	28%	11%	0%	0%
Understanding the financial aid process	76%	12%	12%	0%	0%
Improving money management skills	44%	37.5%	12.5%	6%	0%
Opportunities for personal growth and development	76%	12%	12%	0%	0%
Job search and work preparedness strategies	50%	22%	11%	6%	11%

	YES	NO	
Has the campus CalWORKs program assisted you in setting personal and academic goals?*	100%	0%	

*Comments include:
- *Program helped me sit with a counselor to …prepare an academic timeline*
- *My counselors in EOPS/CalWORKs have set goals and helped me obtain those goals. I have acquired degrees and transfer because of them.*
- *I now know how to be a better student. I enjoy being a student, makes me feel smarter and better prepared in life.*
- *Teaching how [not] to let your personal life interfere with school*
- *I was able to earn a degree which I never thought I would do*
- *By meeting with my counselor three times a semester (2 students)*
- *They are the sole reason I was able to begin college and succeed in college*
- *I was supported and advocated [for]by Danita to get the materials I need for my education*
- *I attended CSM to get a certificate, I am now leaving with a degree and hopefully will transfer...*
- *When my GPA had dropped under 2.00...I [wrote] out goals that would help me succeed, and it worked. My GPA went back up to 3.14*
- *The CalWORKs program has helped me immensely with both personal and academic goals. I've received tremendous support and guidance on how to handle various issues when dealing with the Human Services Agency as well as information on housing programs. On the academic front, the SEP established with Kitty is my road map and guide for maneuvering through the necessary academic coursework.*

Overall, percentages are up in the 'Greatly' (a minimum of +33%) and 'Often' categories from Spring 2009, with the exception of *Human Services Agency Advocacy* and *Job Search/Preparedness* areas which remain consistent. Conversely, percentages in the 'Rarely' category have significantly declined. The *Job Search/Preparedness* component has proved difficult due to staffing—but even that area has seen marked improvement—from 44% to 50% 'Greatly'; 11% 'Rarely' down to 6%; and 'Never' down from 33% to 11%. Only one other area had a 'Never' response last year, *Ways to Manage Stress*. It moved from 11% 'Never' to 0%. Staff will strengthen this component by incorporating job search and work preparedness workshops in the structure of the CalWORKs work-study program. To meet this goal, and to continue to increase outcomes from the 'Often' to 'Greatly' responses across the board, additional staffing will be required.

c. Below please update the program's SLO Alignment Grid. The column headings identify the GE-SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns. The definitions of the GE-SLOs can be found on the CSM SLOAC website: http://www.smccd.net/accounts/csmsloac/sl_sloac.htm click on the "Institutional" link under the "Student Learning Outcomes" heading.) If this Program Review and Planning report refers to a

vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs ➔ Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility

III. **DATA EVALUATION** *(Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness)*

    a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

> For the 2009-10 academic year, the CalWORKs Program served forty-two students— up 8% over the previous year. Support services include individualized counseling, case management, priority registration, assistance purchasing textbooks and supplies, transportation and child care costs, campus work-study, personal development and parenting workshops, a computer/study lab, as well as an annual holiday gift drive and regional CARE/CalWORKs retreat. Students are often referred to campus and community programs ranging from career development to academic labs and county housing programs to Legal Aide. Developing the students' ability to advocate for themselves is critical; staff offer support, guidance and intervention, when necessary.

    b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

> N/A

    c. Referring to the Productivity data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale. (Productivity is WSCH divided by FTE. The College's general target productivity will be recommended by the Budget Planning Committee.)

> N/A

IV. **STUDENT SUCCESS EVALUATION AND ANALYSIS** *(Data resources: Educational Master Plan; "Success Rates," "Dimension" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records)*

      a. Considering the overall "Success" and "Retention" data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

> The program served thirty-five students Fall 2009. Sixty percent or twenty-one students continued Spring 2010. This is down -9% from Spring to Fall 2009: three students (11.5%) completed their educational goal and transferred to four-year institutions; five students either opted out (11.5%) or were no longer eligible (8%) for services.
>
> Students completed the Fall 2009 term with the following grade point averages: 14.4% - 4.00; 22.8% - 3.00+; 34.2% - 2.00+; and 22.8% had less than a 2.00 gpa. All but six students completed the semester with a 2.00 **cumulative** grade point average or higher. This is an improvement from Fall 2008: students competing the term with a 4.00 gpa increased 4%; fewer students withdrew (down -4%); and more students ended the Fall 2009 term with at least a 2.00 gpa—up 10%. Increased accountability in student-program engagement and tying services to academic success may account for this shift.
>
> To enhance retention and student success, the program will seek to develop tutorial services and/or study groups; individually discuss study and time management strategies with students during their semester 'Needs Assessment,' and in individual counseling sessions.

      b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

> Programmatically, we seek to create an environment that is welcoming, warm, inclusive and responsive to students' needs. The CalWORKs program serves a diverse group of students, primarily women, of various language, race, ethnic, age and abilities. Students have an opportunity to meet and interact at monthly workshops as well as the annual regional retreat. As a result, students form supportive relationships, share information, and assist one another with academic and personal needs. Program staff make attempts to seek facilitators that mirror the population of its students; and model collaborative behavior across the various cohorts.
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> During the Fall 2009 semester, all but nine of the thirty-five students served completed with a semester 2.00 or higher grade point average (see IVa.): Black (2), Latino (3) and White (4) students. Two students (1 Black, 1 Latina) withdrew. Staff will continue to review disaggregate data to ensure that we are serving all students equitability.

V. **REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS** *(Data Resources: Educational Master Plan; "Dimension: Retention and Success" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records)*

      a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Students are satisfied with programs services and staff. Survey responses increased significantly providing confirmation that adjustments to services and/or service delivery enhanced program outcomes during this assessment cycle.	Close collaboration with EOPS/CARE and Child Development Center staff provide additional staff contact for CalWORKs students. A shared vision/message emphasizes student accountability, and promotes student success.
Weaknesses	Limited staffing slows program development, particularly in the area of work preparedness. Case management component is challenging given current staff availability.	Current hiring frost prevents employment of hourly program services coordinator to assist with case management and other program goals.
Opportunities	One-time ARRA funding allows program to increase work-study participants/hours and fund a job developer.	Hourly counseling support has been identified to develop training program and begin foundation work for community partnerships regarding off-campus work-study sites.
Threats	Increased student demand may compromise program's ability to maintain expansion of CalWORKs work-study program; and work-preparedness training component. Current staffing levels make it difficult to support development of off-campus work sites.	Implementation of proposed budget cuts may prove devastating to community college programs. Anticipated changes to Human Services Agency implementing guidelines (July 2011) will have significant implications for students and their ability to pursue educational goals longer than 12-24 months.

    b.   If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

N/A

VI. **Action Steps and Outcomes** *(Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan)*

    a.   Identify the program's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

2010-11 program action steps include:
- Increase number of CalWORKs students
- Develop and institute workplace readiness training
- Collaborate with sister campuses to advocate for Human Services Agency to develop voucher system with college bookstores for approved CalWORKs students.
- Develop tutorial program
- Investigate development of off-campus work-study sites

    b.   Briefly explain, specifically, how the program's action steps relate to the Educational Master Plan.

> Program action steps are designed to enhance student success through student engagement, individualized and responsive service delivery, thereby increasing student retention, course completion, degree and certificate earnings.

     c.   Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.

> - Increase in number of CalWORKs students
> - Workplace readiness trainings conducted
> - Work-study contact implemented
> - Plan for off-campus work-sites developed
> - Tutorial program established

VII. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** *(Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

     a.   In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

           Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
1 Half-time counselor to replace existing position of retiring counselor.	Allows continuity of program services; assists in meeting the required college match. Increased outreach; case management services.	Personalized, consistent counseling contact reinforces SLOs; and is critical to success of CalWORKs students. Also assists with case management services mandated in program guidelines.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

     b.   For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted	If applicable, <u>briefly</u> indicate how

	and Expected Impact if Not Granted	the requested resources will link to achieving department action steps based on SLO assessment.
Item: Input text here. **Number:** Input text here. **Vendor:** Input text here. **Unit price:** Input text here. **Total Cost:** Input text here. **Status*:** Input text here.	Input text here.	Input text here.

* Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. **Course Outlines** *(Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)*

        a.   By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Updated	Six-year Update Due
Input text here.	Input text here.	Input text here.

IX. **Advisory and Consultation Team (ACT)**

        a.   Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the Program Review and Planning report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

N/A

        b.   Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

N/A

Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.

Date of evaluation: April 1, 2010

Please list the department's Program Review and Planning report team:

Primary program contact person: Danita Scott-Taylor; x6155 or scott@smccd.edu
Full-time faculty: Kitty Brown (15% CalWORKs counselor)
Part-time faculty:
Administrators: Danita Scott-Taylor; Director, Student Support Services
Classified staff:
Student Assistants:

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Faculty's and staff signatures   *Date*

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Dean's signature   *Date*