

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: CSM CalWORKs

1. BRIEF DESCRIPTION OF PROGRAM:

- 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.

2. Based on data from *Core Program and Student Success Indicators* (provided by PRIE for programs offering courses), information you have collected about student users, data about the numbers of student users, results of student satisfaction surveys, and the goals stated in your most recent Program Review, please identify any key successes and challenges.

- 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), 100% of the students surveyed rated the services that they received and their overall satisfaction with the program staff as excellent or very good. 87.5% of students said that their participation in the CalWORKs program significantly helped them stay in school while 12.5% said that the CalWORKs program helped them moderately stay in school. However, when commenting on how we could improve our services students mentioned tutoring services, paying for child care, and more transportation gas cards. The two latter services show the difficulty students are experiencing with the cuts to their county services.
- In Fall 2010, we served 24 students and in Spring 2011 we served 28 students, from this group we have 13 students continued at CSM to complete their educational goals. 3

students transferred to our sister colleges for majors not offered by the College of San Mateo, 6 students met their educational goal, 3 students who did not return due to CalWORKs County status and 6 students who did not return for various personal reasons.

- In Fall 2011, we served 34 students and this Spring we are serving 32 students. As we continue to increase the number of students we serve, we know that we must also be able to continue to provide key services that students need to succeed with limited funding. The program is developing connections with the County CalWORKs program for information on additional services for students. We are also developing structured tutorial services and lobbying for increased staffing to help with case management services for students.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

- Our stated goal to accomplish for the 2011-12 academic year was to create a partnership with the Human Services Agency that would allow for a county representative to meet with students on campus here at the College of San Mateo. We have created a closer partnership, but unfortunately they do not have the staffing to have a representative meet with students on campus. Even without this support, County staff have been more available to the CalWORKs director in order to advocate for student's rights and needs to County benefits.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

- We notice that our students have many barriers to successful education and we provide many supportive services, however, even with the Parenting and Life Skills workshops that we conduct, we have noticed that we may need to offer a week long training that focuses on growth, development, self-efficacy, and intrinsic desire to succeed when supports are gone. Many of our students are facing the drastic cuts to the welfare system in California and may not be able to afford food or rent. We would like to provide some training and support that will equip them with internal skills and strategies that will strengthen them enough to continue with their educational goals.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

- Without support staff or designated counseling for CalWORKs students, case management has been difficult. I will be partnering with other support programs to request funding for support staff. We will also be utilizing new programming that will be offered through the Learning Center i.e. tutoring and mentoring for students.

6. STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

- a. Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

- SLO: Inform students about campus and community resources. 94% of all students felt that the CSM CalWORKs program helped them greatly or often to learn about campus and community resources.

7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

(Data resources: Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; College Index, 2008/9-2011/12; GE-SLOs; SLOs; other institutional data; 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 (if applicable)	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. If not granted, student contact and case management may be neglected and we may not be able to retain or encourage students enough through difficult life struggles to continue with school .	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.
1 Part-time Program Services Coordinator	Program Coordinator can help director and counselor identify students who need more assistance and intrusive case management services; provide outreach services for students who may not be familiar with the program.	Being proactive in communicating with students may help offer tools and strategies to benefit their success while they are in school. Often times, students seek services when it is too late to prevent negative consequences.

- b. For instructional resources or program 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 (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your dean. Please list by priority.

Resources 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.
Item: N/A Number: Vendor: Unit price: Total Cost: Status*:	N/A	N/A

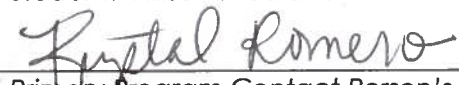

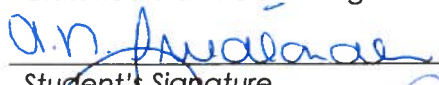
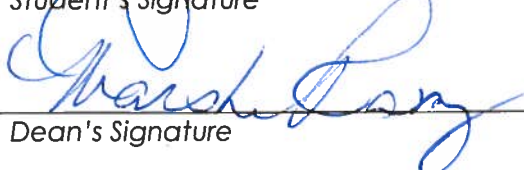
*Status = New, Upgrade, Replacement, Maintenance or Repair.

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this Annual Update for Program Review and Planning evaluation:

Please list the department's Annual Update for Program Review and Planning report team as appropriate:

Primary program contact person: Krystal Romero
Phone and email address: (650) 378-7223
Full-time faculty: Sylvia Aguirre-Alberto
Part-time faculty: Tami Hom
Administrators: Marsha Ramezane
Classified staff: Thanh Pitetta
Student: Allison Friedlander

		3/27/12
Primary Program Contact Person's Signature		Date
		3-26-12
Full-time Faculty's Signature		Date
Part-time Faculty's Signature	(as appropriate)	Date
Classified Staff Person's Signature	(as appropriate)	Date
		3/26/12
Student's Signature	(as appropriate)	Date
		3/26/12
Dean's Signature		Date

