

**INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS**

QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***Cal WORKS***
2. Person(s) completing the questionnaire: *Mae Conroy*
3. Date of completion: *11/1/07*
4. What are the primary purposes of the program? Check all that apply.
 - WVC Degrees and Certificates
 - Transfer Courses
 - WVC General Education
 - Lifelong Learning/Life Enrichment
 - Occupational / Vocational Courses
 - Student Support Services
 - Academic Support Services
 - Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

CalWORKs at West Valley College provides educational opportunity and access to individuals in the community that income qualify for Santa Clara County CalWORKs and TANF, Temporary Aid to Needy Families. The program serves individuals as well as the fostering the economic community by partnering with the County Social Services to increase knowledge and skills of this potential workforce. CalWORKs furthers the College mission and goals as CalWORKs students engage in pre-collegiate basic skills, vocational training, certificate and degree programs, economic development, transfer to further education goals, student services and community services. This student population particularly furthers the mission and goals of the College by substantially increasing the enrollment of under represented student populations on campus.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

Since the last review statewide and County requirements have changed to mandate case management services for each CalWORKs student; quarterly on site case review meetings organized and facilitated by college CalWORKs counselor and staff; student eligibility documentation per student case file to include CalWIN screen shot, welfare to work plan, education plan and verifiable documentation of ongoing eligibility including daily student sign in sheets; work experience this fiscal year must constitute mandatory 30% of funding from the state; MIS data collection mandatory per college, per student. These changes have dramatically altered the job descriptions of staff in CalWORKs necessitating the creation of a new position that can provide for all of these mandatory requirements. The interface between MIS and CalWORKs has required extensive staff time as well as creation of work experience program and provision of new case management services. Creation of the new position has taken in excess of seven months to get college and district approval; it is still not approved as of this writing.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a. CalWORKs students utilize CalWORKs counseling/child care/tuition and book payments, DESP academic support, EOPS social support, tutoring support, financial aid and health services. Students attend CalWORKs orientation twice per year and participate in trainings from community partners such as Catholic Charities, Ride Share, and Women's Health Services.

b. There is a network of services that students are referred to in order to support academic and vocational goals. These programs provide a successful network for CalWORKs students-- retention and persistence among CalWORKs students at the college is high.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a. CalWORKs students are overrepresented in the highest underrepresented populations on campus, ie. CalWORKs is a much more diverse population than the college.

b. CalWORKs student data agrees with the college data regarding transfer and certificate achievement, number of units, persistence and gender but not age. Most CalWORKs students are slightly older than the campus median age.

c. CalWORKs is a program that is specifically designed to promote and support inclusion and provides the larger campus with ethnic, social, economic and cultural diversity. Increased support for the program by providing for systemic transportation needs of CalWORKs students could further increase the diversity of the college.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Students consistently report in annual on site county performance audits that the college CalWORKs program is supportive, advocative and responsive.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any significant differences from the College averages? See attachment.

a. West Valley CalWORKs students have high retention rates, high academic success and earn degrees and certificates in an imposed time frame. Students with educational plans that include transfer are highly successful.

b. Well prepared and informed counselors and staff provide the support needed for students to negotiate the requirements. Early alert, intervention plans, orientation each semester for new and returning students, monthly county reporting and mandatory counseling appointments each semester provide an embracing support for students that have previously not been successful in an academic environment. Time with each student yields success, relationships are the key for students to invest in their goals.

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

CalWORKs is a categorically funded position, funds are available to create the staff position described under section 6. Due to the new mandates for case management services, mandatory 30% increase in work experience programming, and MIS reporting requirements the CalWORKs program has requested the new staff position of case manager/counselor which has not been approved by the district as of this writing.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:

- a) What relevant findings have been derived through the SLO assessment process?
- b) What changes have been implemented, or are planned, based on the findings since the last program review?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.

Click once here and type your response

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

a. CalWORKs is dramatically affected annually by legislation, the federal, state and local interpretation of that legislation, subsequent policy and procedures. These influences guide the content and process of the CalWORKs program.

b. These influences would be the foundation of program change and therefore require a change in any programming needs.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

The program has implemented case management services for each CalWORKs student, eligibility and documentation changes to comply with statewide CalWORKs criteria, CalWIN technology is installed on staff computers, Community Service Learning resources have been updated and relocated to Career Program Center, the program has established MIS agreements and procedures with District MIS and Mission College CalWORKs Program, work experience mandates have been discussed with college Financial Aid and program policies and procedures regarding each of these changes have been established.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

Although the college CalWORKs program has faced multiple changes in mandates and requirements, increasing the role and responsibility of the college in meeting CalWORKs student needs, the program continues to successfully meet the challenges. Student success is high in the CalWORKs program, students are complying with welfare to work plans for academic and vocational goal attainment.

The only remaining issue is the staff position, fully categorically funded, which provides an accurate job description for staff performing the enhanced functions that meet current state and county contracted requirements.

2. Program Strengths:

- a. *Committed and resilient students.*
- b. *Dedicated and well prepared staff, counselor and coordinated services targeting this specific student population..*
- c. *College wide student support.*

3. Program Challenges:

- a. *Recruiting eligible CalWORKs participants that will benefit from these supportive services onto the campus. Reliable and timely transportation for this population is very challenging and leads often to a sense of failure and underpreparation for academic success.*
- b. *Approval for the new job description that will allow the college to meet contracted agreements with the state and county for provision of case management services, educational and vocational planning and work experience increase to 30%, in a coordinated manner.*

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

- a. *Establishment of accurate staff position.*
- b. *Increased work experience to comply with state funding (30%).*
- c. *Recruitment of CalWORKs eligible students to the college.*

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

- a. *Six months additional time.*
- b. *Immediate.*
- c. *Ongoing over the next year.*

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

- a. *b. and c.*

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

FUNDED by WVMCCD?

Full-time faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

Click once here and type your response

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *Click once here and type your response*

Supplies (brief narrative description with estimated total cost): *Click once here and type your response*

Staff Development (brief narrative description): *Click once here and type your response*

Other: *Click once here and type your response*

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