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Page 1: I. Service Area Overview and Update

Q1 Department(s) Reviewed:

CalWORKs

Q2 Lead Author and Collaborators:

Asma Yassi, Sheryl Ashley, Jessica Murguia

Q3 Dean/Manager:

Agustin Orozco

Page 2: II. Service Area Reflection and Description

Q4 Provide your service area's mission statement:

To support CalWORKs parents in overcoming poverty through achievement of education and career goals.

Q5 Describe how your service area supports the College's mission:

Acceleration: CalWORKs counselors and staff fully support the acceleration model that has been implemented in our college. Since this implementation, we are addressing academic and career decision making earlier than before allowing students to understand their purpose on campus and identify career pathways. With acceleration, more students are able to complete degrees and certificates before their time-limited cash-aid or welfare expires. In the past, most students would time out before completing classes for graduation or transfer. Consequently, many chose not to continue because they have to work to support their family that becomes a higher priority for them. Acceleration allows more of our students to finish on time while maintaining eligibility in our program.

Guided Student Pathways: CalWORKs has always operated from a lens of Guided Pathways before its adoption by the college. We provide guidance and support for each pillar starting with the onboarding process where there is an easy path to enter our program. This includes intake paperwork and in-person new student orientations. The only requirement to be eligible for CalWORKs is to be a current cash aid or welfare recipient and enrolled at the college. There is no specific unit load required (can be as little as one unit). Cash aid is available for participants for a lifetime maximum of 48 months. Once a student meets that 48-month mark, they are no longer eligible for our services. Our program offers counseling appointments for advising, short-term planning (one semester plans), long-term planning, career advising, and transition planning for those getting ready to time off aid. Often these appointments turn into personal counseling sessions as students build rapport with counselors where resources could be provided or students referred to other on-campus programs or services. We require at least one appointment every semester but highly encourage students to book a second appointment so we can discuss next steps and future goals. To ensure students stay on the path, we provide many learning opportunities through intersession and summer workshops. We have just implemented an online component where students can get credit doing activities online if the in-person workshops conflict with their schedule. We believe these workshops along with regular interaction with students help them to keep them motivated to stay on their path to success as well as supplement knowledge gained in classes. Learning also happens through work study opportunities offered to eligible students to gain marketable skills to add to their resume.

Student Validation and Engagement: Our hope is that our students feel validated and engaged on a daily basis in their interactions with us. We listen to their needs and encourage success in and out the classroom. Our recent fall 2019 student survey provided proof of this. "The majority of respondents reported positive perceptions of the CalWORKs program at Cuyamaca College, and found the benefits that the CalWORKs program provides like priority registration, workshops, gas cards, a book bag, school supplies, and academic and personal counseling to be very helpful to their success. Most respondents indicated the CalWORKs program requirements were clear; CalWORKs staff helped them clarify and achieve their goals; CalWORKs staff treated them with respect; and CalWORKs staff listened to their questions, problems, and concerns."

Our program hosts multiple events on campus to keep our students engaged and we encourage them to bring their families especially when being recognized for achievements. Such events celebrate holidays and academic achievements such as those who have earned a GPA of 3.0 or higher and graduation. We hosted a Halloween party where children dressed in costume and trick-or-treated at One Stop offices and a Christmas event with Santa. We feed our students at each event that is a nice bonus. It is important to us that we include children at our events to recognize our student parents' achievements in front of their children's eyes. To further validate students' cultural experiences; we have set up a small table near our office front door with a pot of hot tea and cookies for our students to enjoy while visiting our office. Since our students are parents, they often bring their children to our office. To occupy children while a parent is busy, we have dedicated a small area for them to play with toys, books, crayons, etc. while parents complete their tasks.

Organizational Health: CalWORKs staff participate on college committees, work groups, and attend various events on campus. Last year we were able to hire a full time Account Clerk who has been a great addition to the team to assist with bookkeeping needs for the program. We collaborate closely with other student services programs such as EOPS, DSPS, Outreach, Financial Aid, Admissions and Records, and Career Center. We often refer students to these others programs or advocate on behalf of our students. The full time counselor is a liaison for Child Development, Ornamental Horticulture, and Business Studies programs. A required component of the CalWORKS Program is involvement in the community. We do this through attendance at meetings such as El Cajon Collaborative, San Diego Refugee Forum, Nurse Family Partnership, and other pertinent organizations. We do outreach to the Welfare-to-Work contractor, Public Consulting Group (PCG), through staff presentations and regular meetings with management that we attend with Grossmont College CalWORKs to discuss issues, concerns, and procedures. Outreach and collaboration has been done at the local high school's teen parent program, Chaldean Middle Eastern Social Services, International Rescue Committee, Catholic Charities, Jewish Family

teen parent program, Chaldean Middle Eastern Social Services, International Rescue Committee, Catholic Charities, Jewish Family Services, First 5, Pregnancy Care Clinic, and other service agencies. We also meet regularly with CalWORKs colleagues at other Region X colleges along with San Diego County CalWORKs and PCG staff members. We share best practices, attend other college's advisory board meetings, and the program specialist often provides training as requested to newer coordinators and counselors. She also represents the region on the California Community Colleges CalWORKs Association board of directors.

Overall, the CalWORKs program assists students in obtaining training in an employable field of study with the eventual goal of employment opportunities that lead to self-sufficiency. We promote success and apply equity in our daily practices and services, which contribute to the overall mission of the college. We serve a diverse student body who attend our college for various academic, personal, and career goals.

Q6 Is the service area description in the current college catalog up to date and accurate?   **Yes**

Page 3: III. Curriculum Review, Assessment, and Student Success

Q7 Does your service area offer any credit courses?   **No**

Page 4: III. Curriculum Review, Assessment, and Student Success

Q8 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years?   **Respondent skipped this question**

Page 5: III. Course Curriculum, Assessment, and Student Success

Q9 Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.   **Respondent skipped this question**

Q10 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.   **Respondent skipped this question**

Q11 Please provide an analysis of your SLO findings and what changes, if any, were made as a result.   **Respondent skipped this question**

Q12 What student learning-related successes and challenges have SLO results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

Respondent skipped this question

Page 6: III. Course Curriculum, Assessment, and Student Success

Q13 How has the department or discipline's success rate across all courses changed over the past 5 years?

Respondent skipped this question

Q14 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%.What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?

Respondent skipped this question

Q15 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

Respondent skipped this question

Q16 What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Respondent skipped this question

Q17 What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

Respondent skipped this question

Q18 How do these steps inform the long-term department of discipline goals that you are setting in this comprehensive program review?

Respondent skipped this question

Page 7: III. Course Curriculum, Assessment, and Student Success

Q19 Does your service area/program have distance education (online) courses?

Respondent skipped this question

Page 8: III. Course Curriculum, Assessment, and Student Success

Q20 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Page 9: III. Course Curriculum, Assessment, and Student Success

Q21 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Respondent skipped this question

Q22 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Respondent skipped this question

Page 10: IV. Degree and Certificate Programs

Q23 Does your service area offer any degree/certificate programs?

No, and it does not have PLOs

Page 11: IV. Degree and Certificate Programs

Q24 For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission.

Respondent skipped this question

Page 12: IV. Degree and Certificate Programs

Q25 Degree/certificate #1:

Respondent skipped this question

Q26 Degree/certificate #2:

Respondent skipped this question

Q27 Degree/certificate #3:

Respondent skipped this question

Q28 Degree/certificate #4:

Respondent skipped this question

Q29 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 13: IV. Degree and Certificate Programs

Q30 Degree/certificate #5:   **Respondent skipped this question**

Q31 Degree/certificate #6:   **Respondent skipped this question**

Q32 Degree/certificate #7:   **Respondent skipped this question**

Q33 Degree/certificate #8:   **Respondent skipped this question**

Q34 Do you need to include more degrees and/or   **Respondent skipped this question**
certificates?

Page 14: IV. Degree and Certificate Programs

Q35 Degree/certificate #9:   **Respondent skipped this question**

Q36 Degree/certificate #10:   **Respondent skipped this question**

Q37 Degree/certificate #11:   **Respondent skipped this question**

Q38 Degree/certificate #12:   **Respondent skipped this question**

Page 15: IV. Degree and Certificate Programs

Q39 How are these degrees/certificates meeting the   **Respondent skipped this question**
needs of students, and/or articulation with four-year
institutions?

Q40 Are there any changes planned if the   **Respondent skipped this question**
degrees/certificates are not meeting these needs?

Q41 Can students complete the degree/certificate   **Respondent skipped this question**
requirements within a two-year period?**requirement of
Title 5, California Code of Regulations

Page 16: IV. Degree and Certificate Programs

Q42 How are you currently assessing you PLOs within a **Respondent skipped this question**
4-year cycle?

Q43 Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?　　**Respondent skipped this question**

Q44 Are the PLOs mapped to the course SLOs?If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu　　**Respondent skipped this question**

Page 17: IV. Degree and Certificate Programs

Q45 Does your service area directly serve students?　　**Yes**

Page 18: V. Student Service Area Assessment & Data Analysis

Q46 How does the service area student population differ from the College's overall student population, if at all?

Looking at the comparison reports from fall 18-spring 19, CalWORKs served an average of 406 students for the year with an average of 4.4% out of the overall college student count. We also keep track internally and according to our database, we served 538 total students in 2018-2019 year, which consists of 230 new students, 308 continued from the previous year, and six were not countable due to no enrollment record. There is a 10% decrease from 2017-2018 and 36% less than 2017-2018. We believe the decrease is due to a reduction in refugee arrivals to the in El Cajon area. This may also be because welfare cases are down in the County because of low unemployment as well as overall student enrollment is down statewide.
While the college has an almost even female-to-male ratio, the CalWORKs program has mostly female students (75%). For ethnicity, we serve fewer Hispanic students (6.6%) compared to the college at around 35% and more white non-Hispanic students (79.3%) than the college (44.2%). However, our white student population consists mostly of Middle Eastern students. We track ethnicity and native language on our intake paperwork to help us determine how many Middle Eastern students we serve. Most of those students are from Iraq with a few from Afghanistan and Iran for a total of 87.5%. Our white non-Middle Eastern students are 3.9% of our total students. We also have a few African-American students (2.2%). The college does not yet provide data differentiating Middle Eastern students so we keep an Access database to track various characteristics of our students, but we also understand that this will change in the near future since now the college application collects for the various Middle Eastern ethnic categories.
CalWORKs serves an older student population compared to the rest of the college. Students range in age from 20 to 66 with the majority between the ages of 30-49 (70%). The average age of a CalWORKs student is 38.   The majority of all Cuyamaca College students is under 20 through age 24 for 61.2%.

Our students tend to be older mostly because they are all parents and for those that are refugees, they may have spent several years in secondary locations before being allowed to immigrate to the U.S. CalWORKs students in most programs are single mothers. Our program, because of the refugees, has mostly married students (79%). We also have some single mothers (19.1%) as well as a few single dads (1.9%).

See V.3 for more student data.

Q47 How does the service area ensure it is addressing the needs of its student population?

We try to respond to student needs and make adjustments regularly based on what we hear from students, staff, and faculty. We discuss issues, processes, and procedures at staff retreats that we hold each semester. Sometimes changes are made in response to a student request. The student hourly front desk staff and counseling faculty also make suggestions for improvements. We accept all input and implement changes to better serve and/or streamline services. We are always open to suggestions and improvements. Responding to language and cultural needs of our students, we have hired Arabic and Spanish-speaking counselors. We also have an African American counselor on staff. All our front desk staff are bilingual in English/Arabic. We also have one Spanish-speaking and one Arabic-speaking classified staff members. Many of our students may not have easy access to technology, so we have placed two computers and a printer in our reception area. It's also handy for students to make class adjustments quickly. To ensure effective communication, we reach to our students in various ways through mail, emails, phone calls, flyers, and in person. We have placed a TV monitor in the office that plays slides of important dates and events students can view as they wait in the reception area. We have developed a satisfaction survey that was administrated recently to help us reflect on Fall 2019 services, determine areas of improvements, and discover our student's needs. See V.6 and VI.2 for the results.

Cash aid recipients are required to participate in welfare-to-work activities 20 or 30 hours per week for single parents and 35 hours per week for a two-parent home. Acceptable activities include looking for work, work, mental health or substance abuse counseling, and education. Those in school must file a form documenting monthly hours to maintain eligibility. We accept those forms for them, verify they are still enrolled, and then submit them to the contractor on students' behalf. When classes are not in session, our students are still in need to complete weekly hours. Starting January 2019, we began offering workshops to help our students complete their hours on campus while providing learning and educational opportunities in a fun and relaxing environment. It was very successful so we offered them during last summer and again for Intersession 2020. Students have liked the variety of workshops offered that include self-care, exercise, movie discussions, art projects, parenting skills, career/educational discussions, communication skills, etc.

Furthermore, office staff works diligently to support students and is a liaison between the County, PCG, and the college. We also advocate on behalf of students to the County and PCG in an effort to resolve issues or misunderstandings to help our students maintain eligibility and stay on their academic track. We even send PCG students paperwork via email to reduce the need for students having to go in person to give it to their caseworker.

CalWORKs serves a diverse and unique student population that varies in its needs. Our goal is to continue learning how to address those needs through professional development opportunities. Our staff and faculty are in constant need to keep up with current job trends, regional and state policies, and effective CalWORKs practices. In fall 2019, we implemented staff meetings once a month, which provides opportunities to discuss program goals, needs, and troubleshoot current procedures.

Q48 Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

Retention: CalWORKs students have a slightly higher retention rate than the average student. This year's retention rate is higher than last year at 91%.

Course Retention	CalWORKs	Avg. Student
Retained	92.3%	87.5%
Withdrew	7.7%	16.3%
Total Enrollments	1,196	9,806
% of Total Enrollments	0.12%	

Persistence: CalWORKs students' persistence rates are significantly higher than the average college student. We believe this is due to the intensive supportive services our students receive from our program and the county.

Fall to Spring	CalWORKs	Count	Avg. Student	Count
Persisted	84.4%	324	59.2%	5,099
Did Not Persist	15.6%	60	40.8%	3,518

Course Success: CalWORKs students have slightly better success and withdrawal rates.

Course Success	CalWORKs	Avg. Student
Successful	83.7%	75.1%
Not Successful	8.6%	12.4%
Withdrew	7.7%	12.5%

Semester Units Attempted: CalWORKs students attempt larger class loads than the average student. This could be because most CalWORKs students do not work and receive assistance with living expenses. They also have a limited time to devote to receiving this assistance so their focus may be to complete as quickly as possible.

Semester Units Attempted	CalWORKs	Avg. Student
0.1 - 5.9	5.5%	23.0%
6.0 - 8.9	10.9%	17.9%
9.0 - 11.9	20.6%	16.9%
12.0 & above	63.0%	42.3%
Mean Units Attempted	10.7	9.5

Units Completed: CalWORKs students have higher completion rates from 9 units and above.

Semester Units Completed	CalWORKs	Avg. Student
0	8.7%	13.7%
0.1 - 5.9	8.9%	25.2%
6.0 - 8.9	12.7%	17.8%
9.0 - 11.9	21.6%	15.2%
12.0 & above	48.1%	28.1%
Mean Units Attempted	9.06	7.37

Semester GPA: CalWORKs students have a slightly higher GPA than the average college student.

Semester GPA	CalWORKs	Avg. Student
1.99 & below	7.5%	16.5%
2.00 - 2.59	7.4%	13.3%

2.60 - 2.99	8.2%	7.9%
3.00 & above	76.9%	62.4%
Mean Semester GPA	3.3	2.9

Outcomes by ethnicity: CalWORKs has fewer Black and Hispanic students than the college in general. In the White category, it is difficult to see how our population compares to the whole student body for Middle Eastern students. We keep a database that lists a student's native language to help us keep track of Middle Eastern students. However, we believe that since most refugees qualify for CalWORKs, we most likely serve more than most programs do and the college overall. Currently Middle Eastern students make up over 85% of the total students we serve. According to the data, CalWORKs students performed higher in course retention except for our Hispanic and Not Reported/Other students where they were slightly lower. In course success rate, CalWORKs students had slightly better rates for Asian students, White non-Hispanic and Two or more than the average college student did. All categories of ethnicity for CalWORKs students had better fall-to-spring persistence rates than the average college student. Again, this is probably because of the supportive services they receive. In units attempted, completed, and GPA, CalWORKs students did slighter better or the same for the average college student.

Numbers of Students	CalWORKs	Avg. Student
Asian	6.2%	6.0%
Black non-Hispanic	1.7%	5.6%
Hispanic	6.6%	34.8%
White non-Hispanic	79.3%	44.2%
Two or More	5.0%	8.0%
Not Reported/Other	1.1	1.4

In conclusion, CalWORKs students perform better across various categories reviewed by the college and we believe it is due to the supportive services they receive from the county and the wrap around services provided by our program. Our counselors meet with students regularly every semester ensuring they are on the right track and taking meaningful classes that leads to completion and graduation and eventually to gainful employment. Our program staff and faculty assist students in every step throughout their educational journey from registering to classes on day one to filing the graduation petition during last term and everything in between. That may not be always the case for the average student at Cuyamaca College.

Q49 What steps is your service area taking to advance the college's student success and equity goals?

The CalWORKs program has always embraced the college's student success and equity goals. We ensure this by providing intensive counseling and wrap around services when a student joins our program. We operate a case management model so we track data internally to make sure students are making progress and we intervene when there is a need through various methods. As an outcome, students (males and females) in our program performed better academically compared to regular college students.
We provide various services and opportunities for our students to develop educationally and personally through attending new student orientations, meeting regularly with academic counselors who provide career, personal, and academic counseling and related workshops, and placing some students in on-campus work study positions.
We also work with the Welfare-to-Work contractor, PCG, to ensure required paperwork is submitted on time and accurately so they can continue receiving their cash assistance. The CalWORKs program has always implemented a Guided Pathways approach as we provide advising from start to finish as long as they are actively enrolled in our program.

We provide interventions and advocate for their success with other departments on campus, PCG, and the County. A few of our students engage on campus in many ways so they receive an inclusive experience preparing them for long term self-sufficiency upon graduating or transferring. However, because all of our students are parents, this may preclude them with becoming too involved in extracurricular activities such as student government or clubs. They often want to be home when children come home from school.

Our students feel validated because we get to know them on a personal level. We see them on a regular basis when they turn in monthly hours, or need to ask a question, or to let us know of a success or issue with which they need assistance. We know many students by name without looking at their records, which we hope makes them feel that they are important to us and belong. Again, when we have events we make sure that we to include their families to share in their success.

In addition, our work study program provides a valuable opportunity to gain work experience while attending college. For many, this is their first-ever work experience and it is very gratifying to see them do well in their placements. Having a work study program promotes student success in many ways. It boosts self-confidence, allows students to network, and helps them develop soft skills as well as new skills. CalWORKs work study students also fill a need in departments that do not have the budget to hire student workers. In 2018-2019, we placed 47 students in 17 departments who worked a total of 18,602 hours and earned over $200,000.

The CalWORKs program seeks to empower every student to meet their needs every step of the way to ensure their success in advancing the college's success and equity goals.

Q50 OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

CalWORKs (CC) Comparison Report - 2019.pdf (127.1KB)

Q51 OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Student Data Statistics 2018-2019.pdf (385.4KB)

Q52 OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Q53 OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Page 19: V. Student Service Area Assessment & Data Analysis

Q54 Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome

If Yes, how are you currently assessing your SLO/SSOs?: For the last annual update, there were four SLO/SSOs: 1. Provide a welcoming and supportive environment, which provides information and advocacy regarding CalWORKs requirements and maintaining eligibility. This continues to be an ongoing goal for the CalWORKs Program. Our front desk and classified staff are excellent at assisting our students. We often advocate for our students within the college as well as the County and PCG. With twice-yearly staff retreats, we discuss what is working and what is not. Training is done on CalWORKs and college regulations as well as customer service and other pertinent topics. We honor everyone's voice to contribute to make things run smoother. Here are some things implemented this fiscal year: • Front Counter: We just installed a new front counter to provide a more professional appearance to our office space. However, it is larger than expected so the space needs to be rearranged to accommodate it. However, we are pleased with it overall. • Tea Time: In the fall 2019 semester, we placed a table outside our door where a hot pot of tea is available for our students when they visit our office. This has been an overwhelming success. We often have to refill the pot two or three times. We also offer cookies or other goodies as well. • TV Monitor: A PowerPoint loop now provides CalWORKs information, upcoming events, reminders, and inspirational quotes while students wait for appointments. This in addition to many bulletin board notices we post. 2. Continue case management style monitoring and counseling students with increased focus on career development/job skills. This continues to be an ongoing goal for the CalWORKs Program. Counselors meet with students on a regular basis for advising and long-term planning. All counselors discuss career goals before outlining an educational pathway with our students. Many of our students start college needing to learn English first, so we allow some time for students to explore and improve their English Language skills until they decide on a career goal. We also provide career-focused workshops throughout the year to educate our students on the various programs and careers options available for them. Here are some things implemented this fiscal year: Certified Career Advisor: Three of our counselors started classes to become Certified Career Counselors through UCSD Extension. This opportunity was announced through the Workforce Development Board. Since the CalWORKs Program is a work or career-focused program, our counselors need to be up-to-date on the latest career advising tools. This was a great opportunity for them as well as our students. They will probably develop a workshop with some of the new tools and information they are learning. Summer/Intersession Workshops: With the new fulltime counselor on staff, she has developed workshops for our

students to continue meeting required weekly hours participation if they are not taking a class during the summer or intersession. These have become popular with students and we saw an increase in attendance this past intersession. Workshops include career information, personal development, self-care, parenting skills, exercise, movie discussions, art, communication skills, and more. These help to develop well-rounded students. 3. Expand the use of technology for keeping students informed and collaborating with on and off campus partners. As mentioned previously, a TV monitor now provides ongoing program and college updates, reminders, and events as well as inspirational quotes. 4. Increase the number of students receiving CalWORKs work study on campus Forty-seven students were placed in work study positions during 2018-2019. In 2019-2020, there is a slight decrease in the number of students hired compared to last year. To date, 35 have been hired but we are still placing students for the spring semester. We actually solicited qualified students that did not apply and were able to place a few of them. The downturn may be because of fewer students overall this year and those remaining may have not enough time to be able to place them. Supervisors like to have at least a year with students because of training issues. All SSO/SLOs will be assessed on an ongoing basis through staff meetings and retreats to determine if they are still valid or need to be updated or changed as well as through the annual program review process. A survey was administered to our students in December 2019 and January 2020 on their interactions with staff and to get their opinion on services received during the fall 2019 semester. As an incentive to do the survey, a student was chosen at random to receive a $25 gas card. Forty-three students completed the survey. While this is not a large number of students, we have not administered a survey in several years so this is a new request of them. It is also the first time doing one online. This may have been a deterrent to students with low English skills. The survey was not translated into Arabic. This is something to consider in the future. Here are some highlights: • Characteristics: o 88% indicated their primary language is Arabic; 10% English; 2% Chaldean (Aramaic) o 50% identified as Middle Eastern or North African; 43% white; 2% Black or African American; 2% Latino; 2% Other • CalWORKs Participation: 56% indicated this was not their first year participating in the CalWORKs Program • CalWORKs Services: 81% of respondents indicated they received a Student Education Plan, 72% received help obtaining books and supplies, 60% received help with school and County welfare paperwork, 35% received tutoring and campus study lab referrals, 19% received liaison services with their CalWORKs case manager, 12% received CalWORKs Work Study, and 9% received childcare assistance in Fall 2019. • Helpfulness of Specific CalWORKs Benefits: All respondents indicated

Specific CalWORKs Benefits: All respondents indicated each of the CalWORKs benefits listed were either somewhat or very helpful in supporting their success. • Experience with CalWORKs: The majority of respondents either agreed or strongly agreed that the requirements of the Cuyamaca CalWORKs program were clear (98%); CalWORKs staff helped them clarify and achieve their goals (98%); CalWORKs staff treated them with respect (98%); CalWORKs staff listed to their questions, problems, and concerns (98%); and they would feel comfortable returning for additional services (98%). All respondents (100%) indicated they are satisfied with the services they received during the fall 2019 semester. • Sense of Community and Belonging: Most respondents (98%) either agreed or strongly agreed that they feel like they are part of the CalWORKs community. All respondents (100%) indicated they feel like they belong at Cuyamaca College. • Connections with Instructors, Counselors, and Other Students: Most respondents (95%) either agreed or strongly agreed that they know at least one instructor that they can turn to for support; 100% know at least one counselor they can turn to for support; and approximately 87% know at least one other student they can turn to for support. Some students indicated they do not know at least one other student or an instructor that they can turn to for support. • Encouraging Other Students to Participate in CalWORKs: All respondents (100%) either agreed or strongly agreed that they would encourage other students to participate in CalWORKs. • Recommendations for CalWORKs: Students were asked to "Please provide any comments or suggestions you have for improving the student experience in the CalWORKs program or at Cuyamaca College in general." All of the CalWORKs students that responded to this item (100%) indicated they had no recommendations to improve the program because they felt the program is already good and helpful. The few responses were expressing gratitude for our assistance. • Best Way to Communicate with Students: The majority of respondents (80%) indicated that email is the best way for CalWORKs to communicate with them. Approximately 46% of respondents indicated the best way for CalWORKs to communicate with them regarding appointments is text messaging, 10% selected flyers in the office, and 2% selected the website. Since so many students requested texting, this is something to explore in the coming year.

Page 20: VI. Service Area Assessment and Institutional Effectiveness

Q55 In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

- Partnership with other college programs for benefit of our students or on a student's behalf or to place work study students.
- We do outreach in the community, County of San Diego, and PCG.
- New Student orientations are comprehensive addressing the program, other student services, instructional programs, and events. Sessions are done in English and Arabic.
- We work with students to identify career pathways having that conversation as early as possible and/or when the student is ready to address future career goals.
- We engage in conversations with other staff or faculty on campus on equitable practices. For example, our full time counselor participated in 2019 in the equity-minded teaching and learning institute.
- In all our efforts, we apply an equity lens and work to eliminate achievement gaps for all students, especially disproportional impacted students, which is the main composition of the CalWORKs program.

Q56 Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

Cuyamaca CalWORKs Student Survey Fall 2019 Results.pdf (540.4KB)

Page 21: VI. Service Area Assessment and Institutional Effectiveness

Q57 Please describe your service area strengths.

The CalWORKs program continues to ensure comprehensive and inclusive services to students.

• We offer new student orientations in English and Arabic. Orientations provide descriptions of program services, requirements, and how to maintain eligibility. We also cover student success tips, campus resources, and other student services programs because we understand that we are all interconnected. Students cross through various programs and departments as they make progress on campus. Our program provides wrap-around services, which aligns with the guided pathways initiative. We meet our students' needs in any capacity to ensure success and learning.

• We offer Arabic translations in workshops, counseling meetings, and by the front desk staff. Many forms are translated into Arabic. Two NANCE translators work 20 hours each week.

• We collaborate with the local agencies and other campus services.

• We keep up with board policies as well as county and state regulations. We communicate updates to students as needed.

• We provide extensive follow up services. They come in to our office to schedule appointments with our counselors to develop educational plans, academic and career advising as needed as well as transition planning.

• We assist students with their monthly attendances forms that need to be submitted to the county by the fifth of every month.

• We provide work study opportunities on campus so students earn a little extra money will gaining valuable work experience.

• We emphasize career choices and the benefits of meaningful employment in different ways from the time they attend orientation, to counseling meetings, and in workshops. We want our students to find purpose in their chosen program of study and equip them with tools that they can apply once they graduate and pursue their career goals.

• We provide services to exempt students. These are students who are exempt from welfare-to-work because of a medical condition, a new baby, or because they are caring for a disabled family member. They have to provide documentation of the exemption and are required to provide annual copies of this documentation. They are also required to have a long-term education plan on file with a clear employment goal. The 48-month time clock for exempt students stops while the exemption is in place. We are permitted to pay for required books, parking permit or bus pass, and monthly gas cards if needed. Not all CalWORKs programs have the budget to cover services for exempt students. We currently serve about 50 exempt students.

• We pay for childcare for some students at the Cuyamaca Child Development Center.

• Hired a full time counselor in 2018 and a full time Account Clerk in 2019 to assist with bookkeeping.

• We enjoy a consistent and dedicated adjunct counseling staff that mirror the diversity of our students.

• We have staff that have been with the program for many, many years and know our students and the CalWORKs program very well.

Q58 Please describe your service area challenges.

• Office Space: We are currently in a converted classroom. There are no walls or doors to provide privacy during counseling sessions. Students do not always feel comfortable in this setting to talk about personal things that may be overheard by other staff and students. However, this will not change until we move into the new building in a few years. We also do not have adequate storage space so the office is constantly messy. Some of this can be alleviated if we are able to utilize storage containers on campus.

• Work Study Match Funding: Work study is a required component of the CalWORKs Program. We receive 75% of a student's wages as part of our annual budget. The other 25% must come from other sources. We have consistently received about $14,000 annually from the general fund. However, this is not enough to cover the entire academic year and we have to request additional money every year. We had requested a permanent increase but it was not approved. We will have to continue making this request every year. Alternatively, we would have to reduce the number of students hired. Our students work in departments that do not have the budget to hire student workers. We provide a needed resource to those departments or they could not function properly.

• Student Completions: All our students have a lifetime limit on their county benefits of four years. Since many of our students are refugees, they must first meet residency requirements and then spend the first year or so taking ESL classes. That does not leave them enough time to complete a degree program or transfer before they are no longer eligible for our services. Therefore, we do not get to see many of them complete their academic goals while they are with us. We are hoping with acceleration efforts, we will start to see more graduates in the coming years.

• Ethnicity Data: We currently keep a database to track our Middle Eastern students. This gives us a better idea of the true makeup of our students so we can be responsive to translations needs. Typically, 85% or more of our students are Middle Eastern coming from Iraq, Iran, and Afghanistan. We will continue to track our students' ethnicity so we are aware of language translation needs. The college application has since been changed to include tracking Middle Eastern students, which will be helpful to the college overall. We have seen an increase lately of students from Afghanistan and Iran. This may mean we'll have to provide translators and/or documents in Farsi, Dari, and Pashto.

Q59 Please describe external influences that affect your service area (both positively and negatively).

Positive:
• Collaboration with other programs at Cuyamaca such as EOPS, CARE, DSPS, Financial Aid, Career Services
• Collaboration with other Region X colleges' CalWORKs programs for support, training, and advocacy on behalf of CalWORKs students with San Diego County CalWORKs staff
• Community connection through various meetings, collaborations, and outreach.

Negative:
• Budget: For every year that we serve fewer students than the previous year, we could lose 5% of our annual funding. However, in 2019-2020, we received an increase because student numbers were down statewide. We should have received 5% less. It is difficult to say what next year will be like but we need to prepare for a 5% cut.
• Work Study: This is a required component of the CalWORKs Program. We receive 75% of a student's wages as part of our annual budget. The other 25% must come from other sources. We have consistently received about $14,000 annually from the general fund. However, this is not enough to cover the entire academic year and we have to request additional money every year. We had requested a permanent increase but it was not approved. Will have to continue making this request every year. Alternatively, we would have to reduce the number of students hired. Our students work in departments that do not have the budget to hire student workers. We provide a needed resource to those departments or they could not function properly.
• Students: Immigration laws and policies affect the number of students enrolling at the college since the majority of our students are refugees of Iraq. If less refugees are arriving in the United States, we potentially will see a decrease in CalWORKs enrollment. Unfortunately, the federal government has closed the door to any new refugee arrivals. We outreach and collaborate with PCG (both East and South offices) in an effort to recruit more of their clients to our program. This is the main source of our students. However, with fewer refugee arrivals, their numbers are down as well. Their numbers are also down in this time of low unemployment. There are fewer people needing cash assistance. More outreach is planned for the spring 2020 semester to area agencies that serve eligible clients.
• Staff: With fewer students, we may need fewer counselors in the coming year. This would be a blow to them and to our program. We have excellent counselors who have been with us for many years. We may also need fewer student hourly workers and translators. Two of our nine student workers left us mid-year so we should be fine for now. Four of our counselors utilize our translators. We will need to make a decision about staffing needs toward the end of this fiscal year.

Q60 Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

As a program, we constantly seek to improve our services to accommodate our students' needs. We meet as a staff twice a year for retreats as well as monthly staff meetings to troubleshoot current practices and suggestions for improvement. All staff are welcome to provide input. Some suggestions work well while others do not. However, we are very open to try new ideas. We want to help our students succeed personally and academically. We create surveys workshops offered for feedback and suggestions. We will also utilize the satisfaction survey results and discuss as a whole on how to implement changes if needed.

Page 22: VII. Previous Goals: Update (If Applicable)

Q61 Would you like to provide an update for your previous program review goal(s)?   **Yes**

Page 23: VII. Previous Goals: Update (If Applicable)

Q62 Previous Goal 1:

Prepare new student satisfaction survey.

Q63 Which College Strategic Goal does your service area most directly support?   **Student Validation and Engagement**

Q64 Please describe how this goal advances the college strategic goal identified above.

This is to assess how we are doing and get student feedback. Survey was administered December 2019 and January 2020. This will be something we'll do annually in the fall semester.

Q65 Goal status: **Completed**

Page 24: VII. Previous Goals: Update (If Applicable)

Q66 Please describe the results or explain the reason for the deletion/completion of the goal:

Fall 2019 Survey Results:

- Characteristics:
o   88% indicated their primary language is Arabic; 10% English; 2% Chaldean (Aramaic)
o   50% identified as Middle Eastern or North African; 43% white; 2% Black or African American; 2% Latino; 2% Other
- CalWORKs Participation: 56% indicated this was not their first year participating in the CalWORKs Program
- CalWORKs Services: 81% of respondents indicated they received a Student Education Plan, 72% received help obtaining books and supplies, 60% received help with school and County welfare paperwork, 35% received tutoring and campus study lab referrals, 19% received liaison services with their CalWORKs case manager, 12% received CalWORKs Work Study, and 9% received childcare assistance in Fall 2019.
- Helpfulness of Specific CalWORKs Benefits: All respondents indicated each of the CalWORKs benefits listed were either somewhat or very helpful in supporting their success.
- Experience with CalWORKs: The majority of respondents either agreed or strongly agreed that the requirements of the Cuyamaca CalWORKs program were clear (98%); CalWORKs staff helped them clarify and achieve their goals (98%); CalWORKs staff treated them with respect (98%); CalWORKs staff listed to their questions, problems, and concerns (98%); and they would feel comfortable returning for additional services (98%). All respondents (100%) indicated they are satisfied with the services they received during the fall 2019 semester.
- Sense of Community and Belonging: Most respondents (98%) either agreed or strongly agreed that they feel like they are part of the CalWORKs community. All respondents (100%) indicated they feel like they belong at Cuyamaca College.
- Connections with Instructors, Counselors, and Other Students: Most respondents (95%) either agreed or strongly agreed that they know at least one instructor that they can turn to for support; 100% know at least one counselor they can turn to for support; and approximately 87% know at least one other student they can turn to for support. Some students indicated they do not know at least one other student or an instructor that they can turn to for support.
- Encouraging Other Students to Participate in CalWORKs: All respondents (100%) either agreed or strongly agreed that they would encourage other students to participate in CalWORKs.
- Recommendations for CalWORKs: Students were asked to "Please provide any comments or suggestions you have for improving the student experience in the CalWORKs program or at Cuyamaca College in general." All of the CalWORKs students that responded to this item (100%) indicated they had no recommendations to improve the program because they felt the program is already good and helpful. The few responses were expressing gratitude for our assistance.
- Best Way to Communicate with Students: The majority of respondents (80%) indicated that email is the best way for CalWORKs to communicate with them. Approximately 46% of respondents indicated the best way for CalWORKs to communicate with them regarding appointments is text messaging, 10% selected flyers in the office, and 2% selected the website. Since so many students requested texting, this is something to explore in the coming year.

Q67 Do you have another goal to update?   **Yes**

Page 25: VII. Previous Goals: Update (If Applicable)

Q68 Please describe action steps for the year: **Respondent skipped this question**

Q69 How will this goal be evaluated?   **Respondent skipped this question**

Q70 Do you have another goal to update?   **Respondent skipped this question**

Page 26: VII. Previous Goals: Update (If Applicable)

Q71 Previous Goal 2:

Create paperless office through scanning.

Q72 Which College Strategic Goal does your service area most directly support?   **Organizational Health**

Q73 Please describe how this goal advances the college strategic goal identified above.

This is for ease of access for all that need access to a student's file, efficiency, and cut down on number of filing cabinets in the office.

Q74 Goal status: **In Progress - will carry this goal forward into next year**

Page 27: VII. Previous Goals: Update (If Applicable)

Q75 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q76 Do you have another goal to update?   **Respondent skipped this question**

Page 28: VII. Previous Goals: Update (If Applicable)

Q77 Please describe action steps for the year:

We started the process last spring. However, the software where files are kept has some issues that have not been fixed yet. Therefore, we cannot complete this project until then. We do not know how soon the software glitch will be fixed.
Will continue to speak with IT about progress with software issue.

Q78 How will this goal be evaluated?

Goal will be eliminated when project is complete.

Q79 Do you have another goal to update?   **No**

Page 29: VII. Previous Goals: Update (If Applicable)

Q80 Previous Goal 3:   **Respondent skipped this question**

Q81 Which College Strategic Goal does your service area most directly support?　　**Respondent skipped this question**

Q82 Please describe how this goal advances the college strategic goal identified above.　　**Respondent skipped this question**

Q83 Goal status:　　**Respondent skipped this question**

Page 30: VII. Previous Goals: Update (If Applicable)

Q84 Please describe the results or explain the reason for the deletion/completion of the goal:　　**Respondent skipped this question**

Q85 Do you have another goal to update?　　**Respondent skipped this question**

Page 31: VII. Previous Goals: Update (If Applicable)

Q86 Please describe action steps for the year:　　**Respondent skipped this question**

Q87 How will this goal be evaluated?　　**Respondent skipped this question**

Q88 Do you have another goal to update?　　**Respondent skipped this question**

Page 32: VII. Previous Goals: Update (If Applicable)

Q89 Previous Goal 4:　　**Respondent skipped this question**

Q90 Which College Strategic Goal does your service area most directly support?　　**Respondent skipped this question**

Q91 Please describe how this goal advances the college strategic goal identified above.　　**Respondent skipped this question**

Q92 Goal status:　　**Respondent skipped this question**

Page 33: VII. Previous Goals: Update (If Applicable)

Q93 Please describe the results or explain the reason for the deletion/completion of the goal:　　**Respondent skipped this question**

Page 34: VII. Previous Goals: Update (If Applicable)

Q94 Please describe action steps for the year: **Respondent skipped this question**

Q95 How will this goal be evaluated?   **Respondent skipped this question**

Page 35: VIII. New Goals

Q96 Would you like to propose any new goal(s)?   **Yes**

Page 36: VIII. New Goals

Q97 New Goal 1:

Assess or identify student barriers and create current practices to respond to student needs.

Q98 Which College Strategic Goal does this service area   **Student Validation and Engagement**
goal most directly support?

Q99 Please describe how this goal advances the college strategic goal identified above:

When we know our students better, the better we can serve them and respond to their needs. This may be in the form of specific referrals to on or off campus resources, workshops for students in similar situations, tailored counseling sessions, and adjustment of services.

Q100 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

We implemented an assessment form as part of intake in the past but did not have the staff resources to respond appropriately so it was removed. We believe that now is the time to revisit this practice to better respond to the needs of our students.

Q101 Action steps for this year:

- Create an assessment form to administer to all students
- Review assessments for common threads
- Determine next steps to address common threads
- Identify students with pressing issues so they can be addressed in a timely manner

Q102 How will this goal be evaluated?

Will troubleshoot implementation at staff retreats and during the next program review cycle.

[Repeated as needed]

Q103 Do you have another new goal?   **Yes**

Page 37: VIII. New Goals

Q104 New Goal 2:

Establish a CalWORKs parent group.
Other CalWORKs programs have this type of opportunity for students to engage other student-parents to share concerns and questions about being parents in school and on welfare in a supportive environment. Students will get to know other parents in the same situation. Parents with older children could offer "sage" advice to newer parents. Guest speakers could come in to lead discussions around specific topics such as safety, child development, fun and/or free things to do with kids, how to manage needs while being a student and a parent, stress management, self-care, etc. They could support each other by babysitting for when one or the other parent needs to study. A counselor or program coordinator could facilitate the group.

Q105 Which College Strategic Goal does this service area goal most directly support?   **Student Validation and Engagement**

Q106 Please describe how this goal advances the college strategic goal identified above:

This is another opportunity to get to know our students better and respond to needs. Students could become more engaged with staff and with each other that could also translate to staying in school despite the stress of meeting children's' needs.

Q107 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

We have wanted to create a parent group for some time and feel the time is right to start on this project.

Q108 Action steps for this year:

*   Meet with or survey random students to get feedback on feasibility interest in such a group
*   Research other CalWORKs programs with similar groups for best practices
*   Create an initial vision/mission statement for the group until it meets the first time for participants to decide if it needs to change or be updated
*   Meet with counseling staff for input and suggestions for topics
*   Meeting with child development program coordinator for input and suggestions
*   Determine first meeting can be held by the end of the semester or wait for fall

Q109 How will this goal be evaluated?

Will troubleshoot implementation at staff retreats and during the next program review cycle.

Q110 Do you have another new goal?   **No**

Page 38: VIII. New Goals

Q111 New Goal 3:   **Respondent skipped this question**

Q112 Which College Strategic Goal does this service   **Respondent skipped this question**
area goal most directly support?

Q113 Please describe how this goal advances the   **Respondent skipped this question**
college strategic goal identified above:

Q114 Please indicate how this goal was informed by SLO   **Respondent skipped this question**
assessment results, PLO assessment results, student
achievement data, or other data:

Q115 Action steps for this year: **Respondent skipped this question**

Q116 How will this goal be evaluated?   **Respondent skipped this question**

Q117 Do you have another new goal?   **Respondent skipped this question**

Page 39: VIII. New Goals

Q118 New Goal 4:   **Respondent skipped this question**

Q119 Which College Strategic Goal does this service   **Respondent skipped this question**
area goal most directly support?

Q120 Please describe how this goal advances the   **Respondent skipped this question**
college strategic goal identified above:

Q121 Please indicate how this goal was informed by SLO   **Respondent skipped this question**
assessment results, PLO assessment results, student
achievement data, or other data:

Q122 Action steps for this year: **Respondent skipped this question**

Q123 How will this goal be evaluated?   **Respondent skipped this question**

Page 40: IX. Executive Summary

Q124 One-page summary:

The CalWORKs program serves parent students who are cash aid or welfare recipients and enrolled in the college. We provide inclusive services to help students achieve academic and career goals. We do not require a specific unit load to join our program. Students can be enrolled in one course and be part of the program. Our services include personal, academic, and career counseling, on campus work study, student and family oriented events, ongoing career, personal, and academic workshops, supplies, gas cards, child-care, referrals to on and off campus resources, and much more. We follow up with students on a regular basis to make sure they are making progress in classes and following the right path to completion. We strategically encourage our students to take their classes based on their needs and career goals. We focus on career advising because we want our students to find purpose in their academic choices and to eventually become self-sufficient through employment. The CalWORKs program serves a unique student population who differ slightly from the average college student. For example, our students tend to be older, Middle Eastern, low income, and parents. CalWORKs students prove that they performed better across various categories as measured by the college student comparison such as persistence, retention, and unit completion. We believe this is due to the supportive services our students receive through our counselors and staff. We genuinely care for our students and try to get to know them to meet their needs and empower them every step of the way.

CalWORKs has three full time classified positions, one fulltime counseling faculty, five part-time counseling faculty, and 10 front desk staff that includes two translators. All work to serve the 538 students we had in 2018-2019. Among some of the new things that were implemented in the past year is offering personal, academic, and career prep workshops to our students during intersession and summer, and administrating a student satisfaction survey. Both of which we plan to continue to do every year and improve them based on our students' needs and recommendations. We have just installed new front counters, and we have placed a table with a pot of tea and cookies for our students to enjoy while they visit our office. Professional development is an ongoing component for our staff and faculty. Three of our counselors are currently studying to be certified career advisors through UCSD Extension. In addition, our office will participate in the new customer service training to help us better serve and understand our students.

We pride ourselves in the opportunities we provide to our students. We offered 47 of our students work study last year. We serve exempt students, which other colleges do not necessarily have the budget to do so. We offer wrap-around services like the workshops because we want our students to have a well-rounded experience in the college, prepare for future opportunities, and set them up for success. Our staff is very diverse mirroring our students' diversity accommodating their cultural and ethnic backgrounds. We operate in the mindset of guided pathways through our practices and interactions with our students. We strive to offer clear pathways to our students to ensure they continue to succeed in the college while providing them with learning opportunities and tools, which they can utilize upon completion and graduation. Currently, our office space being in a converted classroom is not ideal for conducting private counseling sessions and we have issues with storage space. Another challenge for us is that our students are time limited with their county benefits. Students often time out before they compete their academic goals. With the implementation of the acceleration model, we are now seeing more graduates and every year this number is increasing.

Since many of our students are refugees, the immigration laws and policies of the current administration affect us. The number of students enrolled has decreased and we believe it is due to the decreased number of refugee arrivals in the United States. The annual budget slightly changes from one year to another. We expect a budget decrease for next year and we need to prepare for that. Having fewer students enrolled and a decrease in budget, this may force us to cut down on front desk staff and/or adjunct counselors. This also tells us that we need more outreach in the community and increase collaboration with PCG in East and South offices. We also need to keep in mind that the college is experiencing a cut in student enrollment as well, which is a statewide trend along with the decrease in unemployment rates in California.

As for goals, the new student satisfaction survey was successfully implemented in Fall 2019 and results are included in this report. Only 43 students completed the survey, which is a small number. We believe because this was the first time we implement the survey for several years and also for many of our students English is their second language and may not be comfortable in completing the survey. We plan to implement the survey every fall with better ways to promote it and include results during program review cycles. Another previous goal was to create paperless office through scanning. This goal is in progress because we ran through some technical issues that we are trying to fix with the IT team. As for new goals, we really want to address the needs of our students by having them complete an assessment form and hopefully identify common threads and any issues that can be addressed in a timely manner. Another new goal is establishing a CalWORKs parent group. We believe this can be another validating experience for our students and can empower them to compete their goals and persist in college.

In conclusion, CalWORKs staff is always seeking better ways to improve its services and practices. We value our students' needs and we listen to any suggestions or new ideas and discuss them through staff meetings and retreats. We often collaborate with other CalWORKs programs in the area to adapt best practices keeping our students in mind, and we attend regional and state meetings to be

CalWORKs programs in the area to adapt best practices keeping our students in mind, and we attend regional and state meetings to be up-to-date with current policies in the state. We also seek professional development through continuous participation in on and off campus trainings and conferences. Lastly, we believe it is important for us to engage on campus. Some of our staff and faculty are actively involved in various committees and task groups on campus representing CalWORKs and collaborating with other entities on campus.

Q125 OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

Respondent skipped this question

Q126 OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

Respondent skipped this question

Page 41: X. Resources Needed to Fully Achieve Goal(s)

Q127 Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs)

Yes

Page 42: XI. Faculty Resource Needs

Q128 Are you requesting one or more faculty positions to achieve this goal(s)?

No

Page 44: XIII. Classified Staff Resource Needs

Q129 Are you requesting one or more classified positions to achieve your service area's goal(s)?

Yes

Page 46: XV. Technology Resource Needs

Q130 Are you requesting technology resources to achieve your service area's goal(s)?

No

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

Q131 Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)?

No

Page 50: XIX. Facilities Resource Needs

Q132 Are you requesting facilities resources to achieve your service area's goal(s)?   **No**

Page 52: Final Check

Q133 If you would like to go back and review parts of your program review, select a section and click "Next."   **I am ready to submit my program review**