

LMC Program Review Year 3 Update 2019-2020 Student Services Units

CALWORKS

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan (CCCD Strategic Plan)* adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- a. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.

The core functions of CalWORKs are:

- Priority Registration
- Enrollment retention support
- Financial assistance for purchasing textbooks, transportation and course supplies
- Individualized educational & career counseling
- Employment knowledge and skills development
- Academic progress monitoring and intervention
- Work-Study (on-campus employment)
- Subsidized childcare services (on/off-campus)

CalWORKs is a State-funded equity initiative, established to promote job-readiness of parents who receive TANF (cash-aid) and attend LMC as part of their Welfare-to-Work Activity (WTW) Plan. CalWORKs students are committed to define and achieve educational and career goals, find meaningful employment, and successfully transition into the workforce.

- b. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.
 - To promote student retention, the program formed relationships to increase student access to support services offered in a centralized location, e.g., subsidized on-campus childcare reduces the amount of time required to transport a child to and from a childcare provider, allowing students to devote more time to classwork:
 - Contra Costa County Employment & Human Services-- streamlined attendance reporting process
 - LMC Child Study Center-- established contracts to provide on-campus childcare

- LMC Employment Center, Bookstore, Child Study Center, Police Services, Student Success and Retention Program-- established student job placements and internships
- 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 – implemented a payment for books by voucher process underwritten by the CCCEHSD

c. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

With regard to internal factors, the transfer of the program’s sole staff person, a full-time coordinator and a complete re-staffing of the College’s business services office, temporarily strained the partnership with the Dept of Employment and Human Services (EHSD), shifted resources to student retention that had be otherwise devoted to designing and implementing innovating services, e.g., video-recorded mock job interviews previously offered in collaboration with LMC Electrical & Instrumentation Technology faculty as part of a week-long job readiness workshop. Where the two sister colleges have experienced a reduction in their student enrollment, due to a significant number of CalWORKs students moving from West Contra Costa County to East Contra Costa County, the program’s service area, EHSD has increased its student referrals to the program. Based on population forecasts, this trend is likely to continue. An on-going challenge for CalWORKs students is the number of physical contact points required for service; for example, in addition to 2 contacts with EHSD to start and complete an EHSD CalWORKs application and 2 contacts with the LMC CalWORKs program apply and certify eligibility for services, new CalWORKs students must apply to LMC, submit a financial aid application, meet with an LMC counselor to develop an comprehensive educational plan, and then visit both the LMC Bookstore and Cashiers Office to obtain books, supplies and a parking permit. Although CalWORKs does not have an advisory board, it represented at regularly scheduled, regional meetings convened by the Contra Costa County EHSD (CCCEHSD) and also by the California Community Colleges Chancellor’s Office (R34CO).

d. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

The program is staffed by 1 full-time Program Coordinator, 1 part-time student worker, 1 full-time Counselor with a split assignment (40% CalWORKs, 60% EOPS), and all are supervised by the College's Dean of Counseling and Student Support, who manages the program along with 3 other student service units and the Counseling Dept.

e. How does your department ensure that students are aware of learning support outcomes?

The college publishes learning support outcomes in the LMC Catalog.

2. Engagement

- a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities. Program staff are required to serve on, at least, one institutional workgroup or committee, based on program interest.

CalWORKs Program Coordinator's institutional engagements related to CalWORKs include:

- Latina Professional Network (for community college employees)
- CCEHSD Quarterly Meeting
- LMC CalWORKs Team Meeting
- District-wide CalWORKs Team Meeting
- CalWORKs Region 3 Meeting
- 4CO Annual Conference
- Student Services SLO Workgroup

CalWORKs Counselor's institutional engagements include:

- LMC Guided Pathways Faculty Co-Lead

- CalWORKs Team Meeting
- 4CO Annual Conference

Dean of Counseling and Student Support's institutional engagements related to CalWORKs include:

- LMC CalWORKs Team Meeting
- CCEHSD Quarterly Meeting
- Guided Pathways Workgroup
- Student Services SLO Workgroup
- Student Services Leadership Team
- CalWORKs Region 3 Meeting
- 4CO Annual Conference

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The counseling faculty member assigned to CalWORKs attends the program's team meetings and the 4CO annual conference to acquire knowledge about changes in program policies, new State mandates, and exposure to practitioners who offer new approaches and theoretical frameworks that are needed to more effectively advise and understand the changing world of CalWORKs students; the counselor also shares updates with Counseling Dept. Primarily through participation in county and 4CO regional meetings, staff explore models for more efficiency service delivery, given the time and effort that students must devote to satisfy reporting requirements of EHSD and LMC (e.g., monthly attendance reports, academic progress reports).

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.

The program director encourages all staff to complete, at least, one professional development activity per semester. The focus of the activity must clearly align with individual professional development needs, an immediate unit priority, and an institutional goal. After completing the activity, team members are required share back their most significant insight with their respective unit, with the goal of inspiring collective innovation. To promote professional development of new staff, both temporary and permanent, the program employs a peer-to-peer training process, which involves the delivery of one-to-one trainings by staff with expertise (“lead staff”) in areas (within the program and college-wide) directly related to a new employ’s role. After the lead staff person conducts the training, the trainee’s progress, materials used, and other pertinent details are memorialized in a cloud-based program; the transparency of this process allows the manager to monitor the progress that a new employee is making toward proficiency, assign duties appropriately, document the transference of knowledge and skills, reinforce the value of lead staff professional expertise, and provide feedback to reinforce learning. With respect to decision-making and all team members participate in annual planning and evaluation processes, by collecting and reviewing program data (counselor productivity), devising strategic plans for direct services (SLOs). After each term, program leads generate preliminary outcome statistical reports, which are disseminated and used, not only to increase accountability but to promote a culture of collegial innovation and strategic planning. When making decisions, the program coordinator routinely solicits team member feedback to proposals for new services, administrative changes, and policy that impact student access to services; however, the primary opportunity for collective team member input is through the annual program plan development and the mid-term unit review and planning process. After the program coordinator generates outcomes (i.e., budget expenditures, services, etc.) data from the previous year, that data is presented with analysis in a forum convened by the Dean of Counseling Student Support, which is attended by the staff and counseling faculty of 5 student service units. As part of a rotation, the CalWORKs program coordinator presents the unit’s report and solicits feedback to the forum. In addition to a list of clarifying questions, the process generates ideas, potential network partners, topics to research and new approaches to incorporate into the process for building the next annual program plan. The Mid-term Unit Review serves as check-point, allowing program leads to account for feedback that was given at the aforementioned forum. The program collects student feedback to services through surveys and draws on that data when devising and/or designing activities; for example, during the 2017-18 academic year, the program offered CalWORKs study students a job readiness workshop in collaboration with the College’s Information Technology staff, featuring resume development and video-taped mock-interviews. All

Students who participated in workshop created competitive resumes and received a copy of their video-taped interview, along with constructive feedback from professional staff. Since students gave consistently high ratings to this workshop, the program plans to revise and repeat that workshop during the 2019-20 academic year.

- d. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

CalWORKs does not have an advisory board.

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program’s strategies to increase success for populations identified in LMC’s Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

The past comprehensive program review goals are:

- 1) Develop a standardized intake process that can be utilized by the LMC CalWORKs Office and Count CalWORKs Office
- 2) Increase the number of CalWORKs students that received their textbooks on the first day of school
- 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.

Based on a critical review of the aforementioned goals, the program pursue the following goals for 2021-22:

- 1) Increase program consistency and services to students by hiring new permanent staffing
- 2) Increase engagement by CalWORKs students with counselors to complete comprehensive education plan
- 3) Increase career support activities offered by CalWORKs including: career inventory workshops, dress for success, mock interview and resume trainings, job search skills, among others.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success				<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal			

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<p>VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p>	<p>Increase program consistency and services to students by hiring new permanent staffing</p>	<p>Equity & inclusion</p>	<p>Permanent hiring of program coordinator and job developer in CalWORKs</p>	<p>☐ Abandoned ☐ In Progress ☐ Completed <input type="checkbox"/> New Goal</p>	<p>Complete hiring process for CalWORKs coordinator</p> <p>Training for CalWORKs coordinator including New Directors Technical Assistance training, regional meetings, and county collaborations</p> <p>Complete hiring process for job developer</p>	<p>Program coordinator hiring completed during spring 2020; job developer hiring to follow in 2020; Training for both positions ongoing</p>	<p>Jeffrey Benford</p>
<p>VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79</p>	<p>Increase engagement by CalWORKs students with counselors to complete comprehensive education plan</p>		<p>Increased percentage of CalWORKs students will have at least 3 semester education plan by the end of the first semester</p>	<p>☐ Abandoned ☐ In Progress ☐ Completed <input type="checkbox"/> New Goal</p>	<p>Create schedule of workshops for students to complete career inventory</p> <p>Create outreach plan to CalWORKs students to</p>	<p>Each semester or term, create new schedule of workshops</p> <p>Create initial plan for outreach to CalWORKs current students; create ongoing</p>	<p>Jeffrey Benford</p>

<p>total units—the average among the quintile of colleges showing the strongest performance on this measure.</p>			<p>CalWORKs students will complete Career inventory during a workshop in their first semester</p>		<p>have them complete comprehensive education plan</p> <p>Training for counselors to facilitate more comprehensive education plans</p>	<p>outreach for new students</p> <p>Ongoing training for counselors about CalWORKs and need for comprehensive education plans</p> <p>Additional training and collaboration with County CalWORKs each semester</p>	
<p>VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of</p>				<ul style="list-style-type: none"> <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal 			

<p>colleges showing the strongest performance on this measure.</p>							
<p>VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p>	<p>Increase career support activities offered by CalWORKs including: career inventory workshops, dress for success, mock interview and resume trainings, job search skills, among others.</p>	<p>Student engagement & success</p>	<p>Create schedule of workshops each term. Each workshop will include assessment of skills presented.</p>	<p><input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Goal</p>	<p>In collaboration with the Career Center, County CalWORKs and LMC CalWORKs staff, create schedule of workshops to fit student availability and needs. Create a series of workshops offered each term, with additional sessions for student requested topics.</p> <p>Identify leaders to host workshops each term.</p>	<p>Initial schedule created spring 2020. Ongoing schedule each term thereafter.</p>	<p>Jeffrey Benford</p>

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<p>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p>				<ul style="list-style-type: none"> <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal 			
	<p>Previous CPR goal: Develop a standardized intake process that can be utilized by the LMC CalWORKs Office & County CalWORKs Office</p>	<p>Strengthen community engagement & partnerships</p>	<p>In collaboration with county, new intake procedure has been completed.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Completed 	<p>New intake has been implemented fall 2019</p>	<p>Jeffrey Benford</p>	
	<p>Previous CPR goal: Increase the number of CalWORKs students that receive their textbooks on the first day of school</p>	<p>Student engagement & success</p>	<p>Goal has been revised to CPR 1: Increase program consistency and services to students by hiring new permanent staffing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Abandoned and re-envisioned 	<p>Revised goal is in current CPR</p>	<p>Jeffrey Benford</p>	

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	<p>Previous CPR goal: To minimize the LMC CalWORKs intake documents & to revise the forms to be completed n an annual (academic year) basis, rather than each semester</p>	<p>Student engagement & success</p>	<p>Forms and intake process were revised. Implementation completed 2019.</p>	<p><input type="checkbox"/> Completed</p>	<p>Ongoing with new forms and intake process</p>	<p>Jeffrey Benford</p>	
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4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

The CalWORKs staffing has been inconsistent over the recent past. CalWORKs has been without a job developer for much of the recent 3 years to provide workshop training and support to students. The CalWORKs coordinator position has had multiple staff transitions, creating inconsistency with services and student engagement. Without permanent staffing, implementing change and increasing number of students served has been very challenging. In order to support staff efficiency in this environment, minimizing the amount of forms required annually has increased student engagement and workflow for staff.

Increasing the number of CalWORKs students has been an ongoing goal. While the number of CalWORKs students has increase a little, a larger increase of CalWORKs students is an ongoing goal.

Improving the relationship with the County office of CalWORKs has been a long-term project. Without the improved relationship with the County, improving the intake process and timeline for students to be eligible for CalWORKs services would not have been possible. Eliminating paperwork each semester has also simplified the County CalWORKs workflow. CalWORKs has a much more collaborative relationship between LMC and the County offices.

LEARNING SUPPORT OUTCOMES UPDATE					
LEARNING SUPPORT OUTCOME	Students completing CalWORKs orientation training will more efficiently and successfully be able to navigate college and county processes	Increase the number of CalWORKs students at LMC		Create ongoing training for student services such as counseling, cashier, Bookstore, for working effectively with CalWORKs students	Example: Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive

					financial aid successfully (if determined eligible).
TARGET	<input checked="" type="checkbox"/> Student	<input checked="" type="checkbox"/> Service		<input type="checkbox"/> Employee <input type="checkbox"/>	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service
MEASURE	Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid, # of students connected with required county services. May also gather data from bookstore, cashier, # students co-registered in other student services programs such as EOPS, etc.	Will gather the following data: MIS student data		Training presentation created. Trainings offered to student services, bookstore or departments could also include assessment survey.	Example: Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.

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STATUS	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT					
NEXT STEPS	Collaborate with research to create CalWORKs cohort in Tableau for data; Create assessment for CalWORKs orientation sessions to be implemented beginning 2020	Hire coordinator. Conduct outreach to county CalWORKs. Identify potentially CalWORKs eligible students SQL data; contact those students to encourage students to apply. Conduct recruitment activities such tabling on campus.		Hire & train CalWORKs coordinator. Coordinator will need to attend technical assistance training from state chancellor’s office and on campus training for bookstore and cashier processes. Coordinator will then need to develop overview training for other departments	Example: <i>Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.</i>
RESPONSIBLE PARTIES	Jeffrey Benford, Chialin Hsieh Roslyn Guillory, CCEHSD	Jeffrey Benford CalWORKs coordinator tbd		Jeffrey Benford CalWORKs coordinator tbd	Example: <i>Jennifer Ma, Financial Aid Office</i>

<p>ALIGNED STUDENT SERVICES THEME</p>	<p>Equity & inclusion</p>	<p>Student engagement & success</p>		<p>Empowering student services professionals</p>	<p>Example: <i>SS Theme #1: Demonstrate proficiency in the use of college online services.</i></p>
<p>ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS</p>	<p>Increase engagement by CalWORKs students with counselors to complete comprehensive education plan</p> <p>Increase career support activities offered by CalWORKs including: career inventory workshops, dress for success, mock interview and resume trainings, job search skills, among others.</p>	<p>Increase program consistency and services to students by hiring new permanent staffing</p>		<p>Increase program consistency and services to students by hiring new permanent staffing</p>	<p>Example: <i>Increase the FAFSA filing and completion rate for currently enrolled students.</i></p>

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

No applications submitted

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

<u>Faculty/Staff Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
<u>Operating Resource Request</u>	
<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
<input type="checkbox"/> Classified	<input type="checkbox"/> On-going/Permanent
<input type="checkbox"/> Equipment	<input type="checkbox"/> IT Hardware/Software
Department/Unit Name	Resource Type
<input type="checkbox"/> Manager	<input type="checkbox"/> Conference/Meeting
<input type="checkbox"/> Student	<input type="checkbox"/> Materials/Supplies
<input type="checkbox"/> One-time	<input type="checkbox"/> Online Learning
<input type="checkbox"/> Other	<input type="checkbox"/> IT Hardware/Software
General Description	Est. Expense
General Description	Est. Expense
Justification:	
Justification:	

