L`MC Comprehensive Program Review
Student Services Units
Fall 2017
Program: _CalWORKs_____

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

1   EVALUATION/ANALYSIS (FOR ALL PROGRAMS)

1.1   ANNUAL REVIEW UPDATE ANALYSIS
Analyze your annual reviews (objectives and improvements) over the past 3 years.

To consider: Review your data and analyze major changes that have occurred in your program over the past four years. What were the contributing factors that led to these changes (i.e. demographic changes, student needs/demands, evaluation results)? Consider available data that may support trends in gender, age, ethnic breakdowns and the populations described in the Student Equity Plan (Veterans, DSPS, African American, ESL, low income students, Foster Youth). What are identified successes as a result of these changes? What needs to be improved upon? How has the effectiveness of your program and services been evaluated over the past four years?

After analyzing our CalWORKs objectives from the past 3 years, the main focus was to achieve an on-going quarterly meeting with the Contra Costa County Employment & Human Services Department (CCCEHSD) that would take place at the Los Medanos College (LMC) campus.

- **Starting in the Spring 2017 semester, LMC hosted the first collaboration meeting with CCCEHSD**
    - o Focus of the meeting;
        - ▪ Introductions between LMC CalWORKs staff and the CCCEHSD staff
        - ▪ Updates regarding LMC CalWORKs program
        - ▪ Updates regarding the process that takes place at the CCCEHSD Antioch office
        - ▪ Requirements of both CalWORKs programs
        - ▪ Communication between LMC and CCCEHSD
        - ▪ Timelines, deadlines and process of submitting the required monthly reports to the CCCEHSD Antioch office
- **LMC and CCCEHSD continue to meet on a regular semester basis**
    - o By the Fall 2017 semester,
        - ▪ LMC had established an even greater relationship with the CCCEHSD Antioch office including working with the Lead Supervisor.
        - ▪ LMC had invited both sister colleges Contra Costa College (CCC) and Diablo Valley College (DVC) along with their counterpart EHSD office to join the meeting hosted by LMC to learn about the effective partnership between LMC and the CCCEHSD office
        - ▪ New/revised effective protocols had been shared district-wide to assist sister colleges with existing processes

- Revised CalWORKs documents to better align within our entire Contra Costa Community College District (CCC, DVC and LMC)

1.2 ASSESSMENT SUMMARY

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

The CalWORKs Program continues to offer workshops for our students to assist them with creating a professional resume, mock-interviews, business etiquette and overall preparing them for entering the workforce. Students will develop and demonstrate self-advocacy skills and strategies to be able to navigate both the college system as well as the County CalWORKs Program.

1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

The Professional Development activities that are offered on an annual basis are the following:
1. **New Directors/Coordinators Training**, this is offered by the State Chancellor's Office
    a. During this training the State Chancellor's Office representatives are facilitating this training and they provide the new updated "Training Manual" to all of the attendees. Over the period of this one-week training they go over the programs policies and regulations to be able to give examples of what you can and cannot do with your program(s).
2. **CalWORKs Association Training Institute**, this is offered by the CalWORKs Association Executive Board Members
During this 3-day conference the CalWORKs staff/attendees are exposed to:
i. 'Program training' facilitated by the executive board members of the CalWORKs Association. Each member is from a different California Community College and they offer multiple workshops/sessions to share their expertise, knowledge and strategies. This allows the attendees to be able to gather information and new ideas to bring back to their campus and possibly implement existing protocols.
ii. CalWORKs Statewide Scholarship and CalWORKs Regional Scholarships are offered annually. The CalWORKs student recipients along with their family members, are invited to attend the conference as one of the days are devoted to them. During this time they're awarded with their scholarships and are able to share their testimonies with the audience.

1.4 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, and impact (directly or indirectly) on student success.

Contra Costa County Employment & Human Services;
- Established more efficient process/protocol for sharing student records
- Clarified mutual deliverables and timelines

- Schedule a "2-day Training Retreat" to review CalWORKs objectives and procedures
- Set goal to staff a CCCEHSD case-worker at Los Medanos College (LMC) weekly
- In collaboration with Contra Costa College (CCC) and Diablo Valley College (DVC), established uniform process for the content and submission of Books, Supplies and Parking Permit vouchers.
- Led and established a regular meeting cycle with CCCEHSD, with invitation extended to both CCC and DVC

LMC Child Study Center
- Established contracts to provide on-campus childcare
- Established student job placements and internships

LMC Employment Center and LMC Bookstore
- Established student job placements

LMC Employment Center and LMC Child Study Center
- Established student job placements

LMC Employment Center and Police Services
- Established student job placements

LMC Employment Center and Student Success and Retention Programs
- Established student job placements

Process Technology Department
- Contracted with PTEC Faculty member Jim Martin to provide soft-skills training

School of Etiquette
- Contracted with Tina Hayes to provide etiquette training

Los Medanos College Bookstore and CCCEHSD
- Vouchers are submitted to Bookstore
- Bookstore invoices the County Office for reimbursement

2 LONG TERM GOALS (HOW TO GET THERE)

2.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success.	1. ACCESS: increase access through enrollment of students currently underserved in our community.
2. Strengthen community engagement and partnerships.	2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.
3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.
4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.

5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Develop a standardized intake process that can be utilized by the LMC CalWORKs Office & the County CalWORKs Office.	2. Strengthen community engagement and partnerships.	2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.
Goal 2: Increase the number of CalWORKs students that receive their textbooks on the first day of school.		4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.
Goal 3: To minimize the LMC CalWORKs intake documents & to revise the forms to be completed on an annual (academic year) basis, rather than each semester.		
Goal 4:		
Goal 5:		

To consider: If applicable, describe how these goals are designed to increase student engagement in 3SP and equitable student outcomes.

2.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

Describe existing level of staffing for each program or service: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?

Does the existing level of staffing impact available hours of service? The ability to provide a full-level of service? If additional staff are needed, identify how your program/service would benefit (i.e. what additional services could be offered, longer business hours, etc.) and how additional staffing would support long term goals.

Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Objective - Reference #**	
Department/Unit Name		**Position Name/Classification**	**FTE**
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	
Justification:			

2.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

Describe how your program/service is structured within your existing space. For example, where is it located in relationship to other services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.

Describe the current equipment/technology needs for your program/service, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your program and/or service?

Operating Resource Request		
Department/Unit Goal - Reference #	**Strategic Objective - Reference #**	
Department/Unit Name	**Resource Type**	
	☐ Equipment	☐ IT Hardware/Software
	☐ Supplies	☐ Facility Improvement
	☐ Service/Contract	☐ Other
General Description		**Est. Expense**
Justification:		

2.4   PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.

Professional Development Resource Request		
Department/Unit Goal - Reference #	**Strategic Objective - Reference #**	
Department/Unit Name	**Resource Type**	
	☐ Conference/Meeting	☐ Materials/Supplies
	☐ Online Learning	☐ IT Hardware/Software
	☐ Other	
General Description		**Est. Expense**

Justification:	

3 FOR UNITS/PROGRAMS WHO OFFER COURSES:

3.1 COURSE SUCCESS/RETENTION ANALYSIS

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)			
Success Rate (program/discipline)			

3.2   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.

3.3   CSLO UPDATE

Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.

3.4   COURSE OFFERING ANALYSIS

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

4   FOR PROGRAMS WITH ADVISORY BOARDS:

4.1   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.