

PROGRAM REVIEW Fall 2022

Program: CalWORKS

Division: Student Services

Date: November 1, 2022

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 We converted all county documentation to fillable/signable forms through Adobe sign. This created an easier process for students to complete their documentation and submit to the Coordinator without the extra work of printing, saving, and/or uploading documentation and then submitting it through the CalWORKs canvas course assignments.
2 Developed standardized EOPS/CARE & CalWORKs collaborations with scheduled meetings for the upcoming year, and shared space to maintain documentation and other meeting related notes, procedures, etc.
3 Finalized standardized group collaboration for proper referrals and related documentation for Unaccompanied Homeless Youth Determinations. Created Outlook Homeless Determinations groups where all files, email discussions, etc. are stored and accessible to all Financial Aid staff involved in the homeless determinations process.
4 Reorganization of office space with plans to create a student specific space supplying snacks, school supplies, etc.
5 Maintained in-person and virtual services to students based on student need
6 We were able to hire a Counselor Assistant for the CalWORKs program, which frees up time for the Coordinator to begin working on programmatic goals outside the scope of case management services to students.
7 Michelle Zapata, our CalWORKs counselor, created a canvas course on workforce development for our CalWORKs students. We look forward to utilizing the modules she created to support students in identifying and clarifying their career goals (see SAO).

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____N/A

Challenges/Pain Points/Needs
1. Continued difficulties with student headcount due to impacts of the pandemic. Our student population was greatly impacted by the lack of childcare services, county restrictions, and other impacts of the pandemic in relation to county required student activities. The county did offer student exemptions, which did not require CalWORKs students to attend or complete any county required activities, so many students dropped courses.
2.The CalWORKs program was short staffed for most of the year, with hiring of a new CalWORKs Counselor Assistant mid-March. The CalWORKs Coordinator took on the responsibilities of the Counselor Assistant in the meantime, and due to higher workload, had to minimize the level of additive programming for our students in order to ensure county required documentation mandates were the priority.
3.We maintained seamless communication with campus transitions back to more in person services. A reevaluation of best practices will need to occur for continued use of both virtual and in-person support and more in-person offerings become available.
4.As the transition to in-person support began, CalWORKs students have yet to utilize childcare services provided by the county, which impacts students' ability to attend in-person classes or provide uninterrupted time to study.
5.
6.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____N/A

We were able to create a higher level of accessibility for students to contact our program area staff through virtual and in-person services. Continued use of the ConexEd live chat and drop in lobby remain successful with continued efforts to maintain both virtual and in-person support based on students' needs. Continued success with Adobe Sign to complete county required documentation. The Canvas CalWORKs course remains useful for students to reach us, receive reminders of upcoming dates and deadlines, and send announcements with important county and campus updates. Canvas course data has also been useful for reflection on programming and as a means to improve future programming.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

The CalWORKs program provides high levels of case management and comprehensive support for our students who are identified as an underserved student population. We work to continue analysis of how to develop professionally to support the various needs of students impacted by low socioeconomic status. Our program strives to create an environment that is equitable by creating a sense of belonging through student advocacy, designated program space and other supportive services. We make efforts to create an environment that is learning-centered and inclusive through student-led feedback models for continuous program improvement.

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
Increase student supportive technology within our office suite including additional student computers, a print station and continued offerings of snacks and drinks as a preventative method for students experiencing food insecurity within our program.		X	X	X
We continue to collaborate with multiple programs on campus to further student		X	X	X

support. Department collaboration with DSPS, Financial Aid, EOPS/CARE continue to be successful. We work very closely with the EOPS/CARE program in our shared office space which allows for greater support for CalWORKs, Foster and Homeless student populations. We try to create a continuum of care model for CalWORKs students to ensure they can receive support through the EOPS/CARE programs as they transition off CalWORKs cash-aid				
Recruitment of CalWORKs students in our work study program		X		
Continuous review and revision of effective case management models and/or software.		X	X	X
Analysis of a possibly combining EOPS/CARE/CalWORKs/Foster Youth/Homeless Youth Canvas course, intake & support services application and case management services			X	
Initiate collaborations with the county and other Community colleges in San Joaquin/ Contra costa			X	X

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F. 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.	Student Orientation survey
What did you learn?	In person participation is still lower than pre-pandemic numbers but the data received from students who participated was helpful for our future programming. Most students liked the county updates and the group discussion portions of our orientation.
How will you use the feedback?	This data shows that although in person events are difficult for our students to attend, they placed high importance in

	continuing to offer in-person group discussion opportunities. Based on this data we plan to offer more student orientations (6 short orientations instead of 1 large orientation) over a two week period to increase options for students with different scheduling constraints. We are changing the time frame the orientations are offered as well. Orientations were always scheduled the Friday before the start of the semester because students did not have classes that would impact their attendance. We are scheduling orientations at the end of the term (around finals week) to align with some county required deadlines co-occurring within this timeframe to see if participation is higher. We also plan to restructure the orientation topics and focus more on county specific guidelines, as noted in the orientation surveys, while also keeping in-person orientations, since survey data highlighted this as an important aspect as well.
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G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
Onboarding barriers for students	Update Class-WEB. Adobe Sign for all forms. Get rid of SARS and move to online self-scheduling through ConexEd
Interdepartmental communication	Increase streamlined processes and collaboration among campus employees through Microsoft Teams, other Microsoft features, or ConexEd, so all employees can access the most updated information

Student inreach & outreach	Centralized space for student communication, events, deadlines. Less wording on websites. Centralized communications among campus employees, departments, divisions, would also improve inreach and outreach efforts. Text/chat via ConexEd
Course flexibility	“LPC Student characteristic” data shows over 60% part-time students in 2021-2022 Academic Year. This seems to be consistent in pre-pandemic conditions. There may be other data that explains <i>why</i> most students are part-time but I think it could be useful when designing course offerings and modes of instruction to ensure the majority of our students are being provided the best options that cater to their needs. From the “LPC Student Experiences Survey” (Sp22) most students preferred online-asynchronous courses followed by in-person courses. I could not find any previous student surveys asking about preferred methods of instruction but I hope this new information is utilized to adjust courses that cater to student feedback. Maybe more flexibility with modes of instruction could positively impact our campus outcomes associated with the equity gaps that exist.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>

- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

The data shows our student numbers going down, which was expected during the pandemic. More students transitioned to a part-time unit load or less compared to previous years. This data also aligns with access to childcare many CalWORKs students experienced during the pandemic, which still has residual effects on our program population. Most of our students are continuing to prefer online coursework exclusively. Student course success rates began to realign with the data prior to the pandemic along with most other areas. One noteworthy datapoint is the percentage of students showing “A course success” rates, much higher than any year prior, but this data also showed an equally higher rate of “W course success” rates. “Face-to-face non-success” rates were much higher than previous years. This may be related to online offerings being the only available option for most courses for the past two years. The CalWORKs office will build our programming using the data to try and provide most, if not all, services to students that can be accessible both virtually and in-person.

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 are 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.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(*Departments without degrees, non-major courses, and/or other courses up for assessment*\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| ● Gender | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

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

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

The CalWORKs program experienced greater difficulty with student participation than previous years. This was primarily due to the vacant Counselor Assistant position, whose role was primarily focused on student case management and tracking. The CalWORKs Coordinator had limited time to create increased student engagement without the support of a Counselor Assistant and the outcomes related to this SAO are more a reflection of the staffing limitations. The new Counselor Assistant, who joined the program in March, will provide greater opportunity to reflect on how to enhance student engagement and improve upon clarifying students' education and career goals. We plan to look at current methods of engagement, research new methods and determine what changes should be made for better student support associated with this SAO.

* If you used other sources of data, briefly explain below.

CalWORKs Canvas course analytics and SARS dropin and student appointment reports.

4. List changes that you plan to improve outcomes in your service area.

We will look at ways to increase or modify engagement on the Canvas course to help students receive clear information on program deadlines, complete midterm appointments, receive county regulation updates, and receive reminders on county required documentation. Inquiry into other methods of communication will be researched and changes in procedural aspects of programmatic requirements will be reassessed to see if there is a better method to streamline information/processes that accommodate students' limited availability. The Coordinator will investigate other models and best practices pertaining to this area outcome to see if new practices could be implemented to best support our students. We may also assess participation and engagement through other program offerings and/or student survey data.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☒ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

_____ YES _____X_____ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

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Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
 - No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
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Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____YES _____No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____ No

Course Name & Number

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

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