

PROGRAM REVIEW UPDATE 2015-2016

Program: CalWORKs

Division: Student Services

Date: October 7, 2015

Writer(s): Kimberly Tomlinson, Amanda Ingold, Sally Stickney

SLO/SAO Point-Person: Kimberly Tomlinson

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."
 - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by ____.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

In the Spring of 2015, the CalWORKs Coordinator returned from a consecutive Maternity Leave and then Sabbatical Leave. Some of the changes that will be identified in this program review update will reflect slight shifting priorities based upon program assessment and capacity from the current

CalWORKs Coordinator.

As was identified in the previous Program Review Update the CalWORKs Student annual headcount has decreased significantly since 2012. The CalWORKs program reported the following annual unduplicated student headcount.

2011/2012	109	CalWORKs students
2012/2013	61	CalWORKs students
2013/2014	66	CalWORKs students
2014/2015	56	CalWORKs students

There are a number of identified reasons for this decline, one of the most significant is the change in state welfare policy limiting CalWORKs participant's time on aid from 60 months to 48 months. Additionally, as the state of California has not met its Work Participation Rates (WPR), counties have been more focused in moving participants into job club and encouraging a work first emphasis among current and new CalWORKs recipients. While the declining CalWORKs student head count was identified as an issue of concern in the previous program review and an outreach plan clearly identified as a mitigating factor, supporting a focused outreach effort will require significant planning, support and funding. The CalWORKs program, budget and staff are already strained meeting the current CalWORKs program requirements.

With the return of the full-time CalWORKs Coordinator and the loss of its previous CalWORKs dedicated Counselor, (Michelle Zapata), the program has not been able to replace a dedicated adjunct Counselor and has concerns regarding ongoing funding for counseling services. The program brought on a retired CalWORKs Counselor to provide counseling services for our students in the interim. CalWORKs Counseling was funded 2014-2015 through the Student Success and Support Funds. While the CalWORKs program is currently recruiting for a new CalWORKs Counselor which we hope to have in place before the end of Fall semester the program is uncertain at this time where CalWORKs Counseling dollars will come from. The CalWORKs program would like to request that the college provide counseling support for the CalWORKs program.

The mandates for the Student Success and Support Program include an emphasis on counseling services, the matriculation process, and additional support for students identified as at-risk (students enrolled in basic skills courses, student who have not identified an educational goal and students on academic or progress probation). The Student Equity Plan has focused on outreach for specific at-risk student populations and is implementing strategic plans to improve communication, expand learning communities, and develop innovative new opportunities to improve our scaffolding of support for disproportionately impacted students. The CalWORKs program serves students in these identified target groups and plans to explore opportunities to create a more robust and integrated First Year Experience/Career Exploration/ Personal/Cohort support program for CalWORKs students.

While not a change since the last program review, the CalWORKs Program continues to serve students who are overwhelmingly assessing into Basic Skills English and Math classes. The fall 2010- fall 2014 CalWORKs data packet demonstrates a trend that has been consistent among our students. In fall 2014, 81% of CalWORKs students assessed into English 104A (67%) or English 10A (14%). During this same semester, 90% of CalWORKs students assessed into Math 107 (65%), Math

65 (15%) or Math 55 (10%).

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

The CalWORKs Program identified the following initiatives for the 2014-2015 in the PPU 2011-2012

To review and amend the current CalWORKs Intake and Orientation process as necessary to ensure that the CalWORKs program is aligned with the college and the requirements of the Student Success and Support Act. The CalWORKs program would like to examine the connection between the CalWORKs intake, the college intake, orientation, assessment, and SEP planning processes in order to ensure consistency in the matriculation process.

The Intake initiative was completed in the following manner:

The California Community College CalWORKs Program regulations require that local programs must document student eligibility prior to serving a student and admitting them into their program. In the spring of 2014, the CalWORKs staff participated in training at the Alameda County Social Services Agency to gain access to the CalWIN system—the MIS program that the county uses to document information about CalWORKs' recipients. Gaining access to CalWIN has improved efficiencies for our eligibility procedures and how we document the information for auditing purposes.

In the spring of 2014, we improved and amended our intake procedures based on access to the CalWIN system. During a student's initial contact with the LPC CalWORKs Program, we conduct a screening by asking if the student is receiving CalWORKs cash aid benefits. We also ask the student to provide a Notice of Action, copy of Passport to Services, print out of the CalWIN screen, or any other stamped and signed county documentation. Once we have determined that a student is eligible to participate in the LPC CalWORKs Program, we schedule an Intake appointment with the CalWORKs Coordinator. For Alameda County residents we can access their eligibility on-line in real time.

The CalWORKs Coordinator provides a comprehensive College and CalWORKs Orientation. The Coordinator reviews with the student all components of the matriculation process from applying to the college, taking the online orientation, assessment testing, requirements for the student education plan and follow up needs. The Coordinator obtains necessary background information and does a preliminary needs assessment in order to determine possible county and college referrals. The Coordinator briefly explores the students stated educational goal, to determine if the student has engaged in a genuine career assessment process. The Coordinator then reviews County requirements with the students, time-limits, participation requirements and the roles and responsibilities of CalWORKs students. Finally, the Coordinator reviews the services the CalWORKs

program provides to support students. The student completes the intake with a follow-up list of agreed upon next steps.

The CalWORKs student then meets with the CalWORKs Counselor to complete an abbreviated Student Education plan for Certificate/Degree attainment and explores with the Counselor any preliminary needs identified during the intake process. The CalWORKs counselor also explores how a student's educational goal aligns with her stated career goals and County expectations.

Finally, the Counselor Assistant assists the students in completing and submitting the County-required forms to their eligibility workers, case workers, and/or employment counselors.

One month after enrollment the CalWORKs program will schedule a follow-up appointment with all new students to check progress and provide additional support. At this time, we also run the CalWORKs Academic report which ensures that all components of the matriculation process are completed and identified in banner for continued priority registration eligibility.

The CalWORKs Orientation initiative was implemented in the following manner:

Prior to the start of each fall and spring semester, new and returning CalWORKs students are required to attend an orientation. Based on the 2011-2012 SAO assessment results, we amended our Orientation Program. The orientation is now three hours in length and is focused around two themes: (1) the LPC CalWORKs Program and on-campus Student Support Services; and (2) the County- CalWORKs Program and students' rights.

To develop more robust Counseling/Coordinator interventions for CalWORKs at-risk students.

The CalWORKs program has implemented mandated counseling and coordinator meetings for all CalWORKs students. Through initiating the Work-In-Progress counseling appointments, mandatory Coordinator review of books and supplies forms, and new student follow-up appointments with the CalWORKs Coordinator, CalWORKs students are in frequent contact with the CalWORKs Coordinator and Counselor. This allows for earlier interventions and provides opportunities for the program to provide more targeted case management for students. This objective still requires more research in order to determine if there are other interventions that would support at-risk CalWORKs students.

To coordinate with the Tutorial Center to develop a plan for dedicated Math and English tutoring for CalWORKs students.

The CalWORKs program developed a plan to provide CalWORKs students with an additional hour of tutoring per week in English and Math. The CalWORKs program will provide the tutorial center with an ongoing list of CalWORKs students. This will enable our program to begin tracking tutorial center use by CalWORKs students. Additionally, the CalWORKs program will provide CalWORKs students with a referral form that enables the tutorial center to identify the student as CalWORKs and offer an additional hour per week of tutoring. The additional hours will be billed to the CalWORKs office. The CalWORKs program will begin to implement this new change of policy to students in the Fall 2015. This is an ongoing initiative.

To develop and implement an outreach and marketing plan.

The CalWORKs Program is currently developing new marketing materials, a logo, a new program brochure and linked student academic calendar. We are currently nearing the end of our design

stage and hope to have deliverables by December, 2015. The CalWORKs program has also developed a targeted list of outreach opportunities.

The goal to implement and develop an outreach and marketing plan has been included in almost every CalWORKs program review. What this indicates is that while this is identified as a priority for the program there has not been adequate capacity to fully support this effort with the programs current staffing structure.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

The primary obstacles our program has faced in achieving our CalWORKs objectives and goals is adequate staffing to meet program need. As CalWORKs, County, Program, College, Data, SLO and Assessment requirements continue to increase and state mandates to meet mandated matriculation requirements and equity markers increase, the need for increasing support staff and consistent adjunct counseling are paramount.

There are a few factors that have affected the CalWORKs budget and its capacity to meet increasing requirements for services. The CalWORKs budget does not receive COLA or regular increases in funding. In fact the CalWORKs program in 2008 lost almost half of its funding (as did other categorical programs). In previous years, the reallocation process for CalWORKs allowed the colleges to receive additional funding that could provide additional services for program needs. For example, it has been relatively easy in the past to request and receive additional dollars for work-study, additional counseling services, staff hours or summer staffing support. That is no longer the case.

Across the state, the increase in CalWORKs salaries has not been met by a similar increase in budget allocation. This over time has created a decrease in the capacity to meet all CalWORKs specific program component needs, in particular work-study. This combined with escalating requirements within program, college and state mandates creates significant budgetary challenges. The CalWORKs program would like to request the college's assistance in meeting the following increase in CalWORKs staffing needs. The CalWORKs program is required to meet a match for CalWORKs program and work study dollars provided to the college. College support for the increase in Counselor Assistant hours and services for CalWORKs Counseling would provide required match dollars.

Increase Hours of CalWORKs Counselor Assistant II from 75% to Full-time

While the CalWORKs program is incredibly grateful to have hired a Counselor Assistant II in 2014 at 75% time, it is becoming clear that in order to meet the additional 3SP mandates, Equity Program Plans, College and CalWORKs requirements the position needs to be full-time. In order to support marketing and outreach objectives, there needs to be additional time to take on this component. In

order to effectively offer a more comprehensive student success and support system for CalWORKs students, or to provide consistent CalWORKs workshop series or support an integrated First Year Experience/career exploration/personal support program there needs to be additional hours dedicated to supporting this structure.

The CalWORKs program would request that the college support 25% of the CalWORKs Counselor Assistant salary to meet increasing program, outreach and data management needs. We would also be willing to discuss support for any increase in hours for the CalWORKs Counselor Assistant.

Stabilizing Funding for CalWORKs Counseling

The CalWORKs data packet in addition to our program level data reveal that CalWORKs students face multiple academic and social challenges. The CalWORKs students are nontraditional with all of them having children (at least one child, some have multiple children) and all of them living in poverty. The data show that a majority of our CalWORKs students are older than traditional college students, and they are mostly continuing or returning students. While most of our CalWORKs students have a goal of transfer, degree or certificate; they have a long road to travel due to a majority of them assessing into Basic Skills courses. With many challenges facing them; however, CalWORKs students are resilient. The comprehensive supportive services that the knowledgeable CalWORKs Program staff provide helps to guide the students on their road to academic achievement and economic self-sufficiency.

Having a CalWORKs Counselor is an essential component of the program. The counselor provides personal, academic, and career counseling, as well as case management support. A CalWORKs Counselor must be knowledgeable not only of academic, personal, and career counseling skills and techniques, but also of the ever-changing Welfare-to-Work (WtW) laws. In addition, the CalWORKs Counselor must be informed of each county's implementation of these WtW laws to ensure that the students are in compliance with their county's policies. If a student is not in compliance, the student is at risk of being sanctioned. Being sanctioned will result in the student losing her CalWORKs supportive services, which include her monthly cash aid stipend and her financial support for her textbooks, childcare and transportation allocation. The CalWORKs Counselor helps the student navigate the state and county WtW policies and procedures, in addition to the college policies and procedures.

The LPC CalWORKs Program is funded through CalWORKs and TANF dollars. The CalWORKs program receives program dollars, child care dollars, work study dollars and Prop 98 TANF dollars. The CalWORKs budget is awarded base funding of \$125,000 plus a per student allotment which is allocated to each program area. The California Community College Chancellor's office guarantees 95% of our previous year's budget. The college is required to provide dollar for dollar matching funds for its program and work study allocations. College match has been met through a General Fund split of the CalWORKs Coordinator's salary and through Financial Aid awarded to CalWORKs students.

In order to hire a CalWORKs Counselor, the program has traditionally used its program based budget. However, because the counselor's availability is directly related to the available program

budget, it would benefit the students' success if counseling was a more stable component of the program. The opportunity for CalWORKs students to have reliable access to a CalWORKs-trained counselor would make a significant impact on their academic, professional and personal success. It would also enable the CalWORKs program to meet program objectives, goals and plans that the CalWORKs program cannot currently support.

D. What are your most important plans (either new or continuing) for next year?

Improving Student Success

With the implementation of the Student Success and Support Program, the CalWORKs Program will focus its efforts to help our students' achieve their academic and career goals. To do this we will begin to research various options for a more comprehensive First Year Experience Program which could include elements of the following: a learning cohort, growth mindset research, career and major exploration, study skills, increasing self-awareness, along with components of mindfulness practices and the expressive arts as a tool for personal and academic growth. We will also explore possible cohort collaborations with EOPS/DSPS/CalWORKs

We will develop a Student Success workshop series that can be offered on an annual basis. We would like workshop topics to focus on holistic support of students. Workshops topics may include a compilation of the following: writing an effective personal statement, career and major exploration, transitioning off of CalWORKs, stress reduction and mindfulness practices, parenting strategies, cultivating resiliency and success, and developing pathways for employment success. We will also collect student data to help inform us of what strategies are working and which need to be altered. We will use data and additional research if needed to help us understand the reasons behind CalWORKs student attrition.

Outreach and Recruitment

The CalWORKs program will focus on developing and implementing a marketing and outreach plan. The LPC CalWORKs student count has dropped steadily over the past several years and we would like to continue building our excellent program. With some additional staff support we will be able to create a more robust outreach and recruitment plan.

Improving Students' Knowledge of Welfare Policies

The CalWORKs program will be develop and publish a CalWORKs Student Handbook/Academic Calendar. This handbook will include CalWORKs information about the Las Positas College CalWORKs program, County CalWORKs Requirements, Supportive Services, and local resources for low-income families. We will also consider offering workshops and/or addressing significant policy changes during orientations.

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***

- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

The CalWORKs program planning priorities link to the colleges planning priorities in the following areas. The research and development of a new First Year Experience program for CalWORKs students (to possibly include DSPS and EOPS) aligns with curricular development and maintenance. Additionally, developing new collaboration processes with CalWORKs and the Tutorial center align with expanding tutoring services to meet demand and support student success in basic skills.

F. Instructional programs: Did your program meet its program-set standard for successful course completion? ___yes ___no

(This data can be found here: <http://goo.gl/y9ZBmt>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

Since last program review update the CalWORKs program has been transitioning in staffing. The transition from the CalWORKs Counselor who had been an integral and consistent part of the CalWORKs program since 2011 and the influx of various adjunct counselors has not allowed for a consistency of counseling support for students. This is something that the CalWORKs program is currently addressing in the hiring of a new dedicated adjunct counselor for CalWORKs. It is difficult to assess the actual impact of such changes on students and student success.

Overwhelmingly, our new Counselor Assistant, Amanda Ingold, has received positive feedback from students and provides excellent support for our CalWORKs students. She is an invaluable asset to our program.

Additionally, the changes that have been made in terms of intake, orientation, workshops, mandatory meetings, have all had positive impact on students. Students identify the CalWORKs program as an ally and advocate in their educational journey and this is exactly the kind of service we strive to provide.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

CalWORKs SLO Review:

CalWORKs students will be an active partner in developing their student education plan. This will be demonstrated by the following:

1. A CalWORKs Counselor working collaboratively with the student to develop a realistic and timely comprehensive SEP.
2. The student meeting at least once per semester with the CalWORKs counselor to review and update (if necessary) the SEP.

2014/2015 Academic Year Assessments

- a. We will review SARS data to determine how many of our students had a comprehensive SEP completed by the Counselor during the current academic year. We will measure our SLO using a Frequency Scale. The scale will be: 100% of students had a comprehensive SEP completed; 90%; 80%; 70%; 60%; and less than 60% of the students had a comprehensive SEP completed.
- b. We will review BANNER matriculation report to determine how many CalWORKs students met with the Counselor. We will measure our SLO using a Frequency Scale. The scale will be: 100% of students met with the counselor; 90%; 80%; 70%; 60%; and less than 60% of the students met with the Counselor.

Review of Data

A Review of SARS data indicates that 78% (42/54) of our CalWORKs Students had a comprehensive SEP already on file or completed in this Academic year. 11 students did not have a comprehensive SEP at the time the data was collected. This data signifies that in fact the CalWORKs students are actively participating in their educational planning and goal setting. CalWORKs students are meeting with Counselors to create their educational goals and are working consistently and regularly with Counselors to update and review their progress. The 11 students that did not have a comprehensive SEP had an abbreviated SEP. This is an indication that these students are in the process of matriculating but have not completed their entire process. All continuing students in the CalWORKs program had completed SEPs. 100% of students met with a counselor during the year.

Analysis of Assessment Results

The assessment results indicate that CalWORKs students are actively involved in their educational goals and that the program itself is effective in helping to ensure our CalWORKs

students are moving forward with their education and career pathway. Additionally 74% of all CalWORKs students met the mandatory CalWORKs Academic Counselor meeting at least once per semester. The 26% of CalWORKs students who had an SEP but did not meet at least once per semester with the CalWORKs Counselor, had either meet with CalWORKs Coordinator, had achieved degree completion or were no longer receiving CalWORKs services. Student access to counseling services in the CalWORKs program ensures that our students are keeping on track with their welfare-to-work plan with the County and are able to receive the academic support they need as they maneuver through higher education. There is no further need for assessment of CalWORKs student SEPs related to counseling. The established CalWORKs intake process and on-going program counseling appointment mandates is effectively supporting and including CalWORKs student in identifying their educational goals. The integration of mandatory counseling and coordination appointments and incentivizing meeting CalWORKs program requirements has resulted in established processes that ensure CalWORKs students have access to counseling supports.

There may be other avenues to empower students around their career and educational planning process, but as this SLO relates to student access to counseling services and working collaboratively with a counselor each semester, the CalWORKs program feels the data has indicated the program changes are successful.

B. Discuss assessment results that indicate a need for improvement.

CalWORKs SLO #2

SLO: CalWORKs students will clearly understand their pathway to achieving their educational and career goal by offering education and career planning workshops to all CalWORKs students.

2014-2015 Assessment:

We will review our Student Tracking data to determine the number of students who participated in workshops throughout the academic year. We expect that at least 50% of our students will attend at least one CalWORKs-sponsored workshop or event during the academic year. We will measure our SLO using a Frequency Scale.

2014-2015 Assessment Data Results

48% (26/54) of all CalWORKs students participated in an unduplicated CalWORKs sponsored workshop throughout the year.

42% (23/54) of CalWORKs students participated in the CalWORKs Fall Orientation.

6% (3/54) of CalWORKs Students participated in a Planned Parenthood Workshop

4% (2/54) of CalWORKs students participated in a Resume Writing Workshop

13% (7/54) of CalWORKs students participated in a Personal Statement Writing Workshop

29% (16/54) of CalWORKs students participated in Spring Orientation and Welfare-to-Work Policy Workshop

3% (2/54) of CalWORKs Students participated in February Personal Statement Workshop

2% (1/54) of CalWORKs Student participated in April Resume Writing Workshop

Analysis of Assessment Results

The data indicates that the CalWORKs program is able to most effectively capture student attendance for the Fall and Spring Student Orientations. Approximately 14% of CalWORKs students attended one or more CalWORKs sponsored workshops throughout the semester. The expectation that at least 50% of CalWORKs students would attend at least one event was accurate in terms of the Fall and Spring Orientations. The data also indicates that student attendance is higher in all areas during the fall semester. Workshops and other CalWORKs sponsored events require a significant amount of recruitment and incentives to draw student participation. Students were offered incentives such as gas cards, small gifts and other items to encourage attendance. This data may indicate that CalWORKs students are juggling education, work, studying, county requirements, CalWORKs college program requirements, families and children.

The workshops with the highest number of CalWORKs participants was scholarship and transfer related (personal statement). Given these assessment results, the CalWORKs program is going to examine more targeted options for helping students understand their pathway to achieving their educational and career goal. This may include exploring different workshops topics, creating a series of workshops that are alternated during a two year cycle and/or special support options during the break times when students are not in class. Perhaps reducing the number of workshops offered and adding more variety would increase student participation.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

The CalWORKs program is going to dig deeper into career and educational exploration for CalWORKs students. We would like to begin researching various options to create more robust opportunities for CalWORKs students to receive support around career and major exploration, academic and personal support, development of study skills, resiliency and developing successful

habits to achieve their educational goals.

D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (Respond to this question if your program provides services online.)

The CalWORKs program offers resources available to students online. Students may download and complete forms and access referral to other community resources, college links, and program information however, we don't have "online services" that are offered in replacement of face-to-face services.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES NO

If yes, please explain.

The CalWORKs program would like to research and develop a more extensive First Year Experience program/Course/Cohort model in which to support new and continuing CalWORKs students. In order to do this the CalWORKs program needs increased Counselor Assistant hours and consistent support for Adjunct CalWORKs Counseling Services. For more detail please reference program planning goals.

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program’s plans starting now and continuing through the academic year 2016-17. Focus on how the program’s SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? *(NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year).*

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

1. The CalWORKs program is going to research and develop a First Year Experience program for CalWORKs students. Once developed and implemented the CalWORKs program will assess its effectiveness in two core areas. Aiding CalWORKs students in clarifying their career and academic goals. Providing additional support for at-risk students to succeed personally and academically.

2. The CalWORKs program is going to refocus and change its workshop series curriculum to include more targeted workshop topics, more variety of workshops and rotate offerings through a two year period.

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES x NO

If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	
Estimated number of SAOs that will be written or revised:	1 Revised 2 New

a. What courses or SAOs will your program assess during this academic year (2015-16)?

CalWORKs students will enhance their professional development and leadership skills in order to prepare them for the workforce by connecting students with employment opportunities and providing a support system for employment success.

b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	
Spring 2016	