#6

COMPLETE

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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

CalWORKs Program

Q2

2. Lead Author:

Asma Yassi

Q3

3. Collaborators:

Sade Burell, Sara Allen, and Belle Ayala

Q4

4. Dean/Manager:

Sade Burell

Q5

5. Initial Collaboration Date with Dean:

Date your program met with **06/07/2023**
your dean to discuss your
vision, goals, and resource
needs/requests:
MM/DD/YYYY

Page 2: II. Service Area Reflection Tund Description

Q6

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

In reviewing the statement we have for our program it sounded negative, outdated, and doesn't align with the college's new vision and mission statements. The faculty coordinator met with the team to revise the statement and to reflect on the work our program does in a positive lens. The new statement was sent to the dean to be added to the upcoming catalog. We also posted the new statement online on the CalWORKs webpage.

Old Mission Statement: To support CalWORKs parents in overcoming poverty through achievement of education and career goals.

New Mission Statement: To empower CalWORKs parenting students in achieving their educational and career goals and to promote success and equity two generations at a time.

Q7

7. Is the service area description in the current college catalog up to date and accurate?

No: What steps will you take to revise the college catalog description?:
As a department, we revised the program description and contributed a mission statement. The program coordinator will work with the dean to ensure the change will be reflected in the 2024-2025 catalog.

Q8

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

It is clear through our new mission statement that we directly impact our students to reach success through the various wrap-around services we provide our students. Such services include orienting students into the program and college, assisting them with registration and campus referrals, on-going counseling services to students at various times during the semester, and through engaging events and activities. We serve our students from the moment they join the program as new students until they are ready to submit their graduation application and/or transfer or complete their academic goals. We also work as liaison with the county and their partners like PCG and EQUUS to assist student when needed and advocate for them when issues arise. Since all our students are parenting students, we believe we are not only impacting individuals, but also impacting families and communities in becoming more resilient and innovative.

Our goal in CalWORKs is to have students experience a meaningful learning environment that extends beyond the classroom. We work on empowering students to learn life-long skills so they can be successful in their lives beyond college. Take for example the various workshops and activities we provide every year that touch on personal, academic, and career topics. We also celebrate our students when achieving success and/or transferring. We invite our students to attend family-oriented events and we invite their children to witness the success of their parents at Cuyamaca.

We strive to serve our students with a holistic approach from the minute they start our program. We support them by providing counseling services throughout the year with 1-hour long appointments and unlimited access to multiple meetings. In fact we encourage them to seek counseling advice every time they register for new classes and have any questions regarding their education and goals. We follow up with them and reach out to provide reminders and updates. Our students reach out to us in any way they feel comfortable; in-person or virtually via email, phone, or zoom. Students annually receive supplies. This ensures their academic success in the classroom. We offer students workshops for engagement and learning, but also for collecting participation hours which are required by our county partners to maintain cash-aid eligibility. When needed and appropriate, we advocate on their behalf to the county and county partners to make sure they are receiving fair supportive services and benefits. We provide students priority registration as a student part of a categorical program and we offer CW grants on regular basis when our budget allows.

We have hired staff and faculty that represent the majority of our student population to ensure students feel supported and relate to staff. We are working on improving or equity efforts and making the CalWORKs staff and students more diverse in the upcoming year to align with the college's effort and data.

The CalWORKs program also values the sense of community we have created among our staff and we strive to get to know our students by their names and them getting to know us and can easily reach out to one when they need help. We strive to make our office spaces welcoming and family-friendly so they feel they belong.

Page 3: III. Student and Instructional Service Area Assessment & Data Analysis

Q9

9. Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

We used internal database which we update on regular basis

We used comparison reports prepared by the college which compare our own students to the college wide data.

We used annual survey results and summaries

Q10

10. How do the students served by the service area differ from the College's overall student population, if at all?

The CalWORKs office every year requests comparison reports from the Institutional Effectiveness, Success, and Equity (IESE) office to help us understand how our students stand and perform compared to all other students. We also keep internal records and track our own students to help us plan and follow up with our students on regular basis.

In general and over the past years, our students have performed way above the college academically. Around 86% of our students were successful in their courses in 2022-2023 academic year compared to around 72% with other students on campus. This is consistent in previous years. For example, in 2021-2022, CW students were on average 82% successful in their courses compared to an average of 73% in the other college students. Same pattern is repeated for 2020-2021 with 84% average course success with our students vs. 74% average of other students and again in 2019-2020 academic year with an average of 88% success with CW students vs. 80% course success for all other students.

We are proud of our student's success and achievements and those comparison reports are a proof of the impact of our services on the overall performance of our students. Our CW students both attempt and complete 12 and above units in a rate above the average overall students. Our students prefer to enroll full time when possible because they are required to complete participation hours with the county and it allows them to receive full financial aid benefits upon qualifying. Below are average numbers reflecting on our CW students who attempted 12 or more units and those who completed 12 or more units compared to the college. Again, we see a consistent pattern of our students attempting and completing those units compared to the average overall data.

12 or more units Attempted in 2022-2023: 64% in CalWORKs vs. 43% in college

12 or more units Attempted in 2021-2022: 51% in CalWORKs vs. 15% in college

12 or more units Attempted in 2020-2021: 66% in CalWORKs vs. 45% in college

12 or more units Attempted in 2019-2020: 60% in CalWORKs vs. 43% in college

12 or more units Completed in 2022-2023: 50% in CalWORKs vs. 27% in college

12 or more units Completed in 2021-2022: 38% in CalWORKs vs. 10% in college

12 or more units Completed in 2020-2021: 50% in CalWORKs vs. 30% in college

12 or more units Completed in 2019-2020: 43% in CalWORKs vs. 29% in college

Based on the above, we can also conclude that both in CalWORKs and the college in 2020-2021 we had more students attempting to enroll and completing 12 units or above. Also data show us that 2021-2022 we had the least rates in attempts and completion of 12 units or more in both CW and the college. These could be a results of COVID impact which not only affected our students but the college as a whole.

In looking at our students GPA's our students always show higher percentages in earning 3.00 and above GPA. Although the college data also shows that most of their students receive 3.00 or more but we far exceed their percentages every year for the past four years. The following are rounded numbers:

3.00 GPA and above in 2022-2023: 74% in CalWORKs vs. 56% in College

3.00 GPA and above in 2021-2022: 75% in CalWORKs vs. 62% in College

3.00 GPA and above in 2020-2021: 73% in CalWORKs vs. 59% in College

3.00 GPA and above in 2019-2020: 80% in CalWORKs vs. 68% in College

Additionally, our students' academic goals and majors are slightly different from the college. In 2022-2023

45% of our students were interested in earning a bachelor's degree after their Associate's vs 51% in all other students. Same pattern with the previous year with an average of 42% CW students interested to earn a Bachelor's in 2021-2022 compared to 51% in all other students. We do have more students interested in earning an Associate Degree without transfer compared to all other students and this is consistent over the past years. We believe because our students on average are slightly older than the general student population, our students are all parenting students, and they have time limitations on aid. Therefore, they tend to prefer to earn local degrees without planning to transfer so they can graduate and start their careers.

Data on average shows that in 2022-2023, 45% of CalWORKs students wanted an Associate Degree only

versus 13% of the college and again the previous year in 2021-2022, 49% of CalWORKs students wanted an Associate Degree only versus 13% of the college

Choice of majors seem to slightly differ among our population of students compared to the average college

student. During Fall 2022, our top 3 majors for CW students are Arabic Studies, CD-Preschool Children, and Business Administration compared to the college top 3 majors which are, Biology, Nursing, and Business Administration. In the year prior to Fall 2021, the college's overall top majors remained the same as 2022, but our CW data slightly were different, CD-Preschool Children was the top major followed by Arabic Studies and then Social Work.

t is also important to examine our data even further and look at outcomes by race and ethnicity. We have an

overrepresentation of white students enrolled in our program. In 2022-2023, our white students composed about 90% of our student population versus about 46% of white students composed the general college population. That being said, our CalWORKs office keep internal data and we collect intake forms when students enroll in our program, although our students select "White" as their race/ethnicity, the majority also select Arabic/Aramaic as their main language. This means most of our white students are Middle Eastern Students. So we need to take that into consideration when we talk about our student population. Our CW program is in fact overrepresented with students who are immigrants and refugees of Iraq, Syria, and Afghanistan.

Our CalWORKs population has an underrepresentation of LatinX students, Black, and Asians over the past years when we compare our data to the college. For example,

In 2022-2023: Hispanic/Latino students in CW were average of 4% vs. average of 37% in college

In 2021-2022: Hispanic/Latino students in CW were average of 7% vs. average of 37% in college

In 2020-2021: Hispanic/Latino students in CW were average of 8% vs. average of 35% in college

In 2019-2020: Hispanic/Latino students in CW were average of 8% vs. average of 35% in college

This inform our program that we need to do a better job in diversifying our student population to align with the college overall population.

n terms of gender, CalWORKs students are overrepresented of female students, consistently over the past 4

years our female students compose over 70% of our student population versus about 55% in the college data. This inform us that we have an underrepresentation of male students. The CalWORKs programs serve parenting students only who receive cash-aid. Knowing this, we can understand why majority of our students are females. Majority of our students are single or married mothers, but we also serve single fathers and male spouses, but they are not the majority as they tend to be in the workforce more instead of education.

Q11

11. Please discuss any equity gaps in access or success.

Looking at our comparison reports, here are some of the findings regarding equity gaps:

With course retention in 2022-2023, our Black or African American student retained courses the least among other student populations we serve in CW. Course retention in Fall 2022 was 40% only compared to 89% course retention for non-CW Black or African American students. We see same pattern repeated in previous years such as Fall 2020, 58% course retention versus 79% for all other Black or African American students.

Our Black/African American students also experienced equity gaps in course success in Spring 2023, 0% of our CalWORKs Black or African American students had course success while all other Black or African American students had a course success rate of 63% that same semester. The equity gaps were not that extreme in previous years and data we somewhat similar compared to the wide college data when it comes to course success for black students.

Additionally, our Black or African American students didn't complete units as much as other groups in CalWORKs as well as completion of less units compared to non-CalWORKs students. Take for example in Fall 2022, 2.0 was the mean units completed for CW students who identify as Black or African Americans compared to 5.8 mean units for the college students who identify in the same group. Similar to course success, the equity gaps was not that extreme in previous years and It was more consistent with the college wide data.

Finally, mean GPA for Black/African American students in CalWORKs was lower compared to the college students of the same race group in 2022-2023 but similar to unit completion and course success rates, this particular year is not consistent with previous years.

While we can conclude that we have equity gaps in course retention since there is similar patterns in the past 4 years, we cant conclude for sure if the same equity gaps exist with GPA's, course success, and units completion for African American or Black students. We will examine these areas in future reports.

Other race or ethnicity groups seem to align with the college data of non-CalWORKs students and we don't see equity gaps for them across different outcomes.

Q12

12. What action will the service area take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what your area did to achieve this. If equity gaps still exist, consider the specific steps your service area will take to address equity gaps.

So now we know not only we need to recruit more Black and African American students, we also need to work on helping our black and African American students have better rates in course retention. This means we need to ensure those students when they enroll in courses, they stay in them passed census deadlines, and complete them every semester. CW counselors need to pay attention to this and help students through continuous counseling and advising sessions.

We also working on in-reach efforts to connect with students on an ongoing basis such as participating on college wide events and heritage month events.

Actively call students on a monthly basis to remind them about important deadlines, offer resources or connect them with other college departments, and to build a staff-student connection, not only with our counselors but our front desk staff and classifies personnel.

Q13

13. How has this data impacted the goals set in your previous comprehensive program review?

Our Previous goal focused on understanding the barriers our students face in their educational journey and worked on establishing new services and improve processes to help students succeed. Given the data we are collecting and receiving every year, we have determined that we need to shift our focus on increasing enrollment in our program and also improving diversity of our student population especially with certain minority groups. These new efforts will be mentioned later in our new program goal and outcomes.

Q14

14. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

The CalWORKs program have made many efforts to impact services across campus and to advance the college's vision. Here are some examples:

Providing student supplies to outreach department.

Collaborate with other categorical programs to create a common application or intake form. This work is still in progress.

Collaborate with EOPS program for events that touch on our student populations.

Purchasing of 100 Chromebooks with hotspots to the LRC which can be borrowed by any student while giving priority to CalWORKs and EOPS students.

Participation and sponsoring of kids activities during Open House campus event on 4/22/2023.

Collaborating with Student Affairs during graduation events (Photo Day Event)

Collaborating with Financial Aid Office to disperse CW grants to our students. For 2022-2023, we awarded 330 students an amount of $372.

Partnering with the CalWORKs Association to work with Project SPARC. SPARC stands for Student-Parents Are Reimagining CalWORKs. Originally started in summer 2021 through a grant funded by Blue Shield of California Foundation, this team works in collaboration with the Center for the Study of Social Policy (CSSP) to collect data on CalWORKs and student-parents, to help address equity gaps and eliminate unnecessary barriers for student-parents. The goals of this program are to continuously nurture California welfare parents by providing employment, training in leadership and self-advocacy, professional and peer mentoring, and experience in community service and service learning. We hope to hire our Project SPARC Leaders for the spring 2024 semester.

Q15

15. What challenges is your service area still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

The most significant challenge we saw as a result of the pandemic and disruptions of operations is the reduction of our students. Many of our students chose to step away from their college courses during this time for different reasons such as not many of our students were comfortable taking fully online courses. Also, all our students are parenting students and the closure of schools and day cares prevented some of our students from enrolling into courses. Finally, the huge shift in operations and services confused students especially that the majority of our students are ESL students and they didn't know how to navigate the online/remote systems we put in place during the closure. When the campus and our office reopened and we were able to provide hybrid services, we started to see more students returning and now we see our students comfortable requesting services remotely and/or taking online courses. We also see some students wanting to enroll in in-person courses but the majority now are comfortable completing their education online.

Another challenge that we see is the difficulty to bring students to campus for our engaging events. We noticed this during our Hybrid Workshops for summer 2023. We had way better attendance for our online workshops than the ones we hosted in-person. Take for example our first week of the workshops in Summer 2023, we had 38 students registered:

Day 1 being online, 28 students participated
Day 2 being in-person, 13 student participated
Day 3 being in-person, 9 students participated
Day 4 being online, 23 students participated

Q16

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

cuyamaca-calworks-comparison-report-2022-2023-20230721.pdf (185KB)

Q17

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

Partcipation%20SU23%20Week%201.pdf (428.1KB)

Q18   **Respondent skipped this question**

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

Page 4: IV. Student Learning Outcome and Service Area Outcome Assessment

Q19

16.   Please upload an updated, current version of your SLO/SAO assessment plan. Ideally, the updated plan should specify assessment semesters for all outcomes over the next 4 years, between this comprehensive program review and the next. See a sample Assessment Plan Template.

Student%20Services%20Outcomes%20Assessment%20Plan%20Template%202020-24.docx%20(1).pdf (264.2KB)

Q20

17. What are your department's key assessment findings over the past 4 years? Please include data and reflection pertaining to each of your current SLOs/SAOs in your response.

Starting in 2020-2021, the CalWORKs program have prioritized understanding the needs of our students and developed goals and outcome statements to reflect on this. The following were the 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.

Every year, the CW program send its students a survey to reflect on our services and addresses students' needs for the Fall semester. Once we receive the survey results and summary during the Spring semester, we look at the results as a team and come up with changes or actions steps if needed to address the results.

Upon the shutdown of our campus in 2020 due to COVID-19, our CW program took the initiative to host informational sessions for CW students which created a space for our program to give updates and collect students' feedback as well. Also, the shutdown for in-person services and relying heavily on remote services, we had to continue the improvement of offering remote services which later changed to hybrid, and also continue updating our online CW webpage.

Key findings:

Develop a survey to assess barriers and student needs regarding academic and personal success.

In 2020-2021, 69 survey responses were collected

In 2021-2022, 54 survey responses were collected

In 2022-2023, 113 survey responses were collected

Determine action steps from the survey results for program improvements or adjustments.

In 2020-2021, Survey results were received in March 2021 from Institutional Effectiveness team and were discussed with department in April 2021.

Action Steps Determined:

CalWORKs will send the survey out to students sooner next Fall (October-November), we were in delay due to retirement of the program specialist who coordinated the program and a delay in other tasks in the office.

Created in person drive through event during COVID-19 to give out gas cards and student supplies

Implemented changes due to SB 1332 and informed adjunct counselors about the changes and how to calculate study time when creating students' Individual Training Plans (ITP).

The CalWORKs program needs to discuss ways to improve recruitment and marketing, specifically for Latinx and Black students.

We need to ask questions in the future surveys regarding the format of services delivered to our students and preferred communication methods during the pandemic.

In 2021-2022, Survey results were received in December 2021 and was discussed with department in February 2022. The survey report was not requested on time. A request for Fall 21 report was submitted in November 2022 (few months late)

Action Steps Determined:

Provide student supplies that are more suitable for online classes and learning

While this year we added the question on the best way for CalWORKs to communicate information with students, we neglected adding the question on what students preferred method of seeking our services and conducing meetings/appointments. This will be added in the next survey.

We also didn't address how to recruit more LatinX and Black students. This will be carried on to the next Comprehensive Program Review cycle under a new goal.

In 2022-2023: Survey results were received in June 2023 which is late compared to previous years. CW leads met right after to discuss results and come up with next steps.

Action Steps Determined:

Continue to rely on email and phone as a way to communicate with our CW students.

Ensure offering of plenty of Zoom and Phone appointments while keeping in-person appointments as an option for students.

We are currently satisfied with the data we collected in the past few years and it was time for us to move to other areas of priority. This was the last year we conducted this annual survey.

Revise processes for informational sessions to collect student input and enact student feedback regarding their experiences in the program.

During 2020-2021, The CalWORKs program conducted Informational Sessions via Zoom to be able to provide our students with college and program updates and information and answer any questions they might have. During this year our campus was closed to the public due to COVID-19.

Reflections:

CW Program will create and send flyer to students with a registration link

Info sessions were conducted weekly on Wednesdays and we started in March 2020.

Students liked those sessions because they were able to reach out to us directly (we had staff and counselors usually available to facilitate and answer any questions and provide support)

During 2021-2022, The CalWORKs program continued to conduct the Zoom informational sessions in 2021 but we did not carry this into 2022 because by then we were open again to the public and was able to serve students both in person and online.

Reflections:

We reduced the number of sessions to bimonthly vs. weekly sessions.

We ensured having at least 1 counselor in the sessions to answer any general academic questions

We started inviting guests to those sessions to include Financial Aid advisors and Child Development faculty.

During 2022-2023, The CalWORKs program did not offer any Online Informational Sessions via Zoom.

Increase the effectiveness and efficiency of remote CalWORKs services by streamlining operations and clarifying communications to students.

During 2020-2021,

when the pandemic started and the campus closed, we realized the importance of having a clear and comprehensive webpage for our program. The previous Program Specialist started this work before her retirement and the new program faculty coordinator continued streamlining the information and updating the webpage as needed.

Before, students were only able to meet with counselors in person, this year students were able to zoom or conduct a phone appointment to seek counseling help from our program.

We also started translating many of the flyers and documents we send students and even email communications with students.

Our Fall 2020 survey included a translated PDF in Arabic to help many of our Arabic speaking students that compose the majority of our student population.

Counselors were asked to be flexible and meet the students' needs as much as possible and to be proactive and check on students vs. waiting for them to seek help.

We started offering informational sessions on weekly basis to deliver updates to students and keep them informed.

We scanned all paper notes and created digital students' files in the shared drive which was accessible to all staff through VPN.

We also streamlined our online workshops and activities. Winter 2020 # of participants was 43 and Summer 2020 # of participants was

17.

During 2021-2022,

The CalWORKs program have streamlined our online services and successfully communicated that to students through in-person help from the office, phone calls, emails, and our website. While we will continue to improve our services and the way we communicate based on new technology and needs of the college or department, we no longer feel that this needs to be an outcome statement.

We also continued updating our workshops and activities and saw an increase in enrollment compared to last year. Winter 2021 # of participants was 16 and Summer 2021 # of participants was 20.

We made changes to the staffing information to make sure it reflect the new adjunct counselor we hired and the new roles some of our staff now have.

During 2022-2023,

We edited the front page of the website to reflect that the campus and our office is now open to students and we offer hybrid services.

We added our updated CalWORKs Mission statement.

We also went through all the links and made sure they are still valid and updated them.

We also made edits to some of the content.

We created a tab to introduce each staff and faculty member with a profile picture and a small bio for each.

Our online workshops and activities via Canvas continue to grow. Winter 2022 # of participants was 18 and Summer 2022 # of participants 30.

For 2023, we plan to offer hybrid workshops with a combination of in-person and online activities.

Q21

17a. Please upload relevant assessment data, including reports, supporting documents, descriptions of methods of assessment, etc.

CalWORKs%20Survey%20Reports.pdf (2.2MB)

Q22

18. Overall, what do your SLO/SAO data suggest about student experiences, successes, and challenges in your service area?

We noticed that more students have responded to our annual surveys this academic year versus previous years.

We noticed that students are now more comfortable accessing services remotely and enjoy the flexibility of hybrid services.

We noticed that students attendance increase with online workshops compared to in-person workshops and activities

We terminated our virtual informational sessions once the campus re-opened because then students were able to come in to the office and seek help and ask questions, also by that time, we had greatly updated our CW webpage to include relevant information for our students.

Q23

19. Share an example of meaningful, innovative, equitable, and/or student-centered SLO/SAO assessment happening in your program.

I think the following outcome speaks heavily on our intension to make our program equitable and student centered.

(Increase the effectiveness and efficiency of remote CalWORKs services by streamlining operations and clarifying communications to students.)

We have worked very hard over the past few years to streamline our operations and ensure communication is clear, simple, and flexible whether we talk to our students via email, phone, in person at the office, or during our counseling appointments. We also wanted communication and services to be clear through our webpage and had to go through major updates and continue to update information online. As a team in CalWORKs, we worked to make our operations as simple as possible so students can get the work done. For example, giving the students the option of how to meet with a counselor. Also giving them flexibility on how to submit to us paperwork, We even send on their behalf required paperwork to the county to ensure they receive their benefits in a timely manner. While we are moving to new outcomes for the next few years, we are committed to continue revising our services and operations based on the needs of our students and continue to serve them in an equitable way to help them reach success and eliminate barriers.

Q24

20. Discuss how your SLO/SAO data are being used for service area and/or course improvements to advance student retention, success, and/or goal achievement.

Conducting surveys is a great way to learn about our students' needs and their overall experience in the college in general and our program in particular. By knowing for example, what modality students prefer to meet with a counselor, we as a program need to ensure this modality is available for them so they can meet with the counselors, seek help and advice, and that can improve their course retention and success. For example, in Fall 2022, 61% of our students prefer to speak to our counselors remotely via Zoom or phone appointment. Another important data survey revealed to us which can help our student achieve their goals, is that they prefer communication from our office via emails. In Fall 2022, 85% of our students wanted email communication which is similar to the previous year of Fall 2021 with 91% of our students preferring email as a way to get communication from our department.

Page 5: IV. Student Learning Outcome and Service Area Outcome Assessment continued

Q25

21. Please describe your service area strengths.

alWORKs students receive wrap-around services after they enroll into our program. Such services include but not limited to:

Priority registration every semester

Unlimited access to counseling appointments

Translation services during counseling meetings if requested

Course registrations assistance

CW Grants when the budget allows

Liaison services and advocacy with the county and its partners

Work study opportunities on campus

Events and success workshops throughout the year

Annual supplies

Office support with needed paperwork for the county.

The above certainly impacts positively the performance and retention of our students in their classes. We see this clearly in our data every academic year and we believe it is due to the services mentioned here and this is the strength of our program. Our students are served by our department until they complete their academic and career objectives on campus as long as they are eligible to receive our services. If they time off aid and still need time to complete their education, we try to transition and refer them to other support programs on our campus that offer similar services based on their eligibility.

Another strength of our program is that we keep internal data and track our students. This help us with our follow up services. We regularly look at our data and see which students we need to check in with whether by phone, emails, and through our counselors. We tend to call students if we see they need to update their educational plan, we check in on them if we see they are not enrolled for classes, etc.

Keeping our students' needs a priority, we allow for our counseling appointments to be conducted via Zoom or phone or in person. This flexibility is appreciated by our students who are parents and often they are on the go with their children and not always available to sit down in a Zoom session or come to campus for an in-person appointment. Our staff and faculty make sure that a follow up email is sent to the students with related notes and completed paperwork if any.

Lastly, our CalWORKs staff and faculty are deeply committed to our students. We have individuals who have been employed in our program for over 10 years. Our counseling faculty have strong passion to serve this unique student population and been in our program for many years as well. This creates a positive work environment that is student-centered and we take it personally when we see our own students earn college degrees, transfer, and/or start their career pathways.

Q26

22. Please describe your service area challenges.

One challenge about the CalWORKs program, is that we serve a very unique population which are parenting students who are on cash-aid assistance. Not only that, but these students, have limited time on aid. Luckily, in 2022, the time on aid got extended from 48 months to 60 months in the county which was great news for us because we get to keep our students in our program for longer time. In the past, we would have to refer them to other programs but now we are seeing more and more graduates and students who complete their goals while still being in our program.

Another challenge is that most of our students are county-referred and that determines that race/ethnicity of the students we received based on our campus location. The challenge we are currently facing is how to make our population more diverse.

Being a categorical program, we are a state-funded program and have to abide by the guidelines and funding restrictions to serve our students. This can be challenging sometimes and we have to be very intentional of what we offer our students to make sure it is within the allowed guidelines and spending is justifiable.

Finally, we have less students interested in CW works study compared to years prior to the pandemic. We believe this is because we have more students interested to stay remote and online as a result of COVID, also our CW students have decreased over the past few years so we have less students interested in work study. In 2019 for example, we had about 40 students participating in on-campus Work Study while this year, we have about 10.

Q27

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

Changes in the county and state polices impact our students directly. Example, SB 1232 provided our students flexibility in choosing their academic and career goals and gave more power to the college to determine this versus the case mangers/workers. It also changed the way we calculate study time in favor of the students.

Another external influence that impact our area is the economic climate and the rate of employment. When unemployment rates are high, we see more people apply to receive government assistance which means we can see an increase number of people wanting to enroll in education and thus come to our campus.

Lastly, immigration and refugee rates impact our area because this is the majority of the student population we serve in our program. Being in East County, most of our students are refugees from Iraq and now we are starting to see students from Syria and Afghanistan as well. If refugee arrival decreases in El-Cajon that could potentially reduce the number of students we serve and vice versa.

Q28

24. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

Given the nature of our program and the data we have been collecting in the past years, we can contribute positivity to the College's goals because we intend to align our own program goals with the college's goals. For example, one goal for us is to increase enrollment in our program, we also need to do a better job in recruiting African American students and eliminate their equity gaps and increase their persistence and completion rates on campus

Q29

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

Respondent skipped this question

Q30

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

Respondent skipped this question

Q31

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

Respondent skipped this question

Page 6: V. Previous Goals

Q32

Previous Goal 1:

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

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Q33

Goal Status

Completed

Page 7: V. Previous Goals continued

Q34

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

In the past 4 years, we have been focusing our attention to determining the needs of our students especially during the years of the pandemic, we have greatly adjusted our services and daily work to meet the students' needs. We collected data directly from students via surveys and adjusted based on results. We have created programs and removed barriers to help students reach their goals. As a department, we feel ready to propose a new goal and create new action steps for the next 4 years.

Q35

Would you like to submit another previous goal?

No

Page 8: V. Previous Goals continued

Q36

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

Respondent skipped this question

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

Q38

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q39

Would you like to submit another previous goal?

Respondent skipped this question

Page 9: V. Previous Goals continued

Q40

1. Previous Goal 2:

Respondent skipped this question

Q41

3. Goal Status

Respondent skipped this question

Page 10: V. Previous Goals continued

Q42

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

Respondent skipped this question

Q43

Would you like to submit another previous goal?

Respondent skipped this question

Page 11: V. Previous Goals continued

Q44

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

Respondent skipped this question

Q45

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

Q46

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q47

Would you like to submit another previous goal?

Respondent skipped this question

Page 12: V. Previous Goals continued

Q48

1. Previous Goal 3:

Respondent skipped this question

Q49

3. Goal Status

Respondent skipped this question

Page 13: V. Previous Goals continued

Q50

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

Respondent skipped this question

Q51

Would you like to submit another previous goal?

Respondent skipped this question

Page 14: V. Previous Goals continued

Q52

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

Respondent skipped this question

Q53

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

Q54

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q55

Would you like to submit another previous goal?

Respondent skipped this question

Page 15: V. Previous Goals continued

Q56

1. Previous Goal 4:

Respondent skipped this question

Q57

Goal Status

Respondent skipped this question

Page 16: V. Previous Goals continued

Q58

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

Respondent skipped this question

Page 17: V. Previous Goals continued

Q59

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

Respondent skipped this question

Q60

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

Q61

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Page 18: VI. New 4-Year Goals

Q62

New Goal 1:

Increase the number of students enrolled in CalWORKs, especially students who identify as Black/African American, Latinx, Native American, and/or Asian and Pacific Islander.

Q63

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

Increase equitable access (enrollment)

Q64

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

Our new goal aligns with the college goal on enrollment. By increasing our student population especially, the mentioned students' groups, we are contributing to the enrollment increase in the college as a whole.

Q65

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

Our data and outcomes in the past few years have shown us that we need to increase the number of our students. We went through a dip in enrollment due to the pandemic and need to grow our student population back slowly and focus on diversifying the students we recruit into our program as well.

Q66

Action Steps for the Next Year:

Increase engagement with and presence in on-campus events and spaces, particularly those geared toward the student populations that CalWORKs seeks to enroll, such as Umoja, Puente/Latinx, RISE, Queer, and/or AAPI events, programs, and/or courses.

Collaborate with categorical programs to create and scale a process that identifies students who are affiliated with EOPS, DSPS, Veterans, NextUp, and/or Up! programs, and who are also eligible for CalWORKs.

Increase referrals from Public Consulting Group (PCG) and other county programs, particularly in our region, to increase enrollment by 10% each year.

Q67   **Respondent skipped this question**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q68

How will this goal be evaluated?

Our action steps are our SAOs, we will measure our progress each year and evaluate our progress towards our new goal.

Q69   **No**

Would you like to propose a new, 4-year goal?

Page 19: VI. 4-Year Goals continued

Q70   **Respondent skipped this question**

Goal 2:

Q71   **Respondent skipped this question**

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

Q72   **Respondent skipped this question**

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

Q73

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

Respondent skipped this question

Q74

Action Steps for the Next Year:

Respondent skipped this question

Q75

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q76

How will this goal be evaluated?

Respondent skipped this question

Q77

Would you like to propose a new, 4-year goal?

Respondent skipped this question

Page 20: VI. 4-Year Goals continued

Q78

Goal 3:

Respondent skipped this question

Q79

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

Respondent skipped this question

Q80

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

Respondent skipped this question

Q81

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

Respondent skipped this question

Q82

Action Steps for the Next Year:

Respondent skipped this question

Q83

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q84

How will this goal be evaluated?

Respondent skipped this question

Q85

Would you like to propose a new, 4-year goal?

Respondent skipped this question

Page 21: VI. 4-Year Goals continued

Q86

Goal 4:

Respondent skipped this question

Q87

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

Respondent skipped this question

Q88

Please describe how this goal advances the college strategic goal(s) identified above:

Respondent skipped this question

Q89

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

Respondent skipped this question

Q90

Action steps for the Next Year:

Respondent skipped this question

Q91

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q92

How will this goal be evaluated?

Respondent skipped this question

Page 23: Final Check

Q93

Are you ready to submit your program review?To go back and review a section, select the section below and click "Next"

I am ready to submit my prgram review