

**SANTIAGO CANYON COLLEGE
STUDENT SERVICES**

**PROGRAM REVIEW
2009-2012**

**DEPARTMENT/PROGRAM:
CalWORKs**

I. SIGNATURE PAGE

Department/Program:
CalWORKs

Dr. Nena Baldizon-Rios
Counselor/Director of EOPS/CARE/CalWORKs

Date

Ruth Babeshoff
Counseling & Student Support Services

Date

Dr. John Hernandez
Vice-President of Student Services

Date

II. EXECUTIVE SUMMARY

Program Review Summary Report – DRAFT

This “Executive Summary” report is intended to be shared with College Council and other areas of the college that may not see your department’s entire program review document. This report allows you to provide an update of your department’s plans, needs, accomplishments, and concerns to a collegial governance body consisting of representatives from all areas of the college.

Department: CalWORKS

Date: 6/7/12

Briefly describe and explain what is working well in your department.

The CalWORKs program provides counseling and assistance with county forms in a timely manner to each student. The CalWORKs counselor consistently communicates with county case managers, educational liaisons, and program managers. Workshops are offered during the fall and spring semesters. Academic supplies are provided to CalWORKs students throughout the academic year.

Briefly describe and explain what is not working well or needs attention in your department.

The CalWORKs program will track the successes of former CalWORKs students more efficiently.

List and briefly explain the plans your department has in the areas of facilities, technology, and personnel in the next 3 years. Please provide an expected date for each item.

Facilities:

The CalWORKs program is currently housed in the EOPS/CARE program and more ample space is needed to better serve students more efficiently. (2014)

Technology:

The CalWORKs program needs a copier/scanner, pending budget. (Fall 2012).

Personnel:

The CalWORKs program plans to hire an outreach specialist, budget permitted. (Fall 2012)

Summarize any other findings from your program review and planning process that you would like to share with the college community.

In past years, SCC received a portion of CalWORKs funds allocated to RSCCD. In 2011-2012, SCC received its first allocation directly awarded to the college. Over the past three years, ten CalWORKs students graduated from SCC and transferred to the following universities: California State University of Fullerton, California State University of San Bernardino, and University of California, Irvine. In December 2009, a CalWORKs alumni earned her bachelor’s degree from California State University of Long Beach in Social Work.

III. PROGRAM DESCRIPTION

a. VISION AND MISSION

VISION

The CalWORKs Program provides the most effective comprehensive academic, personal and career counseling services to students receiving cash aid or who plan to receive cash aid. The ultimate purpose is to assist, recruit and advocate for current and future CalWORKs students to become self-sufficient through their education at Santiago Canyon College. (Date Created 8/5/2005; Date Revised 5/3/2010)

MISSION

The CalWORKs program responds to the needs and concerns of socio-economically challenged students with dependent children (receiving or eligible for cash aid) by providing specialized counseling, instructional and support services to help insure their achievement of educational goals and career readiness. Ultimately, the CalWORKs program goal for each student is to complete an educational goal that will prepare them as viable members of the workforce. (Date Created 8/5/2005; Date Revised 5/3/2010)

b. Overview Of Services-Functions

1. Academic, personal and career counseling:

Counselor meets with students individually to discuss academic and career goals.

Students' educational goals are mapped out in an educational plan. Students discuss personal issues that impact their academic success and referrals are made to appropriate student support services.

2. Childcare assistance:

Students interested in childcare on campus, are referred by the counselor to the Child Development Center. If space is not available, CalWORKs students are given priority on the waiting list.

3. Work-study and job placement:

Students looking for employment on campus are referred to the Student Placement Office. Students can be placed in Federal/ CalWORKs work-study positions or permanent positions on campus.

4. Assistance in completing social services documents:

Social Services agencies require documentation of students' weekly 32 hours requirement using the Monthly Attendance/Progress Report (Form 41-06). Students are also required to complete the Welfare-to-Work Referral for Education/Training form which details how students will meet their hourly requirements and their academic and career goals.

5. Case management:

Students participate in an intake process, where pertinent data is collected and eligibility is verified. Eligibility is verified at the beginning of each semester. Students' educational plans are developed and updated each semester. Students 32 hours requirement is grouped by class time, study time, and work/work-study. Students are referred to appropriate student support services.

6. **Workshops:**

Students attend workshops presented by community agencies, such as life skills workshops presented by Mariposa Women and Family Center and money management workshops presented by Consumer Credit Counseling Service. The RSCCD Board and Mariposa Women's Center signed a Memorandum of Understanding fall 2007, in order to introduce and establish a series of Life Skills workshops to enhance student success.

7. **Academic supplies:**

Students are offered the following supplies: USB flash drives, pencils, pens, erasers, binders, scantrons, notebooks, paper, sharpeners, whiteout, highlighters, lead, 3 hole punchers, pencil pouches, backpacks, mini-staplers, dictionaries, post-its, student planners, and index cards.

8. **Book requests:**

The counselor completes an Ancillary Request form for Social Services to pay for students' books, material fees, parking permit, and health fees.

9. **Monitor 32 hour requirement:**

At the beginning of each semester, students complete the Education/ Employment Agreement to break down the weekly 32 hour requirement by class time, study time, and work/work-study. Students meet monthly with the counselor to complete their Monthly Attendance/Progress Reports (41-06).

10. **Open House:**

To strengthen the relationship between Social Services agencies and SCC, the program developed an Annual Open House. The success was immediate, Social Services agencies were more willing to advocate on students' educational goals and understand that education is truly the route to self-sufficiency for these students.

11. **Social Services Agencies (SSA) & Educational Partners Stakeholder Joint Meetings :**

The SSA meetings provide operational information and lay the groundwork for future collaborations with each of the community colleges Region 8 CalWORKs programs to create and enhance educational activities that link with the CalWORKs Welfare-To-Work Program.

12. **Region 8 CalWORKs Meetings:**

The Region 8 CalWORKs representatives attend the CalWORKs State Advisory Meetings at the State Chancellor's Office in Sacramento, and provide updates to the Community College CalWORKs Region 8 Directors, to address community colleges coordinator/counselors' concerns and comments through monthly meetings.

c. **Funding Source Statement**

In past years, SCC received a portion of CalWORKs funds allocated to RSCCD. In 2011-2012, SCC received its first allocation directly awarded to the college.

IV. ORGANIZATIONAL CHART

**Santiago Canyon College
CalWORKs
Organization Chart
2011/2012**



V. SUMMARY OF PROGRESS

a. Accomplishments

The SCC CalWORKs program has served 141 students in the past three years and ten students graduated and transferred. 18 CalWORKs students were placed in CalWORKs work-study positions on campus. The CalWORKs program received its first allocation in 2011.

The CalWORKs counselor continues to have a strong collaborative relationship with the Orange County Social Services Department. The CalWORKs counselor continues to attend bi-monthly meetings at the Orange County Social Services Department and the Region 8 Directors/Coordinators CalWORKs meeting. The CalWORKs counselor and staff attend the yearly California Community Colleges CalWORKs Association Annual Training Institute.

The CalWORKs program provides comprehensive counseling and services to each student it serves. Comprehensive counseling includes: academic, personal, and career counseling targeted to prepare each student for the workforce. Workshops are presented by Mariposa Women and Family Center and by Consumer Credit Counseling Service.

CalWORKs Workshops Offered 2009-2012.

2009-2010	2010-2011	2011-2012
<ul style="list-style-type: none"> • Supermarket Survival • Don't Let Your Jingle Bells Turn into Jingle Bills 	<ul style="list-style-type: none"> • Boundaries/Assertiveness • Self-Esteem • Relationships • Substance Abuse/Use • Stress/Anxiety Management • Parenting Skills • Anger Management • Balancing Personal Finances • Raising a Money Smart Child • Identity Theft • Organizing Financial Paperwork 	<ul style="list-style-type: none"> • Stress/Anxiety Management • Relationships • Parenting & Job Skills • Boundaries/Assertiveness • Effective Communication • Setting/Attaining Goals • Balancing Personal Finances • Supermarket Survival

b. Challenges

The SCC CalWORKs program has not coordinated the Annual CalWORKs Open House since 2008 due to budget cuts. The SCC CalWORKs program plans to reinstate the Annual CalWORKs Open House fall 2012.

While the workshops offered are geared toward CalWORKs students, the amount of students that attend these workshops is not consistent and sometimes very low. Each student's schedule and availability is taken into account when planning for the workshops. Flyers are provided and discussed during the monthly counseling appointments. It is difficult to get more students to attend, however, the small group setting facilitates students' willingness to disclose and ask more personal questions. The CalWORKs counselor will continue to coordinate life-long learning workshops at times that are convenient for the students.

VI. SLO DATA

Data set #1

a. Data

As a result of participating in a CalWORKs counseling session, each student will be able to demonstrate the ability to calculate his/her 32-hours weekly requirement of education, supervised study time, and work-study activities.

b. Description of Data

During a counseling appointment, each student completed the Education/Employment Agreement form, using his/her current schedule for reference.

c. Data Analysis Summary

- All of the CalWORKs students, who completed the Education/Employment Agreement, were able to calculate the 32 hours of education, supervised study time, and work-study activities.
- Since students completed the Education/Employment Agreement during a counseling appointment, the CalWORKs counselor was able to answer questions regarding student employment goal, certificate/training program and estimated completion date.
- The process to validate the students learning outcome assessment was through the counselor one-on-one observation. The process included the counselor explaining the requirement and the form to be filled out.
- The counselor verified that the total number of hours equaled 32.
- The counselor observed students' ability to complete the form.

d. Findings/Conclusion/Recommendations

It was more efficient and effective to assist students in completing the Education/Employment Agreement form during the one-on-one counseling session; the counselor was able to assist the student on additional questions that may arise.

VII. DATA ANALYSIS SECTION

A. Data set #1

a. Data

The CalWORKs program utilizes qualitative and quantitative data to assess program effectiveness. At the end of each semester students are asked to fill out the “End of Term” survey to gather program effectiveness data.

b. Description of Data

The purpose of the “End of Term Survey” is for CalWORKs students to rate services utilized and provides the program with a qualitative analysis. The survey was created in spring 2007 and updated spring 2010.

c. Data Analysis Summary

2009-2010

The fall 2009 “End of Term Survey” was completed by 18 CalWORKs students. Assistance with book requests was rated most important followed by counseling/educational planning, CalWORKs work-study, and the Child Development Center. Counseling/educational planning and staff helpfulness were rated as excellent. Financial aid was rated the most important student service offered. Students are interested in parenting skills workshops.

The spring 2010 “End of Term Survey” was completed by 25 CalWORKs students. Counseling/educational planning, followed by personal counseling, academic supplies, and study time locations were rated as excellent. Financial aid was rated the most important student service offered. Students are interested in stress/anxiety management, time management, and money management workshops.

2010-2011

The fall 2010 “End of Term Survey” was completed by 18 CalWORKs students. Front staff helpfulness and academic supplies, followed by counseling/educational planning, assistance with developing 32 hours, assistance with book requests, and study time locations were rated as excellent. The library was rated the most important student service offered. Students are interested in parenting skills and money management workshops.

The spring 2011 “End of Term Survey” was completed by 26 CalWORKs students. Academic supplies, counseling/educational planning, followed by front staff helpfulness, assistance with developing 32 hours, and assistance with book requests were rated as excellent. Financial aid and the library were rated the most important student services offered. Students are interested in parenting skills followed by stress/anxiety management, time management, and money management workshops.

2011-2012

The fall 2011 “End of Term Survey” was completed by 17 CalWORKs students. Counseling/educational planning and front staff helpfulness followed by assistance with developing 32 hours and assistance with county forms were rated as excellent. The library was rated the most important student service offered. Students are interested in

stress/anxiety management and parenting skills followed by setting and attaining goals workshops.

The spring 2012 “End of Term Survey” was completed by 21 CalWORKs students. Academic supplies, followed by front staff helpfulness, assistance with developing 32 hours, and assistance with book requests were rated as excellent. The EOPS/CARE program was rated the most important student service offered. Students are interested in parenting skills followed by effective communication, setting and attaining goals, and time management workshops.

d. Findings/Conclusion/Recommendations

The data collected through the “End of Term Survey” evaluates CalWORKs students’ program satisfaction which indicates clearly that the most beneficial services students receive are counseling/educational planning and academic supplies. Students consider financial aid and the library their most important student support services offered. Students rated topics such as parenting skills followed by stress/anxiety management and money management, as the workshops they are most interested in attending.

B. Data set #2

a. Data

The CalWORKs program utilizes qualitative and quantitative data to assess workshop effectiveness. The “Workshop Evaluation” survey was used to gather workshop effectiveness data.

b. Description of Data

The “Workshop Evaluation” survey was used for evaluating the Mariposa Women and Family Center’s Life Skills Workshops and Consumer Credit Counseling Service’s Money Management Workshops. At the end of each workshop CalWORKs students are asked to fill out the “Workshop Evaluation” survey to rate the effectiveness of each workshop. The workshop evaluation forms were created fall 2007.

Mariposa Women and Family Center offered workshops on the following topics: Setting Boundaries/Assertiveness, Self-Esteem, Relationships, Substance Abuse/Use, Stress & Anxiety Management, Parenting Skills, Anger Management, Job Skills, Effective Communication, and Setting and Attaining Goal. Consumer Credit Counseling Service offered workshops on the following topics: Supermarket Survival and Don’t Let Your Jingle Bells Turn into Jingle Bills, Balancing Personal Finances, Raising a Money Smart Child, Identity Theft, and Organizing Your Financial Paperwork.

c. Data Analysis Summary

Student’s attendance ranged from 1 to 8 students and their evaluations clearly state that workshops are beneficial to their personal endeavors, found the presenters informative, and students were comfortable with the group dynamics of the workshop.

d. Findings/Conclusions/Recommendations

Students’ comments reflected that they learned something new, enjoyed the workshop, and found the information interesting. Evaluations revealed additional topics that students are interested in learning more about in future workshops.

VIII. FUTURE DIRECTION & ANTICIPATED CHALLENGES

Funding

In past years, SCC received a portion of CalWORKs funds allocated to RSCCD. In 2011-2012, SCC received its first categorical allocation directly awarded to the college.

Personnel

The SCC CalWORKs program plans to hire an outreach specialist to increase the amount of students served. In addition, the outreach specialist will assist with the planning and organizing the Annual Open House, fall 2012.

Facilities

The SCC CalWORKs program will remain housed the EOPS/CARE/CalWORKs office, building E, room 108.

Technology

New technology will be acquired as needed, and as funds are available.

APPENDIX A

Your department should consider the RSCCD Board Goals when it sets goals. A list of the 2012-2013 RSCCD Board goals is included as an appendix. Using the table below, indicate which Board goals your department's goals support. Explain briefly.

RSCCD Goal	Supporting Department Goals From DPP
1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.	
2. Prepare students for success in their academic, career and personal life endeavors by providing access to education and services that foster student retention and program completion.	The CalWORKs counselor develops an educational plan to outline how academic goals can be reached while utilizing a holistic counseling approach. The counselor refers students to appropriate student support services.
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective.	
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.	
5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development, and other resource development activities.	
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.	
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.	The CalWORKs counselor attends meetings with Orange County Social Services Department and Region VIII community college CalWORKS directors and coordinators twice each semester, to stay updated with changes in program policies and procedures and maintain a collaborative working relationship.
Assess the educational needs of the communities we serve, and enhance awareness of the district and its through outreach and advocacy among community constituencies and to local, state, and national leaders.	

How does the department evaluate progress toward the program's goals and objectives? How does this evaluation inform the creation and updating of goals and objectives?

The CalWORKs program utilizes the "End of Term Survey" to evaluate the program's goals and objectives. This survey informs the program on the quality of CalWORKs services and student support services used by the student. In addition, it provides topics of upcoming workshops and students rate which ones they would be interested in attending in future semesters. Workshops are planned accordingly.