# Comprehensive Review for CalWORKs (Student Services)
# Fall 2012

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

*For units/programs who offer courses:*

## Success/Retention Analysis

Summarize your unit/program's success/retention data and trends**, *including an equity analysis*.**
The CalWORKs program assessed eight subgroups –African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, White, other/undeclared- success and retention trends from spring 2010 to spring 2012. Students in the program displayed an overall success rate of 64.5%.There was a variation 11% rate between the highest success rate in fall 2011(71%) and the lowest rate in fall 2012 (60%).

With respect to equity, Asian students achieved a higher overall success rate (91%) in comparison with African American students (59%). Asian success rate outpaced African American students by an average of 32.5% from spring 2010 to fall 2012.

In terms of term-to-term retention,   CalWORKs students had an average of 72% retention rate from spring 2010 –fall 2010 (72%) and spring 2012-fall 2012 (69%).

With respect to equity, Asian students achieved overall the highest retention rate (85%) in comparison with African American student's rate (67%). Asian student's retention rate outpaced African American student by an average of 18.62% from spring 2010 to fall 2012.

## Curriculum Update

Summarize the status of your curriculum including an analysis of the status of your COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, sequencing, and time to completion.

## Course Offering Analysis

Analyze your course/section offerings and trends, and report any new course or program plans.

*For programs with advisory boards:*

## Advisory Board Update

Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.

*For all programs:*

## Customer Satisfaction

No survey has been conducted.

## Assessment Summary

Summarize your PSLO/CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

Objective 1:
Improve Mid-Semester Progress Report (MSPR)

Summary for objective 1:
Since 2009, annual reviews focused on increasing the percentage of on-time submission of mid-semester progress reports (MSPR). The submission process has had variations throughout the years of due dates, and how frequently in the semester.  The program has an open- entry/open-exit enrollment process, so unfortunately the program doesn't have the capacity to accurately submission rates. As a result, we have changed the report due date to be only a month after the student has competed the orientation with our program, as appose to the midpoint in the semester. This change will allow the program to foster faculty/student contact.

Objective 2:
Improve monthly attendance report submission for CalWORKs students

Summary for objective 2:
In 2011-2012, the program focused on the improvement of the monthly attendance report submission, to insure county "work participation hours" were met.

Monthly attendance report submission is a county requirement in order to track weekly "work participation hours". The requirement allows students to provide monthly documentation of activities and stay in compliance with county requirements. Initially, we had established a daily check-in system, where students checked-in a daily basis, but due to campus construction and lack of space, this was not a

sustainable plan. As a result in fall 2012, we started to verify student enrollment; the information provided to the county was based on information on the InSite Portal.

We will continue to emphasize academic progress via MSPR and attendance report; however, we will expand our focus to include career skill development and self-advocacy. We hope that, with new SLOs, students will gain employable skills, and learn how to utilize advocacy resources.

Changes to PSLOs:
After working on academic progress analysis, and student submission rates for 7 semesters, the program will change its focus to career skill development.  The program will move towards the development of a professional resume, demonstrate how to interview effectively, and how to self-advocate.

## Staffing Structure

Analyze your unit/program's staffing structure including 3 year FTE trend data.
The CalWORKs program currently employs 1 full-time staff person, one PT counselor, and 2 student assistants. In 2009 and 2010, the program went through staff changes, and during this time the program had a 75% time coordinator. Since summer 2011 the program has had a permanent full-time coordinator and as a result it has helped with the resources and services momentum available to students.

## Budget Analysis

Summarize your unit/program's budget analysis including 3 year budget trend data.

The CalWORKs program is responsible for four different types of funds: CalWORKs work-study, childcare, coordination (State funds) and Temporary Assistance for Needy Families (TANF) (Federal funds). For the past 3 years, we have seen the trend of an increase allocation of funds for state and federal monies. Historically the Chancellor's office guarantees 95% of the budget from the previous year to current year allocation. In 2009-2010, we saw a 21% increase; 2010-2011 there was a 3.52% increase.

Funds allocated for work-study and childcare are restricted to employment and in house childcare services. The LMC CalWORKs program does not receive many requests for childcare funds; as a result, most of these funds are transferred in to the coordination funds, allowing more additional services, such as-- increased counseling hours, one-on-one tutoring, a book-lending library.

## Facilities

Report on your unit/program's current and future use of facilities.

At the end of spring 2012, the EOPS, CARE and CalWORKs programs moved in to a temporary space in room CC 256, which is a smaller office area.  Based on information shared by EOPS staff, there was a study conducted in 2008 documenting that need for an expanded reception are, given the fact that 3

programs share a common reception area. Having removed to temporary space, this issue has become more acute.

In terms of office and workspace, the CalWORKs has an office for a full-time coordinator, a shared office for a part-time counselor, and a shared workstation for student assistants. Since the move at the end of spring 2012, the PT counselor has seen challenges with office space/lack of office space counseling. One challenge that remains is that of accommodating and scheduling PT counselors of 4 different programs and insuring that there is no schedule conflict.

In addition, every semester the program schedules several large scale orientations with groups of 50-100 students, as well a conduct several smaller orientations. Both of these set ups required a "smart" set up for a PPT presentation.

## Equipment and Technology

Report on your unit/program's current technology and equipment infrastructure.

The program owns a desktop computer and a small printer, and shared 2 hi-volume printers with EOPS and CARE office. CalWORKs student assistants use desk-top that is dated with a slow processor.

Since the office has been moved to a temporary space, the areas available for filling and storage of archived files has been eliminated. The CalWORKs and EOPS office have been working with the District Office implement an electronic filing system. The programs will be purchase software and licensing by April 2013.

The program owns a small printer; however, it is not working properly.

The program recently purchased a "presenter" for PPT presentations.

## Professional Development

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members, and analyze your future professional development needs.

There have been several professional development opportunities. The CalWORKs coordinator, counselor, and EOPS/CARE/CalWORKs director attended the CalWORKs State Training hosted by the CalWORKs Association in spring of 2012. In addition, staff will be attending the association training this April 2013.

The coordinator has participated in numerous trainings hosted by the CalWORKs Association. During fall of 2011 and 2012, the coordinator attended the "New Directors/Coordinators Training" hosted by the Chancellor's Office CalWORKs program covering program requirements, regulations, and expenditure procedures. In fall of 2012, the coordinator completed webinars focused on state chancellor's new

accounting process, the Student Services Automated Reporting for Community Colleges (SSARC) funds reporting system.

In the future, some of the professional development opportunities that the staff will engage in are: grant writing, and project management workshops.

## Collaboration

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services.

During the fall of 2012, CalWORKs was the lead between the collaboration with PTEC, and Career Center in conducting mock interviews sessions for CalWORKs students. These mock interviews had been conducted in the past; however, due to staff transition this activity had not been offer to students in over two years.

In addition, the CalWORKs program collaborates with the EOPS and CARE program for program referrals, in order to assist students maximize the resources available to them. In addition, the programs regularly meet to review business practices, so as to elimination or prevent the duplication of services and develop more student-friendly practices.

The CalWORKs program also collaborates with the bookstore to insure continuing and new CalWORKs students have met the program coordinator each semester prior to obtain books and supplies, administered on behalf of the CalWORKs county office. This is a check-and-balance system that allows the bookstore to referrer any student receiving county vouchers to the LMC program in order to provide them with a full range of services and resources at the beginning of the semester, rather than at the end.

The program also developed collaboration between the math lab and CalWORKs program. The collaboration is around tutoring services for CalWORKs students. The lab is responsible for daily overseeing and managing tutors and schedules, and the CalWORKs program is responsible for funding the positions.

The program also collaborated with the Student Success Initiative in the planning and implementation of the Orientation to College and Career events in the fall 2012.

CalWORKs also collaborates with the Employment Center, bookstore, EOPS office, buildings and grounds, math lab, DSPS, student life and the library by providing them a subsidy (between 50%-75%) for employing CalWORKs work-study students.

## **Annual Review Update Analysis**

Analyze your annual reviews (objectives and improvements) over the past 4 years and respond to the feedback from last year's review.

Feedback-mission statement needs it be expanded. It reads more as a description than as a mission statement.

Response: The CalWORKs program provides a variety of services to eligible county CalWORKs recipients including work-study, childcare, life-skills workshops, and career counseling. The programs mission is to provide comprehensive academic resources to support student's academics and work ready-skills that enable them with the transition from the welfare system to long-term self-sufficiency.

During the last 4 years our annual reviews have focused on increasing the percentage of on-time submission the of mid-semester progress reports (MSPR). There have been different variations of submission timeline, and the frequency in which student turn it in. Since the fall 2011, students have turned in only one report during the semester. Although, the MSPR is a great tool that helps students network with faculty, the program has found since CalWORKs has an open-entry/open-exit enrollment process, it's been difficult to hold students to the same expectations as someone who started the program toward the middle or end of the semester. Unfortunately, at this time the office does not have the capacity to properly track and report the on-time submission rate. What we have found between fall 2011 and fall 2012 is that the submission rate range from 36% to 61%. However, the most accurate data was produced in spring 2012 and fall 2012, with 36% and 50% accordingly. We have tried different strategies to increase the submission rate, including emphasizing the benefits of networking through the completion of a MSPR, email reminders, additionally we have added information on the LMC CalWORKs *Facebook* page as a reminder. Even with all these efforts, we have not been able to maintain a consistent submission rate of at least 60%.

The CalWORKs and EOPS programs have utilized the MSPR as a tool for students; however CalWORKs does not have the capacity to issue negative consequences like EOPS. As a result, we found that students are not motivated to comply with this program requirement.

In our previous review, the program also focused on monthly attendance report submission. Monthly attendance report submission is a county requirement in order to track weekly "work participation hours". The requirement allows students to stay in compliance with county requirements in order to fully utilize county resources and services.

Initially, the program had established a daily check-in system, where students checked-in on a daily basis. Due to campus construction and lack of space to set-up a check-in station where students had open access this plan was not sustainable. As a result in fall 2012, we started to verify student enrollment; the information provided to the county was based on information on the InSite Portal and student monthly class schedule print out. This allows students to meet their requirement, and allows the program to utilize campus resources that are already in place, which will lead to sustainability of this process.

In fall 2011 the submission rate for attendance report for the semester was 39%. In spring 2012 the submission rate for the semester was 50%. In the fall 2012 the submission rate was 41%. The resources

the program has established to help students meet this requirement are: handout with due dates, email reminders, posts on the LMC CalWORKs Facebook page. Additionally, county workers also remind students to submit these reports on time in order not to have a break of county supportive services.

As a result we have made the following changes:
- Moved MSPR due date from third to second month in the semester, and adjust it as new students come in to program
- Increased emphasis on value of MSPR performance
- Created Facebook page for communicating program information
- Verification of enrollment vs. attendance
- Created a "dates to remember" handout

Additionally, the PSLO focus will change from monitoring student academic performance to assessing career skill development and self-advocacy. The specific PSLO's that will be accessing in the future are, after 2 consecutive semesters enrolled in CalWORKs will:
- Demonstrate the ability to develop a professional resume
- Define and demonstrate techniques of effective interviewing
- Demonstrate the ability to self0advocate and how to navigate the process

## Strategic Priorities

Describe which strategic priorities (District or college) you feel are most applicable to your unit/program and how your unit/program plans to participate in supporting these priorities.

The CalWORKs program has established resources which contribute to the college strategic priorities. These resources are: a mid-semester progress report (MSPR), tutoring, counseling, and educational plan requirement in the first semester. MSPR allows students and encourages faculty and student engagement.  This tool is in place to help college persistence and completion of courses. Additionally, if students fall below a "C", they are required to meet with a counselor to develop an intervention plan. As an effort to increase and accelerate student completion, at the beginning of the semester, each student is required to develop an educational plan where they have selected an academic goal: transfer, AA/AS, or certificate. All students set this academic goal at an early stage in their education. This allows the student to work towards a goal and stay on track. In addition, they are required to meet with a counselor once a semester to insure they are on the right track.

We have offered tutoring to assist students in basic skills courses. The program works closely with the math lab to secure CalWORKs tutoring for math 12, 25, 30, and 34.  The resource is available to any CalWORKs active student.

Given that 37% of CalWORKs students are African American, the different resources available to the students are set in place to assist the group as a whole with completion, retention, and persistence.

## Long Term Goals

Using the above analysis, develop longer-term (5 year) goals that you plan on addressing in your annual unit/program review updates (3 – 5 goals recommended).

The program has set 3 new goals that will be addressed in the annual review.  After students have been in our program for 2 consecutive semesters:

1. Students will demonstrate the ability to develop a professional resume.
2. As potential interviewee, students will demonstrate the techniques of effective interviewing.
3. Students will demonstrate self-advocacy and knowing how to navigate the process.