

Program Efficacy Report Spring 2013

Name of Department: Cal WORKS

Efficacy Team: Rose King, Sheri Lillard, Geoff Schroder

Overall Recommendation (include rationale): Conditional

This efficacy document represents a good starting point, and the effort that was put into it is appreciated by the committee. However, there are still a number of deficiencies (noted in individual sections below) that should be addressed. In many cases, the rubric for “Meets” simply wasn’t followed in the narrative. The committee requests an updated report during the 2013-2014 efficacy cycle, addressing specifically the “Does Not Meet” sections in the current document.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	<i>The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population</i>	<i>The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</i>
<p>Efficacy Team Analysis and Feedback: Does Not Meet</p> <p>The program and campus demographic data provided on p. 4 are not analyzed, as indicated in the rubric. Although the statistics in reference to poverty & zip code are informative and important to include, they also need to be related to the campus demographics. The narrative mentions higher female and Hispanic populations for the community, thus, the program (source: SBVC open database network). However, the data on p. 4 show slightly lower Hispanic enrollment in the program (not higher) as compared to the campus. Furthermore, more detail in the interpretation of the identified variance in females, Asians, and African Americans should have been included.</p> <p>The program mentions plans to work with the Research Office to begin collecting & tracking data, however, what type of data and what will be done with it is unclear.</p> <p>As a formatting note, please identify acronyms (such as Transitional Assistance Department, TAD) at first mention, for readers who are not familiar with the terminology.</p>		

Pattern of Service	<i>The program's pattern of service is not related to the needs of students.</i>	<i>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.</i>
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Efficacy Team Analysis and Feedback: Meets

The pattern of service does serve the needs of the community, as they are open M – F 8:00 – 4:30, and available for phone, email, or walk-in appointments. During peak registration times, they have extended hours one day per week. They electronically post events and Dept. information via SBVC website, Facebook, and Twitter.

In addition, their program information is electronically delivered to SB County agencies, who in turn forward it to students and potential students.

The data on p. 3 showing the number of referrals from each source (e.g., County, community partners, self-referrals, etc.) is useful, and should have been incorporated into the narrative, either here or in other suitable places.

Part II: Student Success

Data demonstrating achievement of instructional or service success	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.</i>
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Efficacy Team Analysis and Feedback: Does Not Meet

There was a thorough description of the services in the program, and why they're necessary to support student success. For example, a detailed narrative of the work-requirement of CalWORKS students was provided, indicating what student employment opportunities are available and the process for referring and training students for these jobs. Also, a detailed description of the required supportive services for each participant (e.g., textbooks, backpacks, transportation, etc.) was included.

However, although data are included on p. 3, there was no analysis of these data, as indicated in the rubric. The statistics shown could have been used here to indicate progress on the departmental goals, also listed on p. 3.

Student Learning Outcomes and/or Student Achievement Outcomes	<i>Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i>	<i>Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i>
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Efficacy Team Analysis and Feedback: Does Not Meet

It appears that there has been no progress in the area of SAOs. The only comment about progress is that “there is no past data available to make a comparable assessment at this time.” It is not mentioned if the SAOs have even been established. Furthermore, it does not appear that there have been any staff discussions or assessments, although contact has been made with the Research and Planning Department to begin collecting & tracking data.

The process of SAOs should be described, starting with if they have even been established. Faculty/staff discussions about the development, evaluation, and mapping to core competencies should be included as evidence that progress is being made.

Part III: Institutional Effectiveness

Mission and Purpose

The program does not have a mission, or it does not clearly link with the institutional mission.

The program has a mission, and it links clearly with the institutional mission.

Efficacy Team Analysis and Feedback: Meets

The program has a mission and it relates to the college mission. However, changing “objective” to “mission” might make the statement stronger.

Productivity

The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.

The data shows the program is productive at an acceptable level.

Efficacy Team Analysis and Feedback: Meets

The measure of productivity for this program is graduation rates. For example, in 2008-2009, 77 CalWORKS students had a graduation rate of 12%, whereas in 2009-2010 89 students had a 14% graduation rate. These data show an increase in graduation rates, thus an increase in productivity. However, a reason for this improvement is not suggested. In addition, this measure could be strengthened by comparing program graduation rates to that of the campus. It is difficult to assess if these rates are high or low, without a campus comparison.

Relevance, Currency, Articulation

The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.

Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.

The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Efficacy Team Analysis and Feedback: N/A

Content Review Summary not applicable for this program.

Part IV: Planning		
Trends	<i>The program does not identify major trends, or the plans are not supported by the data and information provided.</i>	<i>The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.</i>
<p>Efficacy Team Analysis and Feedback: Does Not Meet</p> <p>The statewide budget cuts, leading to a decrease in enrollment in the program, are mentioned as a trend. 289 students are enrolled in 2012-13, compared to 378 in 2011-2012. Unfortunately, a discussion about how this trend will impact <u>planning</u> is missing.</p>		
Accomplishments	<i>The program does not incorporate accomplishments and strengths into planning.</i>	<i>The program incorporates substantial accomplishments and strengths into planning.</i>
<p>Efficacy Team Analysis and Feedback: Meets</p> <p>The program has collaborated with the TAD to hire a Welfare-to-Work staff on our campus (approved until 2016). This effort will allow for more detailed monitoring of students' progress and their supportive services. This collaboration serves as an important additional resource for students to obtain the educational and employment direction that they need. It is expected that an increase in student enrollment and a more vigorous best-practices model will be achieved.</p> <p>Data showing CalWORKS student employment placement is presented, showing that 38 students have been placed. Using a percentage, in addition to the absolute number, would strengthen and clarify these data.</p> <p>The program continues to look for internal and external resources to strengthen the program.</p>		
Weaknesses/challenges	<i>The program does not incorporate weaknesses and challenges into planning.</i>	<i>The program incorporates weaknesses and challenges into planning.</i>
<p>Efficacy Team Analysis and Feedback: Weak Meets</p> <p>Challenges are listed, and include the statewide budget cuts, need for additional professional development opportunities for staff, and the need to develop additional collaborations with partnership agencies. Perhaps a more detailed description of <u>how</u> these challenges will be specifically incorporated into planning would be beneficial. As it stands, the relation to planning is more implied, than explicitly stated. It seems that the planning aspect is mostly that additional resources will be able to be explored, as related to these challenges.</p>		
Part V: Technology, Partnerships & Campus Climate		
	<i>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</i>	<i>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i>
	<i>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</i>	<i>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i>

Efficacy Team Analysis and Feedback: Meets

Technology: Students are electronically tracked in order to capture the services provided by the program. Also, students have access to a computer lab in order to fill out employment paperwork, FAFSAs, etc.

Partnerships: The program has many partnerships, described here and elsewhere in the program, including those with government agencies. The program collaborates with CWD (define?), EOPS/CARE, DSPS, Financial Aid, On-Campus Tutoring Center, local WDD (define?) One-Stop Centers, and Southern California Goodwill Services Employment Resource Center to provide services to CalWORKs students. However, it is previously mentioned in the document that there are close ties to the “San Bernardino County TAD Welfare-to-Work workers and community partners”. The nature of these partnerships (some additional details) should be outlined in this section.

Part VI: Previous Does Not Meets Categories

Program does not show that previous deficiencies have been adequately remedied.

Program describes how previous deficiencies have been adequately remedied.

Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review):

The specific areas of “Does not meet” were not itemized or referenced in this section. Rather, stated generally that these areas are addressed in the current document.