



Strategic Initiative Section Report

CalWORKs:

Date: 05/16/2016

- Program Review Non-instructional Cycle F 2015

Sorted by: Program

CalWORKs

SI Section Templates: PR Section 1.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource Requests

CalWORKs

PR Section 1.0

Program Review Non-instructional Cycle F 2015 CalWORKs

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

FULLERTON COLLEGE MISSION STATEMENT

“We prepare students to become successful learners.”

The college’s mission statement, succinct and to the point, requires each administrator, dean, instructor and counselor to consistently seek innovative methods of imbuing a passion for learning to each and every student that walks on this campus. Whether it be a lesson plan, homework assignment, student education plan or receiving assistance from counter staff, every experience and interaction a student has leaves an imprint on their educational journey and can either promote or adversely affect their passion for learning. We, as Fullerton College faculty and staff, must consistently strive to be successful learners of how to effectively meet the dynamic needs of the students we teach and serve on a daily basis. The template for student success is ever changing.

CalWORKs PROGRAM MISSION STATEMENT

“We are a California Community College program serving CalWORKs students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, we prepare a segment of California’s workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a higher education.” Adopted by the California Community Colleges CalWORKs State Advisory Committee, September, 2005

FULLERTON COLLEGE VISION

“Fullerton College will create a community that promotes inquiry and intellectual curiosity,

personal growth and a life-long appreciation for the power of learning.”

Expanding on the college’s mission statement, the college vision identifies the fact that a student’s personal growth must develop in conjunction with intellectual curiosity and a lifelong appreciation for learning. While the college is becoming more and more data driven as a result of the SSSP requirements, it is important not to lose sight of the student as a whole, and to understand that in order to become successful learners students must simultaneously grow in their belief in themselves and experience an academic environment as more than focusing on learning. In essence, students mature and develop a sense of self efficacy as a result of the college community’s ability to contribute to the student’s personal growth. In reality, the college must be “Student Services” oriented in nature in order for students to develop into mature, self-confident learners.

CalWORKs PROGRAM VISION

The CalWORKs Program staff will promote the self-empowerment, self-esteem and self-confidence of each and every student. Students must develop the ability to dis-identify with their current circumstances and develop a sense of self-efficacy. We will guide them in their creation of a dream, for without a dream there is no passion for learning.

FULLERTON COLLEGE CORE VALUES

- *We respect and value the diversity of the entire community.*
- *We value tradition and innovation.*
- *We support the involvement of all in the decision-making process.*
- *We expect everyone to continue growing and learning.*
- *We believe in the power of the individual and the strength of the group.*
- *We expect everyone to display behavior in accordance with personal integrity and high ethical standards.*
- *We accept our responsibility for the betterment of the world around us.*
- *We value and promote the wellbeing of the campus community.*

FULLERTON COLLEGE GOALS

GOAL 1: FULLERTON COLLEGE WILL PROMOTE STUDENT SUCCESS

GOAL 2: FULLERTON COLLEGE WILL REDUCE THE ACHIEVEMENT GAP

GOAL 3: FULLERTON COLLEGE WILL STRENGTHEN CONNECTIONS WITH THE COMMUNITY

Fullerton College’s Mission, Core Values and Goals are interwoven into the fabric of the CalWORKs Program structure. The CalWORKs Program is a microcosm of the Fullerton College vision for the diverse student population that it serves. Established on the college campus in 1998, the Program is based on a comprehensive student services delivery model designed to optimize each student’s potential for growth as not only a student, but as a contributing member of society. CalWORKs students, regardless of their socio-economic status or personal circumstances, are entitled to the same quality of education and “college experience” as any other student in the general student population. The foundation of the program is the belief that each and every student served must be provided equal access to the services and

resources available designed to assist them in becoming successful learners. As they strive to overcome the challenges and complexities of meeting the full-time demands of parenthood and community college student, CalWORKs students are ensured that they are given every opportunity to reach their academic, career and personal goals. Student equity and diversity has been an ongoing focus of the Program from the onset.

In order to maximize the CalWORKs student's potential for retention and academic success (via high school diploma or GED, certificate, degree and university transfer), a comprehensive case management model is utilized. Students are assigned to a CalWORKs Counselor throughout their program tenure at Fullerton College, where they are given the one-on-one individualized approach needed to in order to identify and remediate potential barriers to student retention and success.

Counselors ensure that students follow the "Steps to Success (Financial Aid Application, Fee Waiver, Assessment, etc.). The psychosocial intake screens for current living situation, educational background, learning disabilities, mental and physical health, and basic needs. Referrals are then made to on and off-campus resources as necessary. Ongoing assessment of potential or current barriers to student success is incorporated into the case management model. (A comprehensive description of the program model is referenced in 2.1)

In an on-going effort to close the achievement gap between historically under-represented, high-risk students (i.e. first generation, English as a second languages learners; refugees; students without a high school diploma or GED), CalWORKs counselors refer students to identified resources which provide services designed for student-specific needs. For example, a small percentage of CalWORKs students enter the program at a level of English language proficiency that requires remediation at the School of Continuing Education. At the intake/orientation appointment, both short and long-term goals are established with the student (i.e. as English proficiency increases, students are encouraged to transfer to Fullerton College to continue to improve their English Skills, and to eventually enroll in coursework that will lead to a certificate and/or degree/transfer). Each academic year, a small percentage of CalWORKs students are co-enrolled at both Fullerton College and the School of Continuing Education (i.e. students enrolled in one or a combination of the following: ESL courses; High School Diploma or GED, computer skills courses; certificate courses). An added advantage in serving ESL students is that counselors require that students bring an interpreter in order to ensure the student receives the same level of service as non-ESL students. In addition, the CalWORKs staff includes 5 bilingual Spanish- speaking staff members (coordinator, adjunct, classified and work study), which is an invaluable asset as we strive to provide students with a smooth transition from SCE to Fullerton College.

A portion of the CalWORKs students enters the program with short-term goals of basic skills remediation and securing a certificate in order to secure gainful employment. At the onset, the CalWORKs Counselor encourages the student to identify both short and long-term goals (i.e. certificate while working towards an Associate's Degree with the ultimate goal of transfer). These students are doubtful that they will achieve an AA/AS Degree, much less transfer. While the student's immediate goal is supported, the counselor educates the student with the long-term benefits of degree achievement. The core reason students do not identify long-term goals, is due to the obvious psychosocial barriers and imbued lack of self-confidence. However, with the ongoing encouragement and support provided by the counselor, program staff and student services support programs, the student's self-confidence and self-esteem begins to grow, and achieving long term goals and a viable career gradually becomes a plausible and hopeful reality.

The following tables compare student gender, ethnicity, and age as compared to Fullerton College's overall student population. The Gender Distribution Tables below indicate that a

significantly higher percentage of CalWORKs students are female as compared to the general student population. This can be attributed to the fact that the majority of the students are female single head of household, with a smaller percentage being a two-parent or male single parent head of household. In terms of percentages, the data reflects a small but gradual increase of the gender ratio among the CalWORKs student population from 2009-10 through 2011-12. The percentage of males peaks in 2011-12, followed by a small but gradual decline in the three following academic years. The percentage of females remains consistent with statistically insignificant changes over the five academic years. The data in the following tables is taken from the California Community Colleges Chancellor's Office Data Mart. The tables below incorporate data from the Self Study of 2012-2013.

Gender Distribution, 2009-2010

Percent Gender Distribution	Fullerton College	CalWORKs
Female	51%	87.23%
Male	47.45%	11.35%
Unknown	1.55%	1.42%

Gender Distribution, 2010-2011

Percent Gender Distribution	Fullerton College	CalWORKs
Female	50.95%	85.32%
Male	47.53%	12.63%
Unknown	1.52%	2.05%

Gender Distribution, 2011-2012

Percent Gender Distribution	Fullerton College	CalWORKs
Female	50.15%	84.00%
Male	48.17%	13.45%
Unknown	1.68%	2.55%

Gender Distribution, 2012-13

Percent Gender Distribution	Fullerton College	CalWORKs
Female	50.08%	84.94
Male	48.29%	13.39%

Unknown	1.62%	1.67%
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Gender Distribution, 2013-14

Percent Gender Distribution	Fullerton College	CalWORKs
Female	50.44%	85.66
Male	48.09%	13.18%
Unknown	1.47%	1.16%

Gender Distribution, 2014-15

Percent Gender Distribution	Fullerton College	CalWORKs
Female	50.77%	86.33%
Male	47.64%	11.87
Unknown	1.60%	1.80

As reflected in the Ethnic Distribution Tables below, the trend of the cultural diversity of the CalWORKs student population as compared to that of the general student population has remained the same over the past five academic years. The Program continues to serve a slightly higher percentage of African American students and a significantly lower percentage of Asian students. As the percentage of Hispanic students has increased, so has the CalWORKs student Hispanic population, with this ethnic group averaging 15% higher than the general student population over the past five years. The percentage of White students served has decreased over time in keeping with the overall trend, with this group comprising an average of 4% less than the general student population.

Ethnic Distribution, 2009-2010

Percent Ethnic Distribution	Fullerton College	CalWORKs
African American	3.60%	7.80%
Asian	14.85%	2.48%
Filipino	2.90%	0.71%
Hispanic	37.24%	46.45%
Native American	0.45%	0.35%
Pacific Islander	0.47%	0.71%
White	31.48%	31.91%
Unknown	7.06%	6.74%

Ethnic Distribution, 2010-2011

Percent Ethnic Distribution	Fullerton College	CalWORKs
African American	3.61%	8.87%
Asian	14.38%	2.05%
Filipino	2.81%	0.68%
Hispanic	39.53%	54.61%
Native American	0.44%	0.34%
Pacific Islander	0.41%	0.68%
White	28.99%	24.57%
Unknown	7.79%	5.12%

Ethnic Distribution, 2011-2012

Percent Ethnic Distribution	Fullerton College	CalWORKs
African American	3.20%	5.09%
Asian	12.72%	3.64%
Filipino	2.66%	0.00%
Hispanic	43.25%	54.91%
Native American	0.38%	0.36%
Pacific Islander	0.39%	1.45%
White	26.88%	24.73%
Unknown	7.85%	4.36%

Ethnic Distribution, 2012-13

Percent Ethnic Distribution	Fullerton College	CalWORKs
African American	3.5%	5.86%
Asian	13.16%	3.35%
Filipino	2.93%	0.00%
Hispanic	47.28%	62.34%

Native American	0.36%	0.84%
Pacific Islander	0.43%	0.84%
White	25.56%	19.25%
Unknown	7.06%	1.67%

Ethnic Distribution, 2013-2014

Percent Ethnic Distribution	Fullerton College	CalWORKs
African American	3.51%	6.20%
Asian	13.28%	3.10
Filipino	3.00%	0.39%
Hispanic	48.28%	62.40%
Native American	0.29%	0.34%
Pacific Islander	0.40%	0.39%
White	23.78%	19.38%
Unknown	4.28%	2.71%

Ethnic Distribution, 2014-2015

Percent Ethnic Distribution	Fullerton College	CalWORKs
African American	3.36%	6.47%
Asian	13.13%	2.16%
Filipino	3.04%	1.08%
Hispanic	50.30%	65.11%
Native American	0.26%	0.36%
Pacific Islander	0.37%	0.00%
White	22.81%	19.06%
Unknown	3.52%	1.80%

The Age Distribution Table below indicates that the majority of the CalWORKs student population falls within the 20-29 year age range. The trend over the last 5 academic years reflects that the largest percentage of this student population lies within the 20-24-age range (33%) versus 41% within the general student population. The largest discrepancy in age of

students served between Fullerton College and the CalWORKs student population is reflected in the '19 or less' category, with the college's data reflecting an average of 33% of students comprising this age range versus 10% of the CalWORKs student population. This is followed by the 25 - 29 age range, with the data reflecting 12% of students falling within this category versus 23% of CalWORKs students.

Student Age Distribution, 2009-10

Percent Age Distribution	Fullerton College	CalWORKs
19 or less	34.68%	8.86%
20-24	39.26%	28.72%
25-29	11.35%	27.30%
30 - 34	4.62%	14.18%
35 - 39	2.79%	8.16%
40 - 49	4.18%	10.64%
50+	3.13%	2.13%

Student Age Distribution, 2010-2011

Percent Age Distribution	Fullerton College	CalWORKs
19 or less	34.03%	11.95%
20-24	39.94%	31.74%
25-29	11.64%	22.53%
30 - 34	4.67%	12.97%
35 - 39	2.71%	8.87%
40 - 49	3.93%	8.87%
50+	3.07%	3.07%

Student Age Distribution, 2011-2012

Percent Age Distribution	Fullerton College	CalWORKs
19 or less	33.73%	8.73%
20-24	41.03%	33.82%
25-29	11.71%	19.27%

30 - 34	4.55%	17.09%
35 - 39	2.38%	8.36%
40 - 49	3.73%	9.09%
50+	2.86%	3.64%

Student Age Distribution, 2012-13

Percent Age Distribution	Fullerton College	CaWORKs
19 or less	31.82%	9.63%
20-24	42.68%	34.73%
25-29	12.17%	24.27%
30 - 34	4.84%	11.30%
35 - 39	2.55%	7.53%
40 - 49	3.37%	10.04%
50+	2.58%	2.51%

Student Age Distribution, 2013-14

Percent Age Distribution	Fullerton College	CaWORKs
19 or less	31.65 %	11.63%
20-24	42.15%	31.40%
25-29	12.68%	21.32%
30 - 34	4.94%	15.12%
35 - 39	2.59%	8.53%
40 - 49	3.36%	11.24%
50+	2.64%	.78%

Student Age Distribution, 2014-15

Percent Age Distribution	Fullerton College	CaWORKs
19 or less	31.46%	7.55%
20-24	42.36%	38.49%
25-29	13.03%	23.02%

30 - 34	4.75%	11.51%
35 - 39	2.71%	8.99%
40 - 49	3.11%	7.91%
50+	2.58%	2.52%

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015 CalWORKs

4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	The CalWORKs Program will identify methods of improving collaborative efforts with the Dept. of Social Services in order to facilitate /expedite students access to supportive services	1/2013 for Fall 2012; 6/2013 for Spring 2013 1/2014 for Fall 2013; 6/2014 for Spring 2014 1/2015 for Fall 2014; 6/2015 for Spring 2015	1/2013 for Fall 2012; 6/2013 for Spring 2013 1/2014 for Fall 2013; 6/2014 for Spring 2014 1/2015 for Fall 2014; 6/2015 for Spring 2015	1/2013 for Fall 2012; 6/2013 for Spring 2013 1/2014 for Fall 2013; 6/2014 for Spring 2014 1/2015 for Fall 2014; 6/2015 for Spring 2015	Two
2.	The CalWORKs Program will identify methods of assisting CalWORKs students in meeting monthly reporting requirements for Attendance	1/2013 for Fall 2012; 6/2013 for Spring 2013 1/2014 for Fall 2013; 6/2014 for Spring 2014	1/2013 for Fall 2012; 6/2013 for Spring 2013 1/2014 for Fall 2013; 6/2014 for Spring 2014 1/2015 for Fall 2014;	1/2013 for Fall 2012; 6/2013 for Spring 2013 1/2014 for Fall 2013; 6/2014 for Spring 2014 1/2015 for Fall 2014;	One

	and Progress as mandated by the Dept. of Social Services		6/2015 for Spring 2015	6/2015 for Spring 2015	
3.		1/2013 for Fall 2012; 6/2013 for Spring 2013	1/2013 for Fall 2012; 6/2013 for Spring 2013	1/2013 for Fall 2012; 6/2013 for Spring 2013	One
		1/2014 for Fall 2013; 6/2014 for Spring 2014	1/2014 for Fall 2013; 6/2014 for Spring 2014	1/2014 for Fall 2013; 6/2014 for Spring 2014	
	CalWORKs students will follow the 'CalWORKs Steps to Success' as they matriculate, and demonstrate a working knowledge of both county and CalWORKs program requirements and how they directly impact their academic success.	1/2015 for Fall 2014; 6/2015 for Spring 2015	1/2015 for Fall 2014; 6/2015 for Spring 2015	1/2015 for Fall 2014; 6/2015 for Spring 2015	
4.		1/2013 for Fall 2012; 6/2013 for Spring 2013	1/2013 for Fall 2012; 6/2013 for Spring 2013		One
		1/2014 for Fall 2013; 6/2014 for Spring 2014	1/2014 for Fall 2013; 6/2014 for Spring 2014		
		1/2015 for Fall 2014; 6/2015 for Spring 2015	1/2015 for Fall 2014; 6/2015 for Spring 2015		
	CalWORKs				

	<p>students will demonstrate the capacity to accurately identify and access both on and off campus referrals. In addition, students will demonstrate a working knowledge of available county supportive services, how to access them and seek CalWORKs program staff assistance when necessary.</p>				
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4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. Student supportive services in place (books/school-related expenses, child care, transportation,) will be expedited upon program entry.</p>	<p>Use of student surveys via counselor contact and review of student files. Students will have all services in place in order to effectively participate and succeed in college.</p>	<p>Results indicated a significant decrease with county programmatic issues related to disbursements in books/school-related expense, as well as stabilization of childcare and transportation needs. Contributing factors to delay in supportive services included county intake procedural issues and the dissemination of</p>	<p>The increase in the efficiency of mobilizing supportive services is a direct result of the collaborative efforts with county program administrative staff and educational liaisons. Changes in the county infrastructure have resulted in a positive impact on the county services model. In addition, a new supportive services</p>

		erroneous information and correct policy implementation by county personnel.	request form was developed and standardized across Orange County community college CalWORKs Programs. Discussion regarding policy changes in implementation continues to be an ongoing discourse.
2. Students will satisfy the Dept. of Social Services monthly attendance/progress reporting requirements. This will ensure continued receipt of supportive services and cash aid benefits without interruption.	County Monthly Attendance/Progress reports submitted by students will be reviewed for accuracy and timely submission. There will be an increase in reporting accuracy and timely submission, resulting in a decrease in external stressors and interruption of supportive services and sanctions.	While a change in the reporting procedures significantly reduced a labor intensive process for both students and staff, issues continue to exist among case managers regarding policy interpretation and implementation as it relates to data reporting requirements	As a result of county and program combined efforts, the county attendance and satisfactory report form was redesigned in an attempt to simplify completion and submission in relation to policy change. Continued issues related to policy implementation and data reporting are addressed at Educational Providers County meetings.

Student Learning Outcomes Assessment for the Student Services Division of Fullerton College

Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
3. Students will be able to demonstrate an understanding of the integral relationship that exists	Individual case files are maintained for each CalWORKs student which contains but is not	Students who met both CalWORKs Program requirements (intake student orientation,	An effort to create a 'visual' connection of how meeting FC CalWORKs Program requirements will

<p>in meeting both CalWORKs and county program requirements. In effect, by meeting program requirements, students simultaneously meet county requirements. The services and benefits of active participation in both realms promote the requisite foundation for personal growth, self-efficacy, advocacy and academic success.</p>	<p>limited to school records and county documents. In addition, case notes are kept which record all staff contact with student and student related contact (e.g. case manager, campus staff, etc.). Students will have completed a CalWORKs Ed Plan each semester and submitted monthly attendance/progress reports by the 10th of each, as well as any other additional documentation as required by the county.</p>	<p>required contact with counselor) and identified CalWORKs Program staff as a key resource remained in county program compliance.</p> <p>The main contributing factors resulting in non-compliance included interruption of supportive services, county staff turnover and misinterpretation and implementation of state and county policies by county personnel.</p>	<p>result in meeting county compliance, led to the creation of the CalWORKs 'Steps to Success' student contract. This one page outline of program requirements is reviewed with the counselor and signed by the student.</p>
<p>Students who access county supportive services, campus based student services programs and community organizations as needed, will create the foundation they need in order to succeed in both their personal and academic lives. Students psychosocial needs, dynamic by their very nature, directly impact students' academic life. The mind struggles to digest information when it is preoccupied with both internal and external</p>	<p>Individual case files are maintained for each CalWORKs student which contains but is not limited to school records and county documents. In addition, case notes are kept which record all staff contact with student and student related contact. Students will have followed through and accessed on and off campus resources. In addition, student will access assistance of CalWORKs Program staff as necessary.</p>	<p>Students that contacted CalWORKs Program staff as needed in order to address needs and access resources, were more likely to stay in school, and demonstrate a capacity for self-advocacy.</p>	<p>In an effort to continue to remind students that the CalWORKs Office is the 'One Stop' center for support and guidance, a 'CalWORKs Steps to Success' contract was designed. The contract is reviewed with the counselor and signed by the student.</p>

stressors.			
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PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 CalWORKs

4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program?

A key service component of the CalWORKs Program is facilitating student access to county supportive services. County administration and Region 8 CalWORKs Coordinators meet quarterly in ongoing collaborative efforts to identify best practices and improve program service delivery. As a direct result of these discussions, procedural issues were addressed in how quickly supportive services can be accessed. Standardized ancillary request forms were developed and submission methods were streamlined. This resulted in a significant reduction in the delay of county disbursements for books/school-related expenses. Another key problem area that was identified and remediated was that new students were not given access to supportive services until the student had submitted a County Referral for Education and Training Form to their case manager. This becomes problematic during peak times when intake appointments are not readily available. The end result is that students started the semester without the appropriate resources (books, transportation and child care). Collaboration with EOPS/CARE staff provided a partial solution in that our shared student population is able to access book service awards when county funding is delayed. In order to remediate this problem, county administrative staff agreed to advance these supportive services once the assigned CalWORKs counselor e-mailed the case manager verifying student’s major, career goal and intake appointment date. This proved to be an effective solution, making a direct impact in lowering course and school attrition rate.

One of the welfare-to-work requirements is the monthly submission of Attendance/Progress Reports to the county case manager. Students are required to submit their report to the CalWORKs program office for staff verification, prior to the 10th of the following month for which they are reporting. Staff then complete the form and submit to county staff via scan/e-mail. Failure to submit this report in a timely manner can result in adverse consequence, including students pressured and at times threatened that their cash aid and supportive services benefits will be suspended pending report submission. Efforts to assist students in timely submission included posting signage reminding students of monthly reporting deadlines, and incorporation into the CalWORKs Steps to Success contract. Front office staff is also well versed in reporting guidelines and are always available to assist students and answer any questions they may have. Common procedural errors or policy interpretation which can adversely affect students are addressed at the county administrative level, or with the regional educational liaisons on a case by case basis. These combined efforts have resulted in streamlining the submission process and an increase in timely submission of attendance/progress reports.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?

Through the process of assisting students in learning the connection between county and

CalWORKs Program requirements, students gradually assimilate the interconnectedness between county and program compliance, and academic success and achievement. Instead of compartmentalizing the requirements of county, program and academia, students are able to understand the impact (either positive or negative), compliance with county and program requirements has on academic retention and success. In addition, students were able to begin to learn the importance of taking a proactive stance by learning how to evaluate/anticipate potential barriers. The outcome of this process is the ongoing growth in critical thinking skills. As students continue to develop their cognitive skill set, they are better equipped to manage problems as they arise by identifying and utilizing resources.

In order to continue to effectively learn and grow as an individual, the capacity of self-awareness is critical. One of the functions of the case management approach, and more specifically in the assignment of a counselor to a student for the duration of their program participation, is to provide the space in which the student can continue to increase their capacity for self-awareness. As students evolve and mature, they are better able to accurately assess their situation and make changes and accommodations as necessary.

4.5 What challenges remain to make your program SAOs/SLOs more effective?

One of the main challenges with efficacy is related to external influences. Specifically, despite ongoing collaborative efforts with county personnel, factors which continue to negatively impact our efforts include: high rate of turnover of county personnel which adversely affects students as their case is constantly being transferred; changes in legislation (federal and/or state) which precipitate procedural changes and at times incorrect policy interpretation and implementation.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals. (See <http://programreview.fullcoll.edu/>)

The college goals of promoting student success, reducing the achievement gap and strengthening connections with the community are interwoven into the program SAOs and SLOs.

Service Area Outcome goals were two-fold: to ensure that students had all supportive services in place and met welfare-to-work monthly reporting requirements. Ensuring students secure all their needed services significantly reduce the likelihood of attrition and optimizes student retention and success, semester by semester. Through the process of assisting students in the accurate and timely submission of the monthly attendance/progress reports, student access to county supportive services was facilitated. Assisting students in identifying the interrelatedness of county and program compliance, and its direct impact (positive or negative) on course retention and success is a key component of the case management model.

Student Learning Outcomes build upon the Service Area Outcomes goals. Through understanding the connection between county and program compliance, and the impact on academic achievement, students develop a capacity to incorporate how their life circumstances are incorporated into the fabric of their academic life. That is to say, they are able to develop an understanding how learning and achievement does not exist in a vacuum. Without the ability to understand the interrelatedness of all facets of their lives, the path to academic success becomes an uphill battle. Through personal growth and self-advocacy, students not only build the foundation for both academic and personal success.

Strengthening of community ties is incorporated into the ongoing collaborative efforts with county and community based organizations. County partners identify additional resources for

students that are at a high-risk of attrition. In addition, the referral process to off-campus resources involves partnering with shelters, housing agencies, and church and non-profit agencies.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

COMMUNICATION: Students will be able to effectively apply the principles of language and rational thought to communicate effectively.

Every CalWORKs student is a parent, first and foremost. Developing and maintaining excellent communication competencies are integral to the success of not only their family, but it also has a trickle-down effect in every other aspect of their lives. Students must navigate the complicated public benefits system and are encouraged to establish responsible communication with their county case managers, as well as with college faculty and staff. Program SAOs and SLOs require that students be able to articulate their current situation to both internal and external student services providers. If students don't receive their supportive services from the county, or are struggling in a course, they need to be able to communicate their needs to county and program staff in order to remediate these potential barriers. Through the process of learning how to identify and anticipate barriers to their retention and success, students are required to develop all levels of effective communication. Through the assistance of program staff, students grow in their capacity to communicate their needs to program staff, faculty and additional student services program areas. This ability also carries over to external service providers, including county personnel and community-based service providers.

CRITICAL THINKING AND INFORMATION COMPETENCY: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.

As they progress through their academic careers, CalWORKs students learn to effectively integrate the various responsibilities of their lives in order to find balance through creative problem-solving and critical thinking. Program SAOS and SLOs incorporate the need to develop the ability to analyze and accurately assess their current life circumstances and the direct impact it has on their academic life. Students must develop the capacity to identify current and potential roadblocks, and engage in problem-solving as the need arises. As students grow in these abilities, they are much less likely to fall victim to external circumstances which can thwart their progress. Students are counseled to learn from the consequences of uninformed choices or a lack of forward planning.

GLOBAL AWARENESS: Students will be able to demonstrate an understanding of the world.

As mentioned earlier in this narrative, when students initially enter the program, their functioning view of the world is based on a paradigm of poverty and deprivation. It is impossible for students to look beyond their personal life circumstances, as their day to day existence is one of survival, at its most basic level. Program SLOs support the development of problem solving skills and self-awareness. The ability to effectively manage their lives and engage in self-reflection, results in a greater sense of stability. As students begin to incorporate the support of program staff, develop peer support and expand their social network, this in turn creates the internal space needed to assimilate the benefits of higher learning. Through exposure to new concepts and differing perspectives, students are slowly able to look beyond their personal situation, thus widening their perspective. As their self-

confidence and self-esteem grows, so does their ability to expand their focus.

PERSONAL RESPONSIBILITY AND PROFESSIONAL DEVELOPMENT: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills.

The state chosen name for welfare, California Work Opportunity and Responsibility to Kids program, otherwise known as CalWORKs, incorporates the college goal of personal responsibility, and professional development. Designed to promote self-sufficiency, underlying the goal of academic success and career attainment, is the requisite ability to take ownership of one's life and the internalized desire to continue to grow as an individual, as a parent, and as a contributing member of society. The program SLO goals of placing students on a path towards self-awareness and effective problem-solving skills, requires students to no longer view their current life situation as externalized and beyond their control. Students must learn that they have choices, that there is a cause and effect to their life. As they begin to shed the mindset of learned helplessness intrinsic to poverty, they begin to develop a sense of being able to affect their life circumstances in a positive way as they develop a sense of self-efficacy and move towards self-sufficiency.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

Success: *'the correct or desired result of an attempt'* (Merriam-Webster)

While it is true that the correct or desired result/ outcome of the college community as a whole is student retention and success, each department and student services program utilizes varying methodology in order to optimize this outcome. The definition of CalWORKs Program success is as defined as follows:

'The CalWORKs Program staff seeks to promote a student services model based on the individual as well as the whole. That is to say, we seek to provide efficient and succinct student services delivery to the student population, while at the same time identifying and meeting the unique needs of each and every student we serve while promoting both their personal growth and academic achievements.'

The methods used to assess the program's success in achieving this desired outcome is based on student surveys, review of student files (submission of required documents, both county and program), and case notes.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

Over the three year cycle, results indicated that the case management model was key in providing a 'continuity of care' for the students. In addition to the assigned counselor's ability to effectively identify, track and serve each student on their caseload, the ability of both counseling staff as well as program staff to serve all students via the students' file and its comprehensive documentation is vital in ensuring efficient provision of services as well as critical/crisis intervention as necessary.

The results indicated that ongoing collaborative efforts with county administration and personnel was positively correlated with the students' ability to meet welfare-to-work requirements, which in turn provided the foundational resources necessary for students (books/materials; fees; child care and transportation assistance). In addition, the students' ability to incorporate and understand the correlation of both county requirements and CalWORKs Program services as foundational to their academic success were evident.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

Areas of concern identified over the three year cycle consisted included the following: students difficulty in accessing supportive services in a timely manner; submission of county attendance/progress reports (variety of reasons identified included complexity of form, required documentation regarding absences, etc.); students 'compartmentalizing' county and CalWORKs program requirements and services (i.e. students needed assistance in connecting how accessing program services assisted them in meeting county requirements, which in turn optimized their ability to succeed in school).

Through the process of identifying the reasons for students' non-compliance with accurate and timely submission of reports, program staff communicated these areas of concern and sought to resolve these issues through dialogue with the county administration. As a result, the form was redesigned and data reporting requirements were streamlined. This has resulted in an increase in timely submission and accuracy.

Due to the additional demands of parenthood, CalWORKs students must not only contend with the demands of academia, but also with meeting the requirements of a complex welfare system. In an effort provide students with a simple yet comprehensive outline of how program services are core to meeting both welfare-to-work requirements and optimizing student success, the CalWORKs "Steps to Success" contract was designed and implemented. This contract is reviewed by the student and the counselor. The student signs it and is given a copy.

PR Section 6.0 SAP w/o Resource Requests

Program Review Non-instructional Cycle F 2015 CalWORKs

Action Plans

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Early Intervention
List College goal/objective the plan meets:	College Goal #: Fullerton College will promote student success. Objective #: Increase course retention and success
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>Currently, students are required to submit a county monthly/attendance progress report to the CalWORKs Office as well as a current class schedule for staff completion and processing. If coursework has been dropped or added, students are required to meet with their counselor in order to revise their CalWORKs Ed Plan and discuss reason for schedule changes. The county report does not require instructor input therefore it is not a true measure of student progress. The 'Early Intervention' SAP will require students to submit a CalWORKs Program Attendance/Progress Report (APR) after the 4th week of instruction. The APR will require the instructor to indicate both attendance and progress. Students at risk of being placed on Academic Probation/Progress Probation, as well as those already in this category and who are not showing satisfactory attendance and progress, will be required to meet with their CalWORKs Counselor in order to discuss contributing factors, resources and identify the best course of action.</p> <p>Staff responsible: coordinator/counselor and adjunct counselors Time frame: 3 year cycle</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	An increase in student retention and success and a decrease in students placed on Academic or Progress Probation.
What specific aspects of this SAP can be accomplished without additional financial resources?	All aspects of this SAP can be completed without additional financial resources.
STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	Passing Math
List College	College Goal #: Fullerton College will promote student success

goal/objective the plan meets:	Objective #: Address the needs of under-prepared students.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Students in remedial math courses (especially those who have failed or withdrawn from prior math coursework) will be referred to the FC Miles Program, which is a uniquely structured math tutoring program consisting of teaching faculty, tutors and software based learning modules. A commitment of both on-campus lab hours and off-campus software based learning is required for the duration of the semester. Staff responsible: coordinator/counselor and adjunct counselors Time frame: 3 year cycle
What <i>Measurable Outcome</i> is anticipated for this SAP?	A higher retention and success rate in remedial math courses.
What specific aspects of this SAP can be accomplished without additional financial resources?	All aspects can be accomplished without additional financial resources.

STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name: (formerly called short-term goal)	Maintaining Satisfactory Academic Progress (SAP)
List College goal/objective the plan meets:	College Goal #: Fullerton College will promote student success. Objective #: Increase course retention and success
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Maintaining SAP and student retention and success are synonymous. CalWORKs students who do not meet satisfactory academic standards face multiple repercussions, including losing priority registration, financial aid and effective in January, 2016 the Board of Governors Fee Waiver (BOG). The added risk for CalWORKs is that of losing cash aid benefits and supportive services unless they participate in a welfare-to-work approved activity in lieu of or in addition to their studies. The goal of this Strategic Action Plan is to increase awareness and educate students regarding the importance of SAP and the potential ramifications. In collaboration with Financial Aid and EOPS/CARE staff, financial aid workshops will be held throughout the semester.

	Staff responsible: coordinator/counselor and adjunct counselors Time frame: 3 year cycle
What <i>Measurable Outcome</i> is anticipated for this SAP?	A higher rate of students will maintain SAP.
What specific aspects of this SAP can be accomplished without additional financial resources?	All aspects can be accomplished without additional financial resources.
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	