#4

COMPLETE

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Page 1: I. Service Area Overview and Update

Q1

I.1 Department(s) Reviewed:

CalWORKs Program

Q2

1.2 Lead Author:

Asma Yassi

Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report:

Sara Allen, Lana Arabu

Q4

I.4 Dean/Manager:

Agustin Orozco

Q5

I.5. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the 2020 program reviews on the program review webpage.

Big changes happened when the campus had to shut down due to Covid-19 and we were instructed to provide remote services to students. With that shift, everything had to change from the way we provide counseling and office services to the way we communicate with students and understand their needs. The CalWORKs program was reimagined in Spring 2020 to fit the needs of our students and deliver effective and accessible services to students. We feel this process is ongoing and we are keeping close eyes on the latest updates from our college, district, and community partners adapting to changes as needed.
Here is a summary of the changes that the program went through:
- Website: We worked on developing a comprehensive CalWORKs website with many recourses, forms, appointment accessibility, and Q&As.
- Work Study: Usually, we receive match money (25%) from the college. This Fall we worked with Financial Aid to find temporary match money for some of our work study program starting November 2020. We are still seeking match funds for Spring and Summer 2021. Due to campus closure, work study students decreased from 37 in 2019 to only 19 in 2020.
- Counselors: We currently have one full time counselor in the program and a total of 5 part time counselors. In July, 2020 we lost one part time counselor due to full time employment in another district. With being down a counselor, we will be looking at the possibility of hiring an adjunct for the upcoming year to keep up with the counseling services and appointments we offer our students.
- Retirement: Our program specialist left due to retirement. While this position is currently vacant, we will rehire a program specialist, as well as re-organizing the office with a faculty coordinator as the lead.
- Front Desk: When the campus was open, we depended on our front desk staff to serve our students when they walk into our office, schedule appointments and make calls. The front staff hours were cut around March 2020 due to COVID-19 and campus closure. Their duties were absorbed by the full time staff and counseling faculty. We were able to bring back our NANCE workers to help with translation services and other clerical duties and we are working on getting more front staff back to assist with office procedures.
- Counseling Appointments: With transitioning to remote services in our division and college, our counseling appointments had to move to online. We currently use Zoom as the main source of conducting appointments but we also utilize phone appointments using Google Voice and MITEL which connects our work phones to our laptops. As for students, they can book their appointments from our web or email/call us to schedule. Students can also submit quick questions using E-advsing (Ask a Counselor) to connect with our staff and counselors.
- CalWORKs Information Sessions: With campus closure, our students were in need of a place to come online to ask questions and receive updates from our program. We started to host information sessions utilizing Zoom to check-in and connect with our students in a group setting. Those sessions were hosted twice a month in Spring and now we transitioned to once a month as things settled down and student are more comfortable with distance education and requesting assistance. We also offered in November a specialized session for students with Child Development majors with Child Development faculty present as guests to give students information on course offerings and permit requirements.
- Office Communication: Another way to provide information was though email. We have always used Email to contact our students but particularly this year we sent them regularly to communicate any changes, updates, and reminders about the program and the college. We have found these emails to be beneficial and well received. Since many of our students are Arabic speaking, we also provide translations.
- Technology: New technology used this year to adjust to remote services such as Zoom, E-advising, MITEL, etc. Our Each staff and faculty in our program had to go through a series of trainings and adjustments to be well prepared for serving the student in a remote environment.
- Paperless office: Student files now are accessible electronically in our shared drive, which allow us to eliminate the need of using paper files. A new procedure was established. We pride ourselves in this accomplishment and plan to continue this process beyond the current crisis.
- CalWORKs Time on Aid Clock: The first change is that student's clock stopped from March 2020 until June 30, 2021 due to the pandemic and no negative action for non-participation. Another big change is the establishment of a new state policy to allow CalWORKs clients to stay on aid for 60 months versus 48 months starting May 2022. This is great news for our students because this means they will stay receiving our services for longer time and we will see an increase in completion rates while they are enrolled in CalWORKs.

Page 2: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success

Q6

II.1. Student services and administrative areas collect data in many different ways. Please discuss the access, success, and/or other data that your service area is using to inform its plans for the year and/or to evaluate its progress. This may include student achievement data from comparison reports, service utilization data from SARS or another database, demographic information on the students your area serves, student or employee survey results, reports prepared by external organizations, or other data collected by your service area.

Looking at the comparison reports from Fall 19-Spring 20, CalWORKs served an average of 322 students this year which is a decrease in number from the year before when we had an average of 406 students. This is about 3.7% of the college student population of Fall 19-Spring 20. That being said, our internal database shows that we actually served 436 students this year which is higher than what the number the college provided. In both cases; however, our numbers have dropped compared to last year with an average of 100 students less. Our rational for the less numbers is the decrease in refugee arrivals in El-Cajon area since they compose the majority of the students we serve. The other reason could be is the low unemployment rates we saw last year so the county had less cases to work with and refer to us. We believe this is going to change for this upcoming year due to the impact of Corona Virus, and we may potentially see an increase in students participating in the CalWORKs program.

In terms of Gender, there is generally an even number of males to females in the college population. This is not the case for CalWORKs students as our female students compose an average of 75% of our students. As for ethnicity groups, It looks we stayed consistent with the college with the exception of Hispanic/Latino Students, and White Non-Hispanic Students. Our CalWORKs program house less Hispanic/Latino Students with an average of 8.4% compared to 35% of the college. Our White population is much higher than the college with an average of 78% compared to only 45% in the general population. As mentioned in previous program reviews, our white student population consists mostly of Middle Eastern students. Most of which are from Iraq, Afghanistan, Iran, and Syria for a total of 367 out of 436 total student count. This means the majority of our students are Middle Eastern composing about 85% of the CW students in our program. We know this because we keep an internal database and we track were students are from to help us deliver equitable services to the students.

All CalWORKs students are parents, so our average age of students tend to be higher than the general student population. About 56% of our student fall under the 25-39 age category with an average age of 37. The college students; however, have highest percentage fall under 20-24 age category. Also serving the refugee population increase the average student age we serve. Many of our students may have spent several years of education in their home country before they immigrated to the U.S. We are proud to serve a unique body of students that is different from the general population at Cuyamaca but also different from other CalWORKs program in the region due to the strategic location of our campus that attracted the Middle Eastern population that reside in East County. While most CalWORKs programs in the region and state serve single parents, our program mostly serve married parent students (2 parent cases) for a total of 351 students compared to 85 for 2019-2020. This is because most of our students are refugee families.

Since CalWORKs aims to get students employed after completing their education at Cuyamaca. More than 65% of our students are enrolled to earn a degree and/or transfer this is consistent with the college average of 70%. Our undecided students are an average of 19% that is slightly higher than the average population of 15%. We are making efforts through our workshops, activities, and counseling services to bring this number down and potentially put all our students on an academic and career path that they choose and find fitting.

Our retention rates continue to be very high each year. An average of 95% for Fall 19-Spring 20 compared to 90% in the college. There are many factors to this but most importantly the follow up services we provide through our program that allow us to interact with students at various times in the year which ensure enrollment in appropriate courses that fits the students' academic goals, language level, and career objectives. Our retention rates were also high across the different groups all each group had slightly higher percent compared to the population group of the college.

Our students not only have higher percent of retention, but they also have higher success rates of an average of 88% compared to 80% of the college. An average of 80% of our students have a 3.00 and above GPA. This is a great achievement compared to only an average of 68.45% of the college. Our average mean GPA across the various groups, White non-Hispanic student scored an average mean of 3.4 GPA compared to an average mean of 3.2 for White non-Hispanic students in the college. Our students continue to show better numbers in their grades, retention, and success. Also, most of our students enroll full time each term with an average of 60% attempting 12 units or more and an average 43% of our students completing 12 units or more. The reasons why many of our students attempt 12 units each semester are:
- Required to submit hours to continue their eligibility with PCG
- Common students with EOPS who require students to take 12 units or more each term
  Eligibility for Financial Aid grants and Scholarships

- Eligibility for Financial Aid grants and Scholarships
- The desire to complete education within the allowed timeframe of the county (around 48 months)
- Most students need to take ESL courses as they start their courses at Cuyamaca and that consists of 9 units for many of our students. Adding one more courses to ESL, puts them at full time status.

Finally, comparing Females to Males; like previously mentioned, we have more female students than males in the CalWORKs program. Our percent average is much higher compared to the college. Also, our female students showed better enrollment compared to the average college, better retention rates, and better success rates not only compared to males in our programs but also compared to other females of the college.

Another way to assess our performance, we pulled reports from SARS. For 2020, we conducted a total of 1009 appointments which is less than 2019 when we had 1567 appointments attended. This due to the pandemic and the decrease in our student count.

Q7

II.2. In light of the goals set in your program review, what are your plans to improve equitable student access and outcomes (enrollment, matriculation, success, retention, persistence, graduation, etc.) in the coming year?

Since our data show great achievement by our students across the various group population, gender, and age, we plan to continue our efforts in providing comprehensive services through our program. Our goal is to walk each student through a successful educational and career path until graduation and/or transfer. We meet the student at their starting point after they apply to the college. Once they are referred to our program through our college or PCG, we ask students to compete the Intake paperwork, which they have to update once a year, then complete the matriculation process to get priority registration. Our counseling faculty meet with the students at least twice a semester to complete their Individual Training Plans (ITP) and offer academic, personal, and career advising. Counselors follow up with students on regular basis and offer support and referrals. Our staff email/ call students to help students with completing forms, booking appointments, and offering help as appropriate. Since the transition to remote services, we successfully transitioned most of our services and procedures online from orientations to counseling appointment and paperwork, and created a comprehensive website with valuable information and instructions to improve our accessibility efforts and ease processes for our students. We have found these services to be valuable, so we plan to continue to serve student in different modalities even if the campus reopens in the future.

The CalWORKs program operate like a case management model and we track data internally to make sure students are making progress and intervene when needed. For example, we know that many of our students are Child Development major, so we going to offer a Child Development Information Session facilitated by the CD Department Chair and full time faculty to explain to our CD students the process for applying to the permit and addressing any other questions relating to this field.

Our efforts to keep our students engaged in our campus goes beyond the academic semesters as we offer online activities via canvas each Intersession and summer. In the past years, we offered the success academy in person, then moved to a hybrid model. With the campus closure, we had to move all the activities online on Canvas, which was great to students as they continued to learn new information and earned hours which kept them eligible for their cash-aid grants. We have found the hybrid model is the best fit for our students and their needs, so we shall do this again once the campus reopens

Q8

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

CalWORKs (CC) Comparison Report - 2020.pdf (130KB)

Q9

OPTIONAL UPLOAD 2: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

Copy of calworksapptattendencejan2019-dec2019.pdf (8KB)

Q10

OPTIONAL UPLOAD 3: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

Copy of calworksapptattendencejan2020-nov172020.pdf (8KB)

Q11

OPTIONAL UPLOAD 4: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

Respondent skipped this question

Page 3: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success continued

Q12

II.3. Are the SLOs and/or SAOs an accurate reflection of the department's major priorities?

No, Please describe the department's plan to update them: As a program, we met together to look at our previous SLOs and SAOs and worked with the Institutional Effectiveness team and SLO coordinator to come up with better outcomes that fit our current situation. Our new outcomes statements are: - Develop a survey to assess barriers and student needs regarding academic and personal success. - Determine action steps from the survey results for program improvements and adjustments. - Revise processes for information session to collect student input and enact student feedback regarding their experience in the program. - Increase the effectiveness and efficiency of remote CalWORKs services by streamlining operations and clarifying communications to students. These 4 outcomes shall be assessed from now until next comprehensive program review cycle.

Q13

II.4. Does your service area have an SLO/SAO assessment plan on file with the SLO Coordinator (or the Outcome Assessment Committee)?

No, Please describe your plan: We have created an initial draft of the Outcomes Assessment Plan. In early December, our SLO coordinator, Tania Jabour looked it over and provided suggestions. Next step is to discuss the information with my team, and send her the finalized plan by end of January 2021.

Q14

II.5. What are your key assessment findings over the past year and what have you changed (or will you change over the next year) as a result?

We conducted a satisfaction survey in Fall 2019 to understand our students needs and their satisfaction of the program services. Here are the survey results which we reported in our last comprehensive program review.
• 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.

We just updated our goal statement and outcomes with the help of our SLO coordinator and the assessment plan will start in the upcoming year. A new and updated survey for Fall 2020 is sent to students while keeping our new goal in mind.

Q15   **Respondent skipped this question**

OPTIONAL: Please use the Upload button below to attach
any additional documentation you would like to include.

Page 4: III. Previous Goals: Update

Q16

Goal 1:

Create paperless office through scanning.

Q17   **Completed**

Goal Status

Page 5: III. Previous Goals: Update continued

Q18

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

This goal was completed due to the transition to remote services and having a VPN access from our homes. One of our classified staff took permission to go to campus this summer and scan students files in particular progress notes and add to our electronic student folders. We eliminated the need to use our student's files and create paperless office by turning all forms to a digital format and saving everything under the student's folder. This have allowed any staff or faculty that have VPN and access to the shared drive to easily find information and serve the students.

Q19   **Yes**

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q20   **Respondent skipped this question**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Q21   **Respondent skipped this question**

Do you have another goal to update?

Page 7: III. Previous Goals: Update continued

Q22

Goal 2:

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

Q23   **Not Started**

Goal Status

Page 8: III. Previous Goals: Update continued

Q24   **Respondent skipped this question**

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

Q25   **Respondent skipped this question**

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q26

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as
action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Due to the pandemic crisis and changes in our staffing this year, we are behind on our database and other functions in the office. We
were not able to start on this goal and will carry it into this coming year with adjusting the outcome statements.

Q27   **No**

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q28   **Respondent skipped this question**

Goal 3:

Q29   **Respondent skipped this question**

Goal Status

Page 11: III. Previous Goals: Update continued

Q30   **Respondent skipped this question**

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

Q31

Do you have another goal to update?

Respondent skipped this question

Page 12: III. Previous Goals: Update continued

Q32

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Respondent skipped this question

Q33

Do you have another goal to update?

Respondent skipped this question

Page 13: III. Previous Goals: Update continued

Q34

Goal 4:

Respondent skipped this question

Q35

Goal Status

Respondent skipped this question

Page 14: III. Previous Goals: Update continued

Q36

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

Respondent skipped this question

Page 15: III. Previous Goals: Update continued

Q37

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Respondent skipped this question

Page 16: IV. New Goals

Q38   **Yes**

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

Page 17: IV. New Goals continued

Q39

New Goal 1:

We have revised our previous goal to the following:
Identify the leading barriers to academic and personal success that students enrolled in CalWORKs experience, and create programs and resources to enable students to overcome those barriers.

Q40   **Student Validation and Engagement**

Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q41

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

When we know our students better, we can better 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.

Q42

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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.

Q43

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

New Action Steps: (Outcome statements)
-      Develop a survey to assess barriers and student needs regarding academic and personal success.
-      Determine action steps from the survey results for program improvements or adjustments.
-      Revise processes for informational sessions to collect student input and enact student feedback regarding their experiences in the program.
-      Increase the effectiveness and efficiency of remote CalWORKs services by streamlining operations and clarifying communications to students.

Q44

How will this goal be evaluated?

We will troubleshoot implementation at staff meetings and during the next program review cycle.

Q45

Do you have another new goal?

No

Page 18: IV. New Goals continued

Q46

New Goal 2:

Respondent skipped this question

Q47

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q48

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

Respondent skipped this question

Q49

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q50

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Respondent skipped this question

Q51

How will this goal be evaluated?

Respondent skipped this question

Q52

Do you have another new goal?

Respondent skipped this question

Page 19: IV. New Goals continued

Q53   **Respondent skipped this question**

New Goal 3:

Q54   **Respondent skipped this question**

Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q55   **Respondent skipped this question**

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

Q56   **Respondent skipped this question**

Please indicate how this goal was informed by SLO
(student learning outcome) assessment results, PLO
(program learning outcome) assessment results, student
achievement data, or other qualitative or quantitative data
(from any source):

Q57   **Respondent skipped this question**

Action steps for this year:If you are requesting resources
in order to achieve this goal, please list them below as
action steps and specify the type of request (e.g. submit
technology request for new computer hardware).

Q58   **Respondent skipped this question**

How will this goal be evaluated?

Q59   **Respondent skipped this question**

Do you have another new goal?

Page 20: IV. New Goals continued

Q60   **Respondent skipped this question**

New Goal 4:

Q61   **Respondent skipped this question**

Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q62

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

Respondent skipped this question

Q63

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q64

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Respondent skipped this question

Q65

How will this goal be evaluated?

Respondent skipped this question

Page 21: V. Resources Needed to Achieve Goal(s)

Q66

What resources is your program requesting this year to achieve the program's goal(s)?

My program is currently not requesting any resources at this time

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Page 23: Final Check

Q67

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."

I am ready to submit my program review