

Student Services Units Program Review Year Five Update - CalWORKS Program Latest Version

This cycle is for Student Services Units to complete the Year Five Update of the Program Review cycle.

Program Overview, Engagement, VfS Goal Setting, and Assessment Update

1. Overview : Version by Benford, Jeffrey on 02/04/2022 08:05

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
- 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 a 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 is 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 40% 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 5 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 : Version by Benford, Jeffrey on 02/04/2022 08:08

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

Marques McCoy - Classified Senate Vice President & Los Medanos College Caring Campus Cohort

Jeffrey Benford - Dean of Student Services

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

EOPS Student Study Hall sessions

Collaborations to promote academic success LMC Math Department (math tutors made available for students), counseling, and instructional departments

CalWORKs Townhall with Contra Costa County

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

Training sessions are devised to provide procedures that are to be executed by all of the part time/temporary employees. These sessions are offered prior to the beginning of the semester, during the semester, and prior to the completion of each semester.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

CalWORKs Program staff meets biweekly with other managers and directors that oversee programs in varied cities and counties, including-- Contra Costa County, San Francisco County, and San Mateo County

3. Vision for Success Goals Update : Version by **Benford, Jeffrey** on **02/04/2022 08:08**

a. 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.*

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

The past comprehensive program review goals are:

1. Develop a standardized intake process that can be utilized by the LMC CalWORKs Office and County CalWORKs Office(s)
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 pursues the following goals for 2020-21:

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.

b. Please align your goals from Program Review Year Three with the accreditation and Vision for Success indicators below.

**Please copy the table below into your response and complete accordingly*

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS (Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
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.							
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 total units—the average among the quintile of colleges showing the strongest performance on this measure.							
VFS3: 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.							
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.							
VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.							
VFS1: Increase by 20 percent the number of LMC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	Increase program consistency and services to students by hiring new permanent staffing	Equity & Inclusion	Permanent hiring of job developer in CalWORKs	X In Progress 1. Completed 2. New Goal	1. Abandoned Complete hiring process for job developer	Completed in spring 2022; Training for job developer during spring 2022	Job developer hiring to be completed in spring 2022; Training for job developer during spring 2022 Jeffrey Benford

VFS2: Decrease the average number of units accumulated by LMC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79	Increase engagement by CalWORKs students with counselors to complete comprehensive education plan	Increased percentage of CalWORKs students will have at least 3 semester education plan by the end of the first semester	1. Abandoned 2. In Progress X Completed 1. New Goal	Created outreach plan for current and new CalWORKs students	Fall 2019 – Spring 2020	Jeffrey Benford
---	---	---	--	---	-------------------------	-----------------

total units—the average among the quintile of colleges showing the strongest performance on this measure.	CalWORKs students will complete Career inventory during a workshop in their first semester			Collaborated with County to revise intake processes to incorporate paperless authorization and submissions of required documents from students.	Fall 2019 – Spring 2020	
VFS3: Decrease the average number of units accumulated by LMC 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			1. Abandoned 2. In Progress 3. Completed 4. New Goal			

colleges showing the strongest performance on this measure.						
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.	Increased career support activities offered by CalWORKs including: career inventory workshops, dress for success, mock interviews and resume trainings, job search skills, among others.	Student engagement & success	Created schedules of workshops each term. Each workshop included assessment of skills presented.	1. Abandoned 2. In Progress 3. Completed 4. New Goal	In collaboration with the Career Center, County CalWORKs and LMC CalWORKs staff, created schedules of workshops to fit student availability and needs. Created a series of workshops offered each term, with additional sessions for student requested topics. Identify leaders to host workshops each term.	Fall 2019 – Spring 2020 Jeffrey Benford

VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.				1. Abandoned 2. In Progress 3. Completed 4. New Goal		
	Previous CPR goal: Developed a standardized intake process that can be utilized by the LMC CalWORKs Office & County CalWORKs Office	Strengthen community engagement & partnerships	In collaboration with County, new intake procedures has been completed.	1. Completed	Fall 2019 – Spring 2020	Jeffrey Benford
	Previous CPR goal: Increased the number of CalWORKs students that received their textbooks on the first day of school	Student engagement & success	Goal has been revised to CPR 1: Increase program consistency and services to students by hiring new permanent staffing	1. Abandoned and re-envisioned	Fall 2019 – Spring 2020	Jeffrey Benford

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	Student engagement & success	Forms and intake process were revised. Implementation completed 2019	1. Completed	Ongoing with new forms and intake process		Jeffrey Benford
---	------------------------------	--	--------------	---	--	-----------------

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

4. Assessment Update and Effectiveness : Version by Benford, Jeffrey on 02/04/2022 08:10

***PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY**

LEARNING SUPPORT OUTCOMES UPDATE				
LEARNING SUPPORT OUTCOME	<i>Example:</i> 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* <i>*Indicate at least one of the following in your response:</i>	<ul style="list-style-type: none"> • Student • Employee • Service 			
MEASURE	<i>Example:</i> Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.			
STATUS* <i>*Please indicate a status from the following options:</i>	<ul style="list-style-type: none"> • Abandoned • In Progress • Completed • New Outcome 			
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT				
NEXT STEPS	<i>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.			
RESPONSIBLE PARTIES	<i>Example:</i> Jennifer Ma, Financial Aid Office			
ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	<i>Example:</i> SS Theme #1: Demonstrate proficiency in the use of college online services.			
ALIGNED PROGRAM REVIEW YEAR THREE GOALS	<i>Example:</i> Increase the FAFSA filing and completion rate for currently enrolled students.			
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	<i>Example:</i> Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive

TARGET	T Student	T Service	1. Employee	financial aid successfully (if determined eligible). 1. Student 2. Employee 3. 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. Training offered to student services, bookstores or departments could also include an 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.
----------------	--	---	---	--

STATUS	1. Abandoned T In Progress 1. Completed 2. New Outcome	1. Abandoned 2. In Progress 3. Completed T New Outcome	1. Abandoned 2. In Progress 3. Completed 4. New Outcome	1. Abandoned 2. In Progress 3. Completed 4. New Outcome	1. Abandoned 2. In Progress 3. Completed 4. 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 as tabling on campus.		Hire & train CalWORKs coordinator. Coordinator will need to attend technical assistance training from the 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: 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.
RESPONSIBLE PARTIES	Jeffrey Benford, Chialin Hsieh Roslyn Guillory, CCCEHSD	Jeffrey Benford CalWORKs coordinator Marques McCoy		Jeffrey Benford CalWORKs coordinator Marques McCoy	Example: Jennifer Ma, Financial Aid Office

ALIGNED STUDENT SERVICES THEME	Equity & inclusion	Student engagement & success	Empowering student services professionals	Example: SS Theme #1: Demonstrate proficiency in the use of college online services.
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Increase career support activities offered by CalWORKs including career inventory workshops, dress for success, mock interview and resume training, job search skills, among others. Provide pre and post-surveys for students that complete workshop training sessions.	Increase program consistency and services to students by hiring new permanent staffing Conduct job readiness workshops during SP 22	Students will demonstrate a variety of job-related soft skills. Students will successfully navigate CalWORKs County business processes. Students will successfully utilize academic support services at LMC.	Example: Increase the FAFSA filing and completion rate for currently enrolled students.

Impact of Resource Allocation