Comprehensive Program Planning and Evaluation

Approval Status

> Not Started

Instructions

The purpose of Comprehensive Program Planning and Evaluation process is to identify what your program is doing well and what your program could improve. The process documents program goals, objectives, and improvements, creates an opportunity to request resources, and serves as an organizational tool for the work required by programs (curriculum, student learning outcomes, etc.). You are encouraged to collaborate with others who may provide valuable insight about your program. For example, admin, part-time faculty, students, faculty in other disciplines, classified professionals, and community partners.

Before completing this form please check the [Review Cycle](#) to see if you should be completing this form or the Annual Program Update form. Additionally, you can look at previous reviews and updates by visiting [Columbia College Program Planning and Evaluation](#).

This form is meant to be used for all programs across the college. This form is broken up into five sections:

1. General Information
2. Instruction
3. Reflection
4. Program Goals and Resource Requests
5. Additional Thoughts

The Instruction portion of the form is only displayed for applicable programs. However, if it is displayed and some of the questions are not applicable to your particular program, write "N/A"

Users have the option to save and continute later by clicking "**Save**" at the bottom of the page at any point. You can click "**Skip Create an Account**" at the bottom and either copy the link or enter your e-mail to complete later.

Select a program

> CalWORKs

Select the academic year

> 2024-25

General Information

Who is submitting this form

Anneka Rogers Whitmer

Email of submitter

rogersa@yosemite.edu

Direct supervisor

Mike Igoe

Please list the names of everyone that is participating in this comprehensive program planning and evaluation process.

Christina Katosic, Matt Connot, Anneka Rogers Whitmer

Program Staffing

Program Staffing List

Position Type	Position Title	Person Name
Manager	Director of Special Programs	Anneka Rogers Whitmer
Classified	Program Specialist	Christina Katosic
Full-time Faculty	Counselor (25% CW)	Mckenzie Green - 2023-2024
Full-time Faculty	Counselor (50% CW)	Stephanie Beaver - 2021 - 2023
Full-time Faculty	Counselor/ Coordinator	Jill Olson 2020 -2021

Use this space to provide any additional context or information about program staffing.

CalWorks WTW Student Reform of 2021- SB 1232 takes effect, simplifying the educational activity participation process - FT counselor / coordinator retired -position was not reinstated due to SB 1232.

Instruction

Curriculum

To help answer the questions in this section, please visit the Course 5-Year Review Tracker, Award 5-Year Review Tracker, and the Course Sunset List on the left-hand side under Curriculum Resources on the [Columbia College Curriculum Committee](#) website. Additionally, you can visit the [Columbia College Dashboard](#) for information on courses, programs, and course-to-program mappings.

Developing New Curriculum

You should talk with your dean and the articulation officer before developing new curriculum. Here are some helpful resources:

- The [Chancellor's Office Curriculum Information System (COCI)](#) can be a useful tool for identifying courses and programs at other community colleges which could be useful for future curriculum planning. Click on 'Programs' or 'Courses' in the upper right part of the page.
- [Transfer Model Curriculum Information](#) can provide useful information on associate degrees for transfer.
- [Common Course Numbering (CCN)](#) has helpful information for developing course outline of record for courses that need common course numbering.

Important: Columbia College is in the process of transitioning from eLumen to Canvas Insights for SLO assessment. Contact the College Research and Planning Office for more information about how your SLOs are mapped.

Course Offerings

To help answer this question, please visit the [Columbia College Course Enrollment Dashboard](#) and download the [Past Course Offerings Excel File](#).

Course Enrollment Trends

To help answer this question, please visit the [Columbia College Course Enrollment Dashboard](#) for helpful information.

Student Success and Learning

To help answer these questions, there are two resources to address student success and learning at Columbia College: 1) The [Columbia College Course Success Dashboard](#) for course success and retention rates and 2) Student Learning Outcomes (SLOs) assessment data.

Important: Columbia College is in the process of transitioning from eLumen to Canvas Insights for SLO assessment. In the absence of quantitative data for SLOs please provide your own observations about student learning in the program.

Academic Awards and Transfer

To help answer this section, please visit the [Columbia College Academic Awards Dashboard](#) and the [Transfer Summary](#) report.

Reflection

Additional Data (Optional)

This field is an optional area to provide any observations from additional research that you may have done or that was provided by the Columbia College Research and Planning Office.

See attached files.
Observations are that CW students see a variety of Counselors, even when there was a designated CW Counselor; thus we feel secure in continuing to utilize ALL SP counselors and General Counselors as needed to meet the full spectrum of needs with CW students. However, it is noted that prioritizing the use of a SP counselor for all CW students is still the goal. SP counselors are well trained in trauma-informed care and will be able to connect CW students more efficiently to other support services, with their reduced caseloads from General.
We also realized through the review of Starfish Activities- that one to two CW specific Speed Notes added to the Support Services Appointment type would be most effective in tracking the CW specific tasks that the Program Specialist completes with CW students individually or in small groups.

Student Equity

To help answer this question, please use the [Columbia College Course Success Dashboard](#), the [Columbia College Program Snapshot Dashboard](#), and the [Course Success PPG-1 Excel File](#). For student equity data related to student services, please contact the Columbia College Research and Planning Office.

What equity gaps have you observed in the program? What strategies have you used to address these gaps? What additional strategies will you try in the future?

Data shows equity gaps and disproportionate impact in course success for CalWORKs student between 2020-21 and 2023-24. Gaps are seen for Female, White, First-Generation, Disability, and between the ages of 20 to 29.

Although this gap has been noted overall, it has yet to be a focus within the CW program as whole. One idea moving forward is to ensure that Tutoring, and other top college success skills are mentored through some additional peer and or staff follow-up techniques. One ideas to develop may be to use the small cohort of CW to pilot additional monitoring of those students, not relying solely on faculty raised flags for grades and participation, but using real-time check-ins with their existing counselor/staff/peer workers and GPAs below 2.7 to create a "watch list" and then provided targeted outreach and encouragement to attend tutoring, study groups, prof office hours, workshops, etc. may pair this with potential additional grants with new AB 363 (allow prop 98 program funds to be used for direct aid to CW students).

Strengths, Weaknesses, Opportunities, Threats (SWOT)

Please reflect on the program's strengths, weaknesses, opportunities, and threats.

Strengths

What are the program strengths? Are there specific aspects of the program that are exemplary or could serve as a model?

Data shows Fall to Spring persistence rates among CalWORKs students is consistently much higher than non-CalWORKs students. Students in CalWORKs are more likely to persist compared to non-CalWORKs students. For example CW= 92.3% compared to 66.3% for all other students.

CalWORKs students also outperform overall college in average completed units overall. We also noted that CW student tend to complete a higher percentage of their attempted units over the summer. Exploration of this may benefit counselors to know based on what type of classes or the modality or timing of classes that effect this rate increase.

Weaknesses

What are the program weaknesses? What areas could the program improve?

Inconsistent staffing has impacted students interactions with the program.

CalWORKs WTW Student Reform of 2021- SB 1232 -reduced requirements for student engagement with program - we will continue to explore meaningful ways to offer support without having the requirement of check-ins for paperwork there to ensure consistent contacts.
This change is legislation also had a dramatic impact on our local CW social workers. They later reported to us that they were so mired in the changes that they stopped referring students to college overall- you see this reflected in the total numbers of students in CW at Columbia in 2021-2022.

Opportunities

What are the opportunities for expansion, improvement, or development for the program? Are there professional, discipline, or community trends or best practices that could enhance the program?

Increase # of CalWORKs students utilizing work study
Create mid semester check in process with counselor - prep for priority reg opening

Continue to establish relationships with county social workers who submit referrals - annual round table luncheon. Referencing the weakness from above- Once solid communication was well established in late 2022 through 2023- the referrals increased and understanding around the impacts to workload for the social workers was helpful.

AB363 - introduced 2/3/25 - would adjust eligibility to include dependents of adults who have timed out of services allows prop 98 funding to be used for direct aid to students. Potentially also removes the employer match for work study funds, allowing more work opportunities to emerge on and off campus.

Increase peer support specifically designed to increase course completion success rates and improve overall GPAs through targeted follow-up processes, as mentioned in our Equity Gap section.

Threats

Are there any threats to the continued success of the program? Please describe any trends that could have a negative impact on the program. Are there future laws or funding changes that may affect the program?

Additional reporting requirements through Vision Aligned Reporting (VAR), and overall increases in the complexity of compliance in adjacent programs like EOPS/CARE/NextUp could negatively impact CW program staff, thus reducing the amount of time they have to meet with students. However, the hiring/training of an in-house CW student worker(s) to help with additional peer to peer interactions could help off set this program need.

Overall lack of ability to hire timely for all Counselor or staff positions consistently limit our ability to meet the students needs, as well as the compliance of meeting the support objectives listed in the legislation. In short, we are funded to do more than we are allowed to do with the limited staffing (includes faculty counselors) we have.

Program Goals and Resource Requests

The purpose of this section is to establish program goals and request resources related to those goals. Please set at least one measurable goal to work toward. Some examples of goals include reviewing, changing, or adding curriculum, increasing enrollment or modifying delivery modalities, increasing student learning and success, or improving student equity. **Resource requests are not goals. Resources are used to achieve goals.**

Goal 1 Title   Establish mid semester contact

Goal 1 Status   New Goal

Map Goal 1 to one or more Strategic Plan objectives: Increase Award Completion

Increase Transfer Readiness   Reduce Equity Gaps

Reduce Barriers to Completion

Maintain Institutional Stability

Please provide a description the goal or provide an update on a previous goal's status and resource requests.

Establish a midsemester contact with all CW students -
For those that are not EOPS, meet with an academic counselor with the following goals:
1. establish an ed plan if there is not one (increase award completion, reduce barriers to completion, increase transfer readiness, maintain Institutional Stability)
2. prepare for priority registration the upcoming semester (increase transfer readiness)
3. assess the need for additional campus resources (reduce barriers to completion); tied to our Student Equity notes- use of a possible new "flag" in SF for specific academic resource needs- assigned to a CW peer supporter by the CW PS ; and develop follow-up peer support work flow via phone calls to direct towards resources like AAC. The wholistic work flow will include details like not only raising a AAC referral flag but helping the student make the first appointment, walking them over to the center, showing them how to log in via zoom room, and especially following up AFTER the AAC connect is made to ensure they are using the service, and providing feedback on how it is helping their academic goals.

Goal 1 Resources

Resource Type	Item Name	Brief Description	Cost (estimate)
Faculty Member	Counselor	Counselor will meet with students for the mid-semester contact	50000
Staff Member	Program Specialist	PS staff will schedule, ensure follow through, and develop any needed tools for student success generated from the mid-term contact	20000
Other	Student Worker	assist with phone calls/Scheduling emails	5000

Goal 2 Title

Increase number of CW work study students across campus

Goal 2 Status

New Goal

Map Goal 2 to one or more Strategic Plan objectives:

Reduce Equity Gaps   Reduce Barriers to Completion

Increase Workforce Readiness

Maintain Institutional Stability

Please provide a description the goal or provide an update on a previous goal's status and resource requests.

Increase the number of CW students who are working on campus through CW work study.
Collaborate with the Career Transfer Center personnel to advertise, recruit, and connect other departments looking for student employees to CW as a source of candidates and funding support.
Inform all CW students of open positions on campus - communicate benefits of work study positions - income does not affect financial aid or county cash aid - limited to 20 hours per week to accommodate class schedule.

Goal 2 Resources

Resource Type	Item Name	Brief Description	Cost (estimate)
Staff Member	Program Specialist	PS staff will be the liaison between CTC and CW students, and will maintain all forms and processes necessary to complete CW Work Study.	20000
Other	Student Worker	will help with advertising and mentoring students who are new to CW work study	1000

Goal 3 Title

Create Canvas communication/resource hub

Goal 3 Status

New Goal

Map Goal 3 to one or more Strategic Plan objectives:

Reduce Equity Gaps   Reduce Barriers to Completion

Increase Workforce Readiness

Maintain Institutional Stability

Please provide a description the goal or provide an update on a previous goal's status and resource requests.

Connect CW students to campus and community resources specific to parenting, college success while

parenting, and workforce reentry or preparation.

Create an opportunity to establish a community of peers among CW students - celebrate accomplishments and share resources.

Goal 3 Resources

Resource Type	Item Name	Brief Description	Cost (estimate)
Staff Member	Program Specialist	develop and maintain the Canvas shell. assign new projects to student workers or enrolled CW students via the canvas	5000

Miscellaneous Resource Requests

This section is for making resource requests that may not be related to program goals. Examples include but are not limited to staffing outside of the program, campus facility needs, collegewide improvements that could benefit all programs, etc.

Goal 3 Resources

| Resource Type	Item Name	Brief Description	Cost (estimate)
Equipment	new printer	new color printer	4000

Additional Thoughts

What else would you like to share about the program? Has the program had successes that were not reflected in this form? Are there opportunities for improvement at the college that would positively influence the program (for example, a position that serves students across campus, or a service that could be added or expanded)? Additionally, if you have any feedback on this Program Planning and Evaluation process, please provide it here.

Through this Program review process, we have identified two areas of support that would be campus positions, not CW specific. Additional Starfish support staff to help the SF Admin; we feel that more services could be developed and monitored through SF for CW (and all SPs), i.e. increasing to-do options, Success Plans, and flags (as mentioned in the Student Equity portion/Goal #1), but we are hesitant to request such services in SF as we do not want to over burden the current SF admin.

Also a Grant Analysist for all of Special Programs would allow each Program Specialist in SP and Director of SP to delegate some of the more routine and time consuming administrative tasks, allowing for more direct student contact time for Program Specialists and more task completion time for the Director overall. Specifically a SP Grant Analyst would help with navigating the increasingly complex and time consuming processes of Purchasing, which includes budget revisions and changing accounting best practices- use of CROA, Colleague, and Etrieve systems and monitoring District policy/procedure changes. This position could also serve as a hub for tracking the data requirements for all SP- VAR, SSARCC, NOVA, APRs, Legs/Regs changes, Program Review, and MIS. They would allow the Director to create more tangible action items with all SP personnel, instead of waiting for a 4-year comprehensive Program Review.

If you have additional supporting documents that you would like included, please add them here.
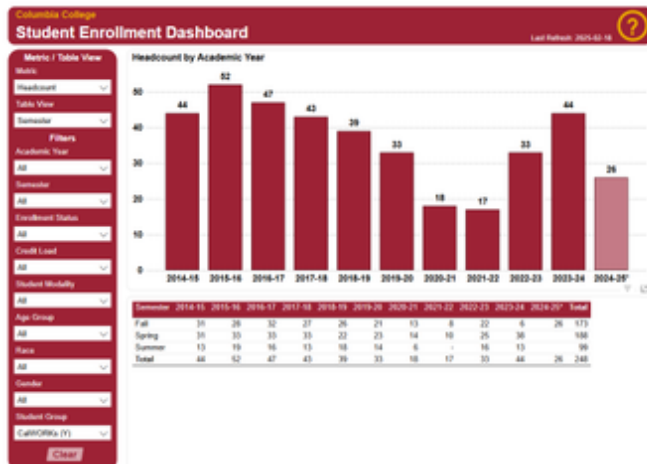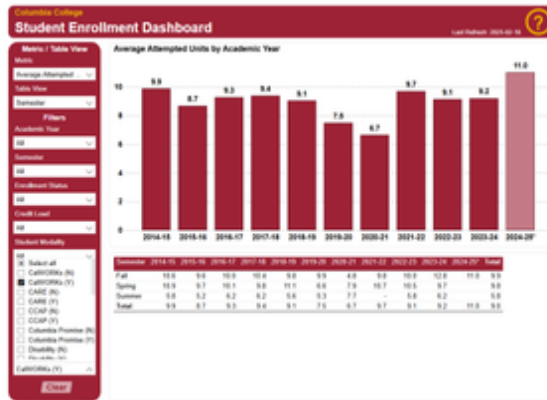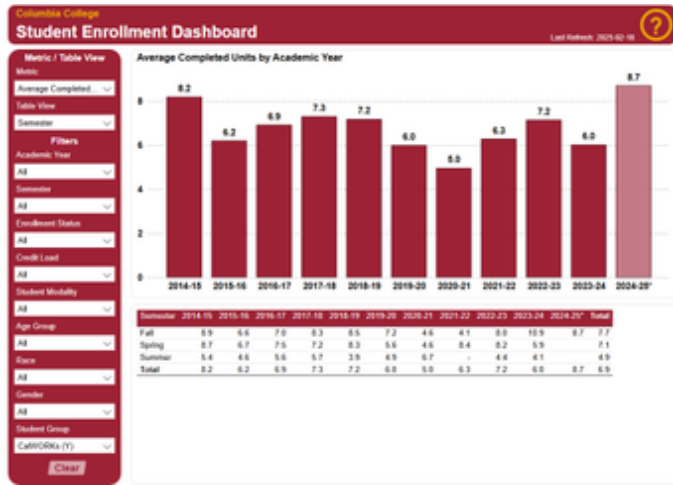
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