

PROGRAM REVIEW Fall 2021

Program: CalWORKs

Division: Student Services

Date: November 1, 2021

Writer(s): Amanda Ingold

SLO/SAO Point-Person: Amanda Ingold

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
<i>CalWORKs, Foster youth, and Homeless youth are comprised of a disproportionately higher number of students of color. Programming was guided by methods that require a more culturally responsive approach to services provided that would constitute effective support. It is necessary for staffing of these programs to continuously improve upon the methods used to support these student populations through professional development participation. With that said, many of the program accomplishments discussed will (and must) align with the equity measures stated in the college mission, master plan and presidential taskforce initiatives.</i>			
1. Utilization of Foster Youth ("Guardian Scholars") and Homeless Youth ("Housing Scholars") Canvas courses to outreach and increase access to support and resources for these student populations. *These are targeted student groups identified within the student Equity plan	X	X	X
2. Utilization of virtual services such as counseling appointments, intake, and follow up had a positive impact on these student populations who lack access to transportation, have little time within their schedule or have a long commute to campus. As a result, virtual services will remain an option for these students if coming to campus for in person services would create more of a barrier to their academic success. This increased access for all student groups	X	X	X
3. Targeted follow up with CalWORKs students throughout the semester to maintain compliance with county and program regulations. This has helped to retain our students from one semester to the next.	X	X	X

4. Access to create a landing page for foster youth who plan to attend Las Positas College. This will provide greater outreach opportunities for foster youth and foster parents to navigate services specific to foster youth and the ability to reach out directly to the foster youth liaison for support	X	X	X
5. Continued efforts to support foster youth and homeless youth with completion of the admissions application, FAFSA application, enrollment and other services foster youth are eligible to receive	X	X	X
6. Creation of improved tracking in Canvas and development of student database to ensure CalWORKs students have the greatest level of support	X	X	X
7. Continuous updates of the comprehensive student resource guide, providing resources to external support services for all students on our campus, including but not limited to: CalFresh benefits, housing resources, COVID-19 resources, legal services, immigration services, veterans' resources, etc.	X	X	X

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1. The pandemic has remained a significant challenge, particularly for our CalWORKs students who all have dependent children. Access to childcare has been limited and school closures created an additional barrier for our students who have to manage their school work, their children's learning environment, and maintaining compliance with county regulations	X	X	
2. Limited work study opportunities for students to work remotely for our campus is an additional	X	X	

barrier. The work study program provides added income that is considered exempt according to CalWORKs regulations. This was a missed opportunity that could have been beneficial to our students as well as to the campus.			
3. Limited access to technology with campus closures for all three student populations (CalWORKs, foster and homeless youth) had long-term effects in our virtual environment. Delays in obtaining access to technology caused some of our students to drop their courses and not return to campus. More significant was lack of internet connection regardless of access to technology. The response to support these students from county social services departments amidst the pandemic was also limited or delayed and created an additional barrier that had long term consequences as well.	X	X	X
4. CalWORKs student headcount continue to drop across the state and this was also reflected in our program numbers, although the added support of virtual services did prevent a larger than anticipated decrease in program participants, which were occurring in years prior to virtual options to access student support services.	X	X	
5. The greatest challenge is the limited staffing in serving these students, who require greater levels of support and case management. It is difficult to provide effective and intrusive supportive services that are consistent or sustainable. This is a common challenge across many community college programs because designated foster and homeless liaisons are mandated by the state but are not provided funding to hire additional support staff or student workers. The coordinator splits her time between CalWORKs students and homeless/foster youth on campus. This allows for very limited distribution of time for all three groups and can only allow supportive services that fit within the time available. The CalWORKs counselor assistant provided minimal support specifically for Foster/Homeless Youth due to her time being split between the CalWORKs, EOPS, and CARE programs. Ideally, a student-led support	X	X	X

network would be the best opportunity for homeless and foster youth if funds for student assistants were available.			
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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
Recruitment strategies to increase CalWORKs student headcount		X	X	X
Broaden use of Canvas course tools and other technology to increase student engagement (CalWORKs/Foster/Homeless)		X	X	
Research/develop strategies to connect CalWORKs students to opportunities within their aspired career goals	X			X
Collaboration with CalWORKs county social services departments and other community college CalWORKs departments within our service area		X		X
Continuous review of programming to increase efficiency and efficacy of student support services		X	X	X
Campus collaborations to build a network of support for CalWORKs, foster youth, and homeless students		X	X	X

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

____N/A

Campus system or Committee	How has it benefitted your students?
Student Equity & Achievement Committee	Greater understanding of equity initiatives and the opportunity to speak into decisions that ultimately would impact students served within my area. - can learn of other strategies on campus and build connections with other employees working to create more equitable practices
IPEC	System overview to see what works and what doesn't. To better understand the direction of the campus. An opportunity to look at the bigger picture and align my programming to the

	institution as well as speak into ways the institution can support my students.
White Allyship	Reflect on ways I perpetuate systemic racism in my actions or inactions and how I can better understand and reflect on what I can do to disrupt exclusionary practices. Opportunity for honest conversations with others whose aim is to become better allies and cultivate a more culturally-responsive, student centered campus.
Classified Senate	Greater understanding of the inner workings of Las Positas College and more broadly, institutions of higher education. Develop as a leader. Work collaboratively with other Classified Professionals.
Guided Pathways Steering Committee	Participation to ensure my students are represented in the ideas, discussion and planning for GP framework
ConnectUp	Very brief participation with time constraints. Wanted to hear, collaborate on how to create institutionalization of policy/practices to better serve black student population.
Presidential Taskforce	Participate in discussion on ways to transform the campus to support black students

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	
What did you learn?	
How will you use the feedback?	

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if

your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- Did your program meet its program-set standard for successful course completion?
___yes ___no
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.
_____YES _____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES _____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

Through interaction with the CalWORKs program, student will be able to clarify their educational and career goals.

CalWORKs student face additional barriers that the overall student population does not commonly experience (single parenting, living in poverty, etc.). Increased engagement is important to help these students become academically successful but the demands

they face outside the classroom requires additional levels of care and support from our program. Participation was important to the students' academic success because their ability to participate in school was dependent upon maintaining compliance with county CalWORKs regulations. Increased participation resulted in required county documentation being submitted on time, required appointments completed, and greater access and utilization of additional student supportive services offered through the CalWORKs program.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

Easier access (virtual/online) and increased communication through a canvas course led to timely completion of programmatic and county requirements, resulting in maintaining compliance with county regulations, which allowed students to continue in their education.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

We discovered, through data pulled from the CalWORKs canvas course, that students with higher levels of participation ("page views" and "participations") were less likely to fall out of compliance with the county. We also noticed higher levels of participation coincided with greater access and use of campus/community resources, timely submission of county documentation and completion of counselling/program appointments.

(5) List changes that you plan on making to improve student learning.

Students need to have a better understanding of how to complete the county documentation accurately. We were able to improve timely submission of documentation but we had to return documents for revision which caused a delay to submit them to the county.

Implementation of individual student appointments during registration periods to go over all the required county documentation for the term will be a method used to improve in this area. This review may help students to develop a better understanding of how all the documentation is interrelated and the importance of accuracy to prevent delay of county benefits.

Review of county documentation during student orientation workshops hosted each semester for repeated exposure will also be implemented as part of the improvement plan

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

The assessment process remains the same to determine if the strategies listed to improve student learning have any positive impact.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

Challenges are primarily due to external factors for students and programming will continue to evolve in order to fit the needs of the students and the barriers they may be experiencing in relation to changes in county regulations, campus policies or other factors.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES ____X____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Best worded program review. "Reflect", "improve student learning" etc. The language used made serving student more an action of caring rather than how to produce a better "product". I very much appreciate the revised language for those who worked on it this year.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

_____YES _____No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

_____YES _____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES _____No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____YES _____No

2) Does this program represent a training need that is not duplicated in the college's service area?

_____YES _____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

_____YES _____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

_____YES _____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?