

Program: CalWORKs

Division: Student Services

Date: November 1, 2023

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. **Fall 2023 is a Program Update cycle.**

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

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2022 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

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

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) 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, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**
 1. To check on the status of courses and programs to see if any updates are required
 - a. Log in to CurricUNET
 - b. Select "Course Outline Report" under "Reports/Interfaces"
 - c. Select the report as an Excel file or as HTML)
 2. If updates are needed, submit these updates to the Curriculum Committee
 3. Then, 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 during certain semesters.
 - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
 - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.
- ✓ **Review your programs to see if there are any modifications needed**
- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

Collaboration and consolidation with EOPS/CARE in the adoption of the ConexEd case management system to support our programs has been very successful. Students can self-schedule through this system as well, which has been effective in better case management overall. All counselor notes, unique student attributes, tracking of student progress, development of “milestones” aligning with program requirements, as well as divisions of programmatic requirements based on specific student cohorts within the system are just a few of the advantages to utilizing ConexEd. Students are beginning to adopt the same language seen within the case management system, a reflection of program clarity and successful completion of various programmatic components.

The CalWORKs program has continued to consolidate processes, software, case management procedures, budgets, and other programmatic services with the EOPS/CARE programs to continue to build upon program efficiency and enhancing/streamlining services to our students.

The CalWORKs program, along with the EOPS/CARE program, were able to hire a Counselor Assistant I as well as an adjunct counselor to enhance support in our office. This has made a significant impact on the services we are capable of offering to students within our programs.

There has been an increase in CalWORKs unduplicated student headcount due to external, economic impacts resulting from the pandemic. The CalWORKs team has leveraged the ConexEd case management system to accommodate the increase in our student headcount to generate greater efficiency, ease of access for students, and better workflows for students to complete various county required documentation each month.

With the hiring of the new Student Resource Manager, the CalWORKs Coordinator was able to off-load the various responsibilities associated with homeless youth determinations and the campus student resource guide. This has provided a greater opportunity to focus on CalWORKs and current/former foster youth more effectively.

The CalWORKs program received unrestricted funds for participation in a pilot program. These funds were used to complete multiple projects for office improvements among the EOPS/CARE, and CalWORKs programs. We were able to reorganization and improve some of our office furnishings and storage units but the largest portion of these funds were used for our artwork display project. We posted an announcement requesting personal artwork created by students within our special programs’ office (EOPS/CARE/CalWORKs/Foster & Homeless Youth). We were able to purchase frames to display the artwork and we plan to integrate the artwork alongside our future office enhancements discussed in question three.

Recruitment and outreach to new/prospective CalWORKs students remains a challenge. Our most successful strategy has been in partnership and relationships with the county department of social services and the student’s county assigned CalWORKs case worker.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

We were able to reach out to more students and provide increased follow-up services support student retention (Comprehensive SEPs, meeting CalWORKs monthly documentation deadlines, completing midsemester appointments, etc.). This was largely due to CalWORKs and EOPS/CARE program consolidation, the hiring of a Counselor Assistant and an adjunct counselor. These services help to improve outcomes tied to our CalWORKs SAO “Through interaction with the CalWORKs program, students will be able to clarify their educational and career goals”.

In terms of equity, the CalWORKs program has always followed an intensive case management model, similar to the Chancellors Office Guided Pathways framework. We are able to build a sense of belonging for our student population, support accountability in terms of meeting CalWORKs county regulations, and provide preventative measures to support successful degree and course completion for our students. We utilize student data as well as student voice to guide our programming and constantly work to improve our programming and services to meets the current needs of our students.

3. Got anything new planned for 23-24?

We hope to enhance the physical space within our office suite to create a more student-centered environment. We want our office space to feel like a second home to our students and we are hopeful a reconfiguration to increase the space dedicated to students will provide an increased sense of belonging, which inevitably leads to greater academic outcomes.

Continued participation in local, regional and state-wide professional development opportunities that specifically align to supporting our student populations will continue.

Continued improvements in program efficiency to maximize the time CalWORKs staff have available to develop and improve programming is a priority. This is primarily tied to program consolidation work that still remains to merge EOPS/CARE and CalWORKs services for more succinct practices.

An in-depth review of the onboarding process as well as semesterly student orientations/workshops will be a primary focus of the CalWORKs program this upcoming year as well. Building strong relationships with our student cohort when they first arrive as well as successful transition from one semester to the next are critical factors to their overall success. Building out a strong onboarding process and comprehensive check-ins prior to each new term will need to be assessed and improved upon in the upcoming academic year.

CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.
2. What is the median income for occupations within your program?

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
 - i. _____ YES _____ No
2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

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.

C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?