



COMPTON COLLEGE
CalWORKs PROGRAM REVIEW
Fall 2016 through Spring 2019

Program Description

- 1. Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?***

CalWORKs is 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, enabling students to complete their educational goals, find meaningful employment and successfully transition into the workplace. Through collaboration and advocacy with college and community partners, the CalWORKs Program prepares a segment of California's workforce by strengthening their economic self - sufficiency through attainment of higher education and vital workplace skills. CalWORKs funds are for the purpose of assisting single parents, or two-parent families with children under the age of 18 who are receiving Temporary Assistance for Needy Families (TANF).

At the state level, CalWORKs is the community portion of the California Work Opportunity and Responsibility to Kids Act. This is the welfare reform program established by Assembly Bill (AB) 1542. In 2014 SB860 - Education Code 79200 made community college CalWORKs Programs a permanent statutory program for all campuses, no longer subject to annual reauthorization.

The Mission

Mission Statement: "Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment."

The CalWORKs Program at Compton College makes a positive difference in student's lives by serving as the point of entry for parents on public assistance choosing to transition into educational programs at the community college as their approved welfare-to-work activity. CalWORKs provides coordination with the Department of Public Social Services (DPSS), Greater Avenues for Independence (GAIN) and other community agencies, specializing in support

services, campus referrals, on and off campus work experiences, and assistance with certificate and degree attainment. If time permits students have the option to transfer to a four-year institution. The purpose of this program is to assist students in ultimately solidifying employment in their career field in Southern California and beyond. CalWORKs assists in supporting the mission and vision of Compton College by offering services for students in alignment with the Statement of Values and Strategic Initiatives noted in the following section:

Statement of Values

CalWORKs staff are committed to serving as positive role models and mentors, through professional excellence, as we provide support and opportunities for our diverse student population to expand their knowledge, employability skills and work ethic in pursuit of their educational and career goals. The CalWORKs staff uphold the core values of integrity, inclusion, equity, celebration of diversity, and a just education for all, as the foundation of our program.

Strategic Initiatives

Strategic Initiative 1: Improve recruitment, enrollment, retention, and completion rates for our students.

- **Outreach Efforts:** Recruitment begins with our county and community partners and extends through our departmental relationships here on campus. We participate in education fairs, classroom visits, and other partner events.
- **Wrap Around Services:** Having both a full-time specialist and student services advisor allows us to create equitable practices, such as tailored support to meet the needs of each individual student. Case management allows for constant student connection and timely support. These positions are made possible through our partnership contract with the Los Angeles County Department of Public Social Services.
- **Individual Employment Plans:** CalWORKs students participating in work study engage in meaningful learning objectives tied to career and workplace goals and are evaluated by their supervisor. Moreover, offering campus jobs through this program supports stronger student involvement with the institution;
- **Advocacy for Students:** Eligibility or county verification documents are submitted for ancillary benefits to be used towards student educational expenses: i.e. books, supplies, transportation, and clothing allowance for work attire. This assures that students have the materials they need to support their academic success;
- **Progress Reports:** Student academic progress is monitored both internally via Compton College progress reports completed by instructors, and externally through quarterly progress reports required by the county. Using these reports, we are able to create timely interventions to support students who might need supplemental academic support;

Strategic Initiative 2: Support the success of all students to meet their education, and career goals.

- Counseling Support/Academic and Career Advisement: With a dedicated full time, counselor, we assure that every CalWORKs student receives thorough counseling and an educational plan suited to their educational goals and required county contract. Additionally, the progress of students is monitored regularly, providing clear pathways to certificate, degree or transfer attainment.
- CalWORKs Student Empowerment Series: These yearly student events provide training on topics related to academic, personal, and career success. Staff and faculty from various campus departments are invited to present vital supportive information;
- Campus Connections: In order to minimize equity gaps for our students in access to resources and campus opportunities, we serve on committees and sit in on partner division and department meetings. Along with other such activities, our staff stays abreast of the latest academic and student support information and opportunities available to our students;
- Parenting Students: Our students are non-traditional, not only in age, but also that they are raising children while pursuing their education. Our department is strategic and intentional in creating programming and services that not only supports them as students, but also as parents. An example of this is our parenting workshop series;
- Community Based Organizations: CalWORKs provides student referrals off-campus for a variety of services including legal assistance, transitional housing, domestic violence, affordable housing and special programs, child support and child custody, advocacy for disadvantaged women in education and health care services so students can focus on their educational goals. As part of our focused retentions efforts, we take a holistic approach to student support;

Strategic Initiative 5: Establish partnerships in the community and with the K-12 schools

- Partnership with Los Angeles County Department of Public Social Services (DPSS) GAIN Services Workers (GSWs): CalWORKs staff nurtures effective partnerships with the County GSWs assigned to individual students in order to properly coordinate the educational component of their welfare to work activities and advocate for resources available to our students through GAIN;
- CalWORKs Education, Training and Employment Partnership (CWETEP) Meetings: The CalWORKs director and technician overseeing the work study component of our program regularly attend quarterly meetings, with upper level management from the six GAIN Regions and community partners, to discuss policy implementation and initiate collaboration related to education and employment for all of Los Angeles County;
- GAIN Regional Education and Training (GRET) Meetings: Staff attend quarterly meetings to share program and vocational training information with DPSS staff and other

educational institutions and agencies in attendance. This also allows our staff to stay up to date with policy changes;

- Los Angeles County Community College CalWORKs Consortium (LAC-5) Meetings: The Director and student services advisor attend monthly meetings which includes the 21 local community college CalWORKs programs together with DPSS - GAIN representatives, community agency advocates, and state colleges to discuss issues of mutual interest related to student education and employment;
- South Bay Workforce Investment Board Contract: Job placement opportunities, and a percentage of salary costs for CalWORKs students placed in off and on-campus work study, is provided through this contract which provides student employment at no cost to the employer. Our office maintains regular communication with this organization and continues to grow opportunities available through this collaboration;
- Student Employability Skills Training: Local Work Source Centers, the Employment Development Department (EDD), LA County DPSS Job Developers and other community resources invited as speakers for student workshops and partners in student activities;
- Community Based Organizations: CalWORKs provides student referrals off-campus for a variety of services including legal assistance, transitional housing, domestic violence, affordable housing and special programs, child support and child custody, advocacy for disadvantaged women in education and health care services so students can focus on their educational goals.

2. Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Research & Planning to obtain data.

The CalWORKs student population is composed of students who are economically disadvantaged and currently receive public assistance as they work toward self-sufficiency. As part of their county welfare-to-work program, they are moving toward obtaining an educational goal that will lead to sustainable employment. Some are entering post-secondary education for the first time and others are returning to college for additional education and/or training for various reasons such as job loss, the disabling condition of self or a spouse, or other issues that have created economic hardship. CalWORKs students may apply for public assistance after registering for classes and choosing a major or may already be on public assistance where it was determined, after receiving job training and placement assistance through the County, that further education is necessary.

Over the last three years our student population has been predominately female, with most identifying as African American or Latino/a. Our students tend to be non-traditional

students between 25 to 39. Considering their educational goals, most are seeking associate degrees over certificates (data for this information is listed in a later section). Although our students face many barriers to their educational success, as mentioned above, they also bring a lot of cultural capital with them to college. Our students are resilient and proud of life's obstacles that they have overcome so far. They are hopeful and determined to create a sustainable living, not only for themselves, but for their children.

Data Mart Annual Count for the Compton College CalWORKs Program		2016 -17	2017 -18	2018 - 19
Total Term Enrollment		349	264	183
Gender	F	325	239	170
	M	24	25	13
Ethnicity	African American	155	112	83
	Asian	2	2	3
	Filipino	1	1	1
	Latino	169	135	82
	Pacific Islander	1	---	---
	White	5	3	1
	Two or More	16	11	11
	Unknown or Decline	---	---	2
Age Group	18 to 24	119	85	49
	25 to 29	110	82	60
	30 to 39	82	65	57
	40 to 49	33	28	13
	50+	5	4	4

- Describe how interaction with the program helps students succeed or meet their educational goals.

After participation in CalWORKs Program activities students may complete basic skills or ESL coursework; receive an Associate in Arts Degree, Associate in Science Degree, or a Certificate; transfer to a four-year institution; or may return to their GAIN Services Worker for

job placement, referral to job club, or to look for employment. As the time allowed for completion of a CalWORKs participant's welfare to work plan has been reduced, from a five year lifetime limit to four years, it is possible that a student will need to identify other resources to support them in ultimately meeting their educational goals. This depends at what point within this time frame post-secondary education begins, at what skill level they are assessed, and their initial language skills, etc.

CalWORKs students face many challenges that may overlap, seeming insurmountable at times, holding the potential to interfere with their educational goals leading to employment and self-sufficiency:

- Being a single parent
- Spouse with a disability impacting employability;
- Economic hardship and underemployment;
- Being a victim of domestic violence;
- Having an undiagnosed learning disability;
- Lack of family support or being a first-generation college student.
- Having low self-esteem, anxiety and poor communication skills;
- Health issues for the parent and child (i.e. diabetes, chronic asthma, hyper-tension, poor nutrition, clinical depression);
- Transportation issues;
- Food and housing insecurities;
- Lack of a high school diploma, poor skills in basic reading, writing, mathematics or English language.

For this reason, the community college CalWORKs Program is comprised of faculty and staff with the experience and training to provide specialized academic advisement, counseling and case management for this population. They work collaboratively with on and off campus programs and resources to secure the wrap-around services needed to address underlying issues, impacting students, allowing them to better focus on their education.

CalWORKs staff also successfully assist students in securing resources from the Los Angeles Department of Public Social Services (DPSS) GAIN by completing the required paperwork to verify eligibility, attendance, academic progress and expenses to support their educational experience as demonstrated below:

Average Educational Expenses Offered through the CalWORKs and GAIN Partnership	
Books	\$650
Basic School Supplies	\$60 per semester
Fees	\$31

School/ Career Related Clothing	\$150
Transportation	\$80
Gas Cards for Work study Participants	\$100 (dependent on available funding)

The CalWORKs Work study component is also a great benefit for CalWORKs students. Work study is the only type of work-related funding that is not counted against a participant's monthly welfare benefits. This means that students gain meaningful on-the-job experience without fear of losing valuable family financial and food support. For students participating in work study the average student earnings per semester are \$3,240.00. However, over time the max earning potential for a full semester, based on a 20-hour work week, has grown to \$4,240.

Aside from the financial benefits, students also strengthen job skills, are able to explore career opportunities, and gain valuable mentorship from their supervisors. In 2016 through 2018, the CalWORKs Program paid 50% of the student's salary and the South Bay Workforce Investment Board (SBWIB) split the cost covering the other 50%, so there was no cost to the employer. In fiscal year 2018-19, the contract was modified that changed the percentage distribution, requiring that 75% be covered by the CalWORKs program and 25% paid by SBWIB. To date there is still no cost to the employer on our campus.

Fiscal Year	Hourly Rate	Semesterly Earning Potential
2016 - 2017	\$ 10.50	\$ 3,360
2017 - 2018	\$ 12.00	\$ 3,840
2018 - 2019	\$ 13.25	\$ 4,240

All CalWORKs support services described above aid in student retention, persistence and completion. Below are the continuation and completion rates for CalWORKs students and graduates, who earn certificates and degrees within the four-year limit for services, supplied by the El Camino College Office of Institutional Research and Planning and the Compton College Institutional Effectiveness Office.

Awarded Degrees for CalWORKs Students

Award Year	Award Type		
	AA or AS Degrees	Certificates	Transfer
2016- 17	70	29	15
2017- 18	*	*	*
2018- 19	34	15	22

CalWORKs Overall Success and Retention Rates

	2016 - 17	2017 - 18	2018 - 19
Program Success Rate	65.5%	69.2%	75%
Program Retention Rate	82.9%	89.4	*

FALL TERM Success and Retention Rates (CalWORKs and Compton College)

	2016 - 17	2017 - 18	2018 - 19
CalWORKs Success	63.4%	66.3%	76%
Compton College Success	64.6%	66%	74%
CalWORKs Retention	81.4%	87.8%	90.3%
Compton College Retention	81.1%	81.5%	*

SPRING TERM Success and Retention Rates (CalWORKs and Compton College)

	2016 - 17	2017 - 18	2018 - 19
CalWORKs Success	67.6%	72.1%	74%
Compton College Success	66.8%	66.4%	78%
CalWORKs Retention	84.5%	91.1%	84.5%
Compton College Retention	80.9%	81.3%	*

FALL TERM Enrollment and Persistence Rates for CalWORKs

	2016 - 17	2017 - 18	2018 - 19
Enrollment	215	184	145
1 Term Persistence	72%	71%	*
2 Term Persistence	54%	---	*

SPRING TERM Enrollment and Persistence Rates for CalWORKs

	2016 - 17	2017 - 18	2018 - 19
Enrollment	174	157	155
1 Term Persistence	74%	---	*
2 Term Persistence	51%	---	*

*Request for data was submitted, but not available at time of report submission.

The data above reflects that the CalWORKs Program at Compton College continues to strengthen the academic success of our students. Participant success outputs increased each year, across fall and spring terms. Moving from fall 2016 to fall 2017, there was a 29 % increase in success. The largest fall to fall increase was between fall 2017 and fall 2018 (9.7%). Success

among spring terms also increased with spring 2017 to spring 2018 having the largest increase (4.5), followed by an increase of 1.9% between spring 2018 and spring 2019.

Fall to fall retention rates also steadily rose with a 6.4% increase from fall 2016 to fall 2017. From fall 2017 to fall 2018, retention rose another 2.5%. Looking from spring to spring, there was an increase followed by a decrease. In spring of 2017 to spring 2018, there was a 6.6% increase, however that was followed by the same percentage decrease from spring 2018 to spring 2019. Overall, the numbers reflect growth in the success of our students.

In addition to data tracked by our department internally, Compton College Institutional Effectiveness Office, and Chancellor’s Office Data Mart, our program is also contractually obligated to supply Monthly Management Reports (MMR) to our county partners. This report offers such information as number of student service interactions, monthly attendance reports completed, and number of progress reports completed. The report also covers number of tutoring referrals offered by our CalWORKs staff. Below is a summary of MMRs submitted over the last three years.

2016 – 2017 349 Students	# of student service interactions with students	# of Monthly Attendance Reports Submitted	# of Progress Reports Submitted	# Tutoring Service Referrals
July	242	31	16	6
August	219	57	15	4
September	359	35	17	1
October	595	82	15	5
November	465	171	22	11
December	388	138	17	3
January	387	42	15	0
February	521	55	14	4
March	471	64	26	1
April	458	101	18	33
May	551	109	23	5
June	379	97	18	4
TOTAL	5,035	982	216	77

2017 – 2018 264 Students	# of student service interactions with students	# of Monthly Attendance Reports Submitted	# of Progress Reports Submitted	# Tutoring Service Referrals
July	257	16	14	1
August	541	56	27	0
September	376	46	7	1

October	213	69	8	0
November	282	65	20	2
December	251	84	19	0
January	358	45	20	1
February	443	54	10	1
March	257	88	16	0
April	176	58	11	0
May	173	67	22	1
June	471	89	22	0
TOTAL	3,798	737	196	7

2018 – 2019 183 Students	# of student service interactions with students	# of Monthly Attendance Reports Submitted	# of Progress Reports Submitted	# Tutoring Service Referrals
July	178	44	15	0
August	315	49	14	0
September	312	65	10	1
October	370	88	10	6
November	254	73	17	3
December	310	102	27	0
January	398	60	20	1
February	487	31	9	3
March	134	37	15	3
April	138	60	18	7
May	173	67	22	1
June	471	89	22	0
TOTAL	3,540	765	199	25

Along with the number, our program also captures qualitative data from our students. Below are just a few narratives from our academically successful CalWORKs students. These portraits of success were also shared with our state-wide CalWORKs collective and our county partners as evidence of the impact our program has on student success toward self-sufficiency.

Student #1

My challenges started before I graduated high school. I said to myself, “I am not afraid of starting all over” and decided to apply at El Camino College Compton Center (ECC). I was determined to succeed and overcome anything in my path, for myself and to influence my siblings not to give up. Attending El Camino College Compton Center has made a difference in my life by expanding my knowledge and releasing my full potential in everything I do. The CalWORKs program has aided me by letting me know that I am not alone, and I have someone to count on, and to guide me. CalWORKs has helped me with books and gas money to take my

siblings to school, work, and doctor's appointments. Without the textbooks I would not have been able to pass my classes and have a 3.0 GPA.

Student #2

I became a CalWORKs participant during the spring semester of 2017. My journey to achieve a higher education degree began when I became a mother to my beautiful daughter. Prior to the Compton College CalWORKs program, I was not employed for five years and struggled as a single mother. Fortunately, the CalWORKs program provided me the opportunity to work as a work-study student, providing financial relief. Since my time at Compton College, I have successfully obtained an Associates of Arts in Biological and Physical Sciences in spring 2017 and was placed on the Dean's List for the fall 2017 semester. I am currently a second semester Compton College Nursing student and received a nursing scholarship when I began the Compton ADN program in spring 2018.

Student #3

I struggled to find a balance between a full-time job, school, and my children. In fall of 2017, I began taking classes at Compton College. I approached a student and asked her questions about childcare, which is how I found out about CalWORKs. I learned that CalWORKs aids students with children. Continued CalWORKs support through workshops, events, and work study have contributed to my 3.5 GPA and has provided me with the skill set to network and build comradery with my instructors. Now more than ever I am ready to graduate and transfer to Dominguez Hills to continue my higher education degree in business administration.

Student #4

Through my early childhood and into my formative years I experienced great challenges and as a young adult I experienced great loss. My support system was fading away at a time when life became even more challenging. A few months after my mother passed away, I was awarded custody of my five-year-old nephew. I did not have children of my own and was unsure of how I would be able to care for my nephew, I felt lost. From a young age my mother instilled in me the importance of education. In 2016 I returned to school and joined the CalWORKs program. The empowerment and motivation I received from the CalWORKs program is unmatched. The support, compassion, counseling and listening ear is invaluable to me. I do not think I would have made it this far in college without the CalWORKs program.

Student # 5

When I was 24 years old, I immigrated to Brooklyn, New York from Trinidad and Tobago. Shortly after my stay in New York I had my first child that is now 18 years old. After three and a

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Student & Community Advancement Program Review Template

half years of living in New York my partner and I struggled to make ends meet and decided to move to California. Not long after arriving in California, my partner completely changed, and became verbally, emotionally and physically abusive towards me, so I decided to escape my abuser. Being a single mother, working full time, and attending school became a challenge to balance it all. I had to learn to strategically dedicate time to every part of my life, especially for my children. As a first-generation college student, the success I experienced in my courses gave me the drive to push harder to achieve my education and career goals. The CalWORKs program has helped me to stay on track and has assisted me in getting the help I need to successfully complete my education. The CalWORKs program has throughout encouraged me to not give up and in turn I do the same with my children.

Student # 6

I was unsure of my ability to return to school after being out of the educational environment for seven years. Why did it take so long, you ask? It all began in the summer of 2011 when my life took a turn for the worse. At that time, I was a single mother to a two-year-old son, and I started down a dark path. I returned to school in the summer of 2014. Since returning to school, I have overcome my fears of mathematics. The CalWORKs program has empowered me to achieve my educational goals. CalWORKs has influenced me to reinforce my positive work ethic, expand my job skills, and enhanced my abilities to interact with others. This program has kept me grounded and served as an anchor as I diligently accomplish the milestones that will ultimately lead me to my professional career goal. This broader view that I have developed from working in the CalWORKs program has equipped me to be a more responsible parent and a student that exhibits a greater level of academic maturity.

Student # 7

I left my marriage of ten years due to a domestic violence issue. From that point on I was determined to change the lives of my children and me. I made the decision to go back to school to pursue a career in nursing. I learned about the services through CalWORKs that were offered to aide students in being successful in completing school. If I did not have this program's support with books, fees, and supplies I do not know where I would be. Through the program I was able to get a position at Augustus Hawkins Mental Facility to further enhance the skills necessary for my future career and it has been a great opportunity for me to be around career minded individuals. I do not have much family support and having CalWORKs advisors has been life changing. I am not just another student and they know me and my children by name. All they have done has helped me stay on track and to continue to make my education a priority.

4. How does the program interact with other on-campus programs or with off-campus entities?

CalWORKs personnel maintain effective and collaborative relationships with all Compton College departments and support service areas. The program works very closely with EOP&S/CARE regarding CalWORKs student referrals and information sharing for this population; with Financial Aid regarding CalWORKs student eligibility for fee waivers and student satisfactory academic progress, federal work study placements, and submission of work study earnings for award calculations; the Child Development Center for child care referrals; the Special Resource Center for supportive services and academic accommodations; the Library and Student Success Center for tutoring referrals, the Business Office for processing student work study payroll and student gas cards; and General Counseling to ensure alignment with Guided Pathway initiatives.

Some of the off campus organizations available for student referrals through the Compton College CalWORKs Program, in addition to DPSS-GAIN, include: Neighborhood Legal Services, the Legal Aid Foundation of Los Angeles and the Western Center on Law and Poverty for legal assistance; Harbor Interfaith Services for transitional housing, assistance with domestic violence and other supportive services; the Housing Authority providing information on affordable housing and special programs; the Harriet Buhai Center for advice on family law to assist with issues such as child support and child custody; LIFETIME to advocate for economically and academically disadvantaged women in education and Shields for Families providing student referrals and wrap around social services and health care so students can focus on their educational goals.

Additionally, a number of off campus employers provide high caliber work experience opportunities for CalWORKs students, related to their field of study including, Children R Us Child Care Center, Golden Wings Academy, Child Development Center, The Easter Nest, Child Development Center, Compton Superior Courthouse, Torrance Courthouse - Legal Aid Foundation Department (LAFLA), Augustas F. Hawkins - Department of Mental Health, Harbor UCLA Medical Center, Los Angeles County of Education, Bellflower Courthouse, Department of Public Health, Long Beach Department of Health, Department of Public Social Services - Region 5, Los Angeles Corps Center, YWCA Greater Los Angeles, Kidz R Us Community Child Care Center, St Timothys Episcopal Church, Trinity Unlimited Child Care, and Noah Ark Child Care.

5. List notable achievements that have occurred since the last Program Review.

Since the last Program Review in 2015 the following notable achievements have occurred:

- The Student and Employer Recognition Banquet was held in spring of 2017 and 2018 to honor the academic achievements of CalWORKs students and workplace partnerships focusing on the mentoring relationships of the work-study supervisors and students.
- The CalWORKs program coordinated with other student services programs to provide the first 2018-2019 “This is Your Success Story” year-end event, to honor the academic and transfer achievements of students participating in student services programs.
- The first Compton College Guided Pathways Counselor position was created and hired full-time for the CalWORKs program. Additionally, a Student Services Advisor and CalWORKs, TANF, GAIN Program Director positions were created and hired to better serve our students.
- On-going adjunct counselor positions were maintained to meet the needs of our students.
- The Los Angeles County, Department of Public Social Services Contract was re-negotiated and renewed for an additional three year’s funding 1.75 staff positions.
- Moved from paper-based student files to digital files to streamline services to students and increase case management efforts.
- Created a new initiative to expand our staffing to include student workers to offer intentional peer mentorship. Along with the student ambassadors, we also brought on a University mentor (Compton College Alumni) to help our students as they transition out of our program and into university campus life.

6. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

All program recommendations that impacted students were resolved. Our program now has a dedicated full-time counselor, additional work study funding was secured, and our outreach efforts continue to grow, both on and off campus. The only recommendation that was not resolved was the request for secure storage space. Our educational supplies and student incentives continue to be housed in open spaces within our office and in a small storage space in the Vocational Tech. Building that can be accessed by anyone who has a key to the building corridor. However, the Student Services building is under construction and we are confident this issue will be resolved with the move to our new space.

Program Environment

- 1. Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?**

The CalWORKs Program, located on the first floor of the Vocational Technology Building, is designed to offer comprehensive and coordinated support services to parents who receive cash assistance from the Department of Public Social Services. CalWORKs staff strive to empower each student to attain personal and academic excellence, meaningful employment, and long-term stability by accessing all available resources to optimize academic and personal success. The CalWORKs team is committed to professional excellence, strives to provide the necessary resources to maintain program effectiveness, and guides students and campus personnel through the ever-changing landscape of federal, state and county welfare to work policies and guidelines.

The main office is a centralized location with cubicles housing the Program Specialist, Student Services Advisor, and Program Technician. Our full-time counselor and adjunct counselor share an office, across from the main office, adjacent to the Director. The staff work together as a team from the initial student intake process through case management (Student Services Advisor); educational planning including career and academic advisement (Counselors); completion of GAIN and internal documents monitoring academic progress, eligibility for cash aid, ancillary services and other case management processes (Program Specialist); placement services for work study (Program Technician) and program administration including coaching of staff (Director).

Although we are very grateful for a dedicated physical space, our CalWORKs offices are separated by a large hallway that is shared by other departments. Our offices are not in one gathered space. Moreover, the main CalWORKs Office is very small and only allows for a few students at a time to occupy the space. Since there is very little student space for our parents, they and their children many times must wait in the hallway. Other offices have placed concerns with our program about the noise level this causes and the disruption it creates for their offices, which also share the same main hallway. Due to the lack of space in the main office, we cannot simply close our office door. With the building of a new Student Services structure, we are hopeful this issue will be resolved. Having a space where our entire staff and students can congregate will offer a welcoming space for students to pass time between classes, sit with their children without fear of judgement, and allow our staff to create a physical space built on a culture of care.

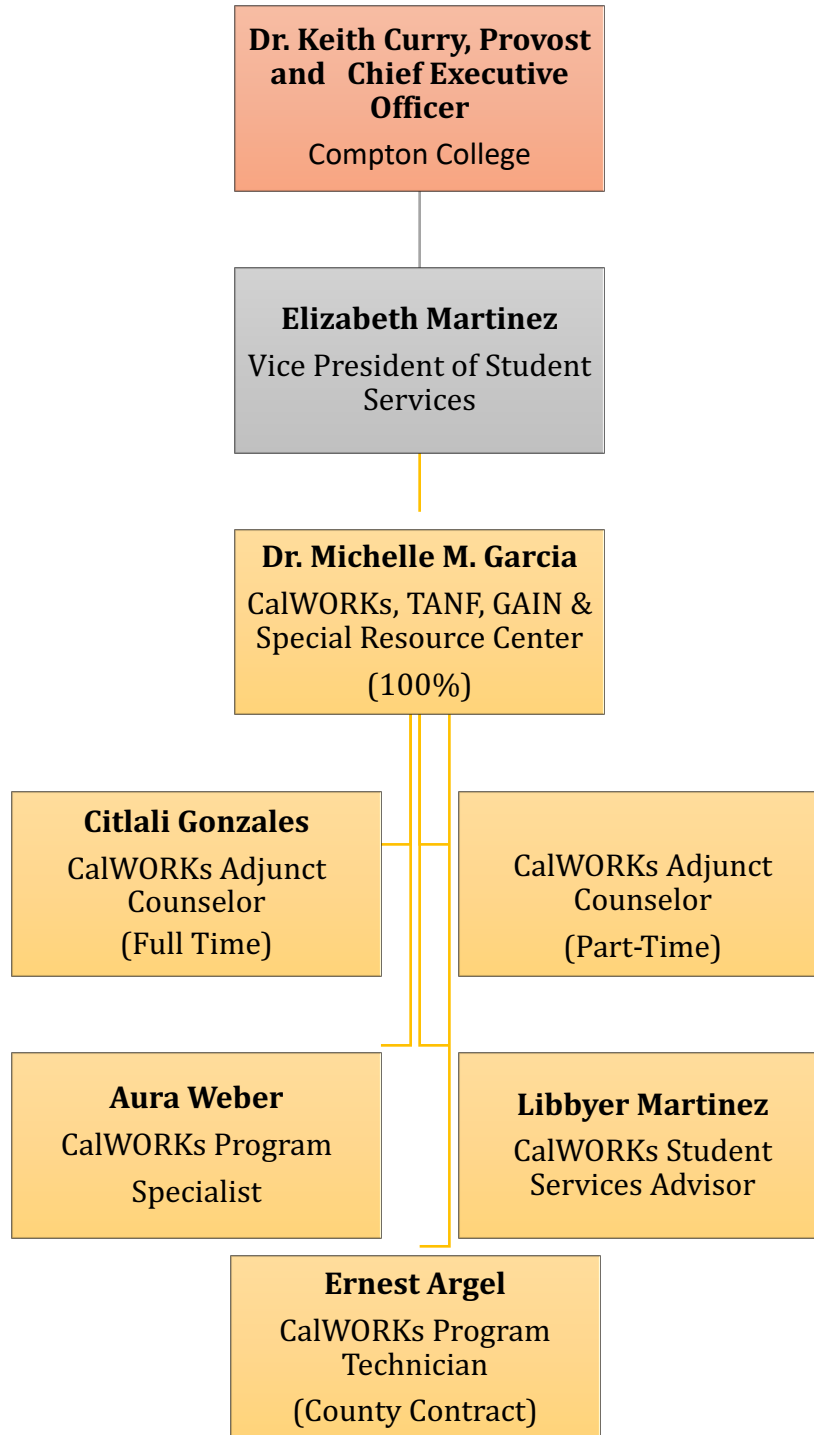
2. Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

The CalWORKs Program consists of one Director, three full-time classified staff, one full-time counselor and one part-time counselor. The staff is supported by three streams of revenue which are TANF, CalWORKs Categorical, and DPSS. All CalWORKs staff work directly with students:

- One Director (Staff and budget oversight/program planning/ reporting)
 - (50% CalWORKs Categorical Funds in 2016, 2017, 2018)
- One full time Counselor (Academic & career advisement/educational plans)
 - (100% CalWORKs Categorical starting in 2018/19 when the position began)
- One Adjunct Counselor (Academic & career advisement/educational plans)
 - (100% CalWORKs Categorical in 2016 and 2017. TANF Funds in 2018)
- One Program Specialist (Intake & eligibility/special projects/case management)
 - (100% CalWORKs Categorical Funds in 2016, 2017, 2018)
- One Student Services Advisor (On & off campus work study/case management)
 - (100% CalWORKs Categorical Funds in 2016, 2017, 2018)
- One Program Technician (Budget tracking/special projects/ work study logistics)
 - (Varied percentages between CalWORKs Categorical and DPSS funding in 2016, 2017, and 2018)

Positions no longer being funded:

- One Program Technician (Budget tracking/special projects/ work study logistics)
 - (Varied percentages between CalWORKs Categorical and DPSS funding in 2016, 2017, and 2018)
- One Program Assistant (Outreach/front desk/intake & eligibility)
 - (Varied percentages between CalWORKs Categorical and DPSS funding in 2016, 2017, and 2018)
- One Administrative Assistant (front desk)
 - (Varied percentages between CalWORKs Categorical and DPSS funding in 2016, 2017, and 2018)
- Four Adjunct Counselors (Academic & career advisement/educational plans)
 - (100% CalWORKs Categorical in 2016 and 2017. TANF Funds in 2018)



3. Describe the personnel needs for the next four years.

The current level of CalWORKs Program staffing is sufficient to meet program needs. The challenge will be to sustain the current level of personnel over the next four years. In the future, given the financial circumstances of our current economy, this may negatively impact allocations from both the CalWORKs categorical and county funding avenues. Other impacts on CalWORKs Program funds include the continual increase in the minimum wage, raising salaries for work study students and costs for the program. These factors present challenges for sustaining the current level of CalWORKs personnel while seeking additional funding sources and increasing outreach and recruitment efforts.

It is imperative that the current level of funding is continued and dedicated to the CalWORKs program to meet the needs of our students. Augmented Compton College student support initiatives and increased DPSS, GAIN and SBWIB reporting requirements greatly substantiate current staffing in order to continue to provide effective advocacy and case management efforts. Continued reduction in staff would be detrimental to CalWORKs student success.

4. Describe facilities needs for the next four years.

Lack of storage continues to be an issue for our department, as mentioned in the program review three years ago. CalWORKs student files are reviewed annually and archived once the student is no longer in the program for five years. Periodically these files are retrieved as students return to the program or as information is needed for various reasons. However, there is not enough space to store these files within the CalWORKs Office, or in the Vocational Technology Building, so another storage room is shared with the campus police. Combined with the storage space required for CalWORKs educational supplies for students, outreach materials, and student files, our department needs a new storage space.

Although a Student Services building is anticipated in 2022, we suggest that the issue of secure and accessible storage be remedied. One suggestion is to have new locks installed on all front office cabinets, as every lock is compromised. Also, for the storage on the second floor of the Vo Tech Building, we ask that the lock be rekeyed so that only the CalWORKs staff and facilities have access, instead of anyone who has access to the main building corridor. Even when CalWORKs moves out of this building, the next occupants will face the same security issues when storing their program items.

Another facilities request is student study space within the CalWORKs front office. Currently we have cubical space that is being used for storage. The staff has worked over the last semester to clear the area in hopes that this space can be used for one to two desks where students can stop in to complete paperwork or study. Along with desks, we are aiming to have computer stations set up. This would require a facility request for additional electrical outlets as currently

there is only one outlet in that entire area. Creating such a space would support the success of our students by giving them an area to study where they feel comfortable and supported by a staff that they meet with regularly.

5. Describe the equipment (including technology) needs for the next four years.

Compton College encourages the use of technology by all personnel and students to achieve their educational and professional goals while increasing productivity at all levels. As mentioned above, creating a student study space within our department would support students in completing program and county required forms, along with academic assignments. We are requesting two desktop computers to house in this area. Again, the creation of this space would encourage our students to spend more time on campus and create deeper connections with our staff. Research shows the more time and involvement a student has on campus, the better off they are academically.

6. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

At Compton College, the majority of CalWORKs students come to the office during the hours of 10:00 a.m. to 3:00 p.m. primarily due to a need to drop off children at day care or school, a preference for morning classes, and a need to pick up children from daycare or school in the afternoon. Evening and weekend hours, when available, have not been utilized by most CalWORKs students – this is believed to be due to conflicting family obligations. Below is a list of current office hours.

CalWORKs Office Hours

Day	Time
Sunday	Closed
Monday	8:00 a.m. – 04:30 p.m.
Tuesday	8:00 a.m. – 04:30 p.m.
Wednesday	8:00 a.m. – 04:30 p.m.
Thursday	8:00 a.m. – 04:30 p.m.
Friday	8:00 a.m. – 12:00 p.m.
Saturday	Closed

During Peak Seasons

Day	Time
Sunday	Closed
Monday	8:00 a.m. – 06:30 p.m.
Tuesday	8:00 a.m. – 06:30 p.m.
Wednesday	8:00 a.m. – 06:30 p.m.
Thursday	8:00 a.m. – 06:30 p.m.
Friday	8:00 a.m. – 4:30 p.m.
Saturday	Closed

7. Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?

Periodically the CalWORKs Program, representing welfare reform formerly known as Aid to Families with Dependent Children (AFDC), now Temporary Assistance to Needy Families (TANF) at the federal level, undergoes changes influenced by the economic and political climate. This can have a profound impact on the resources available to the California named CalWORKs Program offered to parents, and their minor children. This inevitably reaches the Community College CalWORKs Program, sometimes confused with the state and county programs. The state then interprets the new laws or policies to best meet the educational and training needs of their participants, without input from higher education professionals.

Advocacy for CalWORKs students becomes increasingly important as the impact of program changes frequently trickle down in the form of reductions in benefits and services. It is important to note that TANF/ CalWORKs recipients have continuously received the same level of benefits in California since 1985 with no cost of living adjustment. In the current environment the lifetime limit of access to education and training has been reduced from 60 months to 48 months. The participants in our service area are predominantly female, Hispanic or African American, and many have a history of domestic violence, possible learning disabilities, and chronic health issues.

Since the Compton Community College District is in Los Angeles County, where more CalWORKs participants reside than anywhere else in California, all policy and demographic changes are felt more acutely here than anywhere else in the state. The Compton College CalWORKs Program addresses these factors by engaging and complying with an exclusive partnership and binding contract with LA DPSS GAIN, as well as actively participating in the community college LAC-5 Consortium made up of the 21 local community colleges in greater

Los Angeles. This organization meets monthly to strengthen program advocacy for students and began two years after of the inception of CalWORKs in 1996.

Additionally, the Compton College CalWORKs Program has a contract with the South Bay Workforce Investment Board (SBWIB) providing work experience opportunities for CalWORKs students, on and off campus, at no cost to employers. This provides extra income for students and fosters very positive relationships with the community, career mentoring opportunities for CalWORKs students with local employers, and future long-term employment opportunities benefitting both students and local businesses.

Service Area Outcomes (SAOs)

Please attach SAO assessment results as an appendix to the program review

1. List the program’s SAOs.

Three Student Area Outcomes (SAO’s) are assessed each academic year based on program needs and identified areas of improvement discussed and agreed upon by CalWORKs staff. The SOA’s can be found in appendices and are as follow:

2016-2017
<ul style="list-style-type: none"> • CalWORKs Students will increase student academic success rates by developing an abbreviated and a comprehensive educational plan every semester. Staff will monitor once a month to check if each educational plan has been completed by a CalWORKs counselor.
<ul style="list-style-type: none"> • Compton Center faculty and students will accurately complete and submit the CalWORKs Academic Intervention Internal Progress Report to ensure that CalWORKs counselors can direct students identified as academically at risk to appropriate support services.
<ul style="list-style-type: none"> • CalWORKs Work Study participants will indicate that the mandatory forums are beneficial and contribute to their academic success, living skills, and professional development.
2017-2018
<ul style="list-style-type: none"> • The CalWORKs staff will decrease the number of students that need to complete the core services (assessment, orientation, and educational plan) by referring students for orientations and assessment and scheduling student appointments with CalWORKs counselors for education plans.
<ul style="list-style-type: none"> • CalWORKs staff will encourage CalWORKs students to complete and submit the CalWORKs Academic Intervention Internal Progress Report in the fall and spring semesters. The submission of internal progress reports will allow CalWORKs counselors to identify students that are academically at risk and refer students to tutoring services.
<ul style="list-style-type: none"> • The CalWORKs staff will increase the student attendance rate for the fall and spring forums by increasing forum promotion. Forums are beneficial to students and contribute to their academic success, living skills, and professional development.

2018-2019
<ul style="list-style-type: none"> • The CalWORKs staff will increase the number of students that have completed the core services (assessment, orientation, and educational plan) by making it part of the intake process.
<ul style="list-style-type: none"> • The CalWORKs staff will increase the student attendance rate for the fall and spring forums by decreasing the number of forums and increase awareness and offer student incentives for attending. Forums are beneficial to students and contribute to their academic success, living skills, and professional development.
<ul style="list-style-type: none"> • CalWORKs staff will encourage CalWORKs students to complete and submit the CalWORKs Academic Intervention Internal Progress Report in the fall and spring semesters. The submission of internal progress reports will allow CalWORKs counselors to identify students that are academically at risk, refer students to tutoring and other support services and recognize student success.

*Assessed SAO's can be found in Appendices A-I. SAO's for 18-19 were not assessed due to transition in leadership.

2. How were the SAOs developed? Who was engaged in the creation of the SAOs?

The CalWORKs program team collaborated to develop SOA's targeting areas of improvement and to participate in student services programs collective efforts, identified in data provided by the Case Management Committee and Institutional Effectiveness.

3. How often are the SAOs assessed and who is engaged in the discussion?

Each SAO is assessed either in the spring semester or twice yearly, i.e. once during the fall and once during the spring semesters. Monthly staff meetings provide opportunities to provide updates on the progress of the SAO's and address any areas in need of improvement or new areas of concern during the three different stages:

- i. First stage: Together, the CalWORKs team develops a tentative SAO statement related to a strategic initiative(s) and shares ideas on an assessment tool: i.e. a rubric, questionnaire, or survey. Once consensus is reached, the SAO Assessment Report Part One is written and then returned to the staff for final edits. The SAOs are then submitted to the Vice President of Student Services for feedback and final approval.
- ii. Second stage: During the assessment period, the staff implementing the SAO administer the chosen assessment tools. Staff consult with the Director, meet periodically, and report back in monthly staff meetings to discuss questions and concerns arising during the assessment period.

- iii. Third stage: At the end of the spring semester CalWORKs staff meet to discuss and interpret the data based on the SAO outcomes and answer the “Target Met/Not Met” section of the report determining if the SAO meets the standards for success. The SAO assessment report, under “Planned Actions as a Result of Assessment and Analysis,” is submitted to the CalWORKs Director for review and further discussion before the final report is submitted.

4. What has been done if the SAO assessment results were not as anticipated?

The CalWORKs Director and staff assess the different student support functions within the CalWORKs program. Then, based on the results of each SAO, the process is reviewed by all of the staff and a decision is made to continue the SAO or not the following year, whether to continue the SAO with modifications or create a new SAO.

5. Where are the SAOs assessment results shared with staff, students, and the public?

The SAO assessment results are shared with staff, faculty, and the community on the CalWORKs website. The results may also be used during discussions or presentations at division meetings, presentations to the Board of Trustees and during workshops at various activities for students and with community partners.

6. Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

When SAO results were not met, modifications to program processes were made to eliminate any barriers to increase student participation. In response to the core services SAO assessment, to increase completion of core services, program processes were changed to ensure that all students entering the CalWORKs Program met with a CalWORKs Counselor to ensure that an initial educational plan and core services check-in occurred prior to intake. Additionally, phone banking to schedule students' semester check-ins with CalWORKs counselors were conducted to increase completion of core services. Please see the appendices A- I for all SAO forms covering 2016 through 2019.

Program Improvement

Information should help determine where program resources should be dedicated

1. What activities has the program engaged in to improve services to students?

A. Work Study Orientations

CalWORKs Work Study Orientations are conducted by the CalWORKs Program Technician who is responsible for interviewing and referring students to part-time

employment opportunities on and off campus. The CalWORKs counselors review the student's academic status and eligibility, during their participation, to ensure maintenance of the required 12 units and minimum 2.0 GPA.

The orientations are intended for CalWORKs students who have interviewed for employment and have been approved for work study placements. These students are informed of their assignments and responsibilities as a CalWORKs Work Study student. They are then given a referral form to take to their supervisor for completion. This form is then returned to the Program Technician, within the time frame allotted, so they can begin their assigned work.

B. Academic Progress Reports

The Compton College CalWORKs Program distributes mid-semester progress reports to students twice during the academic year.

These forms are distributed via e-mail and in-person. The student prints out the form and then takes them to each instructor. The instructor assigns a grade to the student depending on their progress at the middle of the semester. Once completed, the student returns the form to a CalWORKs Program case advisor for review. If the student is not performing satisfactorily in any of their classes, he or she is referred to a CalWORKs counselor for updating of their educational plan, probation counseling, tutoring, or other assistance as needed. This is noted in the student file case notes by CalWORKs counselors and staff.

CalWORKs counselors are actively involved in the SAO's related to improving this process and actively participate in the reporting process as well as counseling function.

C. Student Eligibility Verification

New students provide a referral from GAIN which serves as proof of eligibility. Continuing students are required to submit a verification of benefits signed by the Department of Public Social Services Eligibility or GAIN Worker. If available students may download their verification of benefits from their Your Benefits Now account provided by the Department of Public Social Services.

if the student is not eligible, or if there are any issues pending, CalWORKs staff are able to let the student know right then or even contact the GAIN Services Worker (GSW) if needed.

The CalWORKs counselors play an important role in advising students on their educational plans, to maintain eligibility for services, as well as assisting students with changing their major, identified by DPSS, by showing statistics on career growth and earning potential in other fields. This enhances student satisfaction, persistence, retention and completion.

D. CalWORKs State Association

The CalWORKs State Association provides professional development and training for CalWORKs staff at community colleges as well as providing program advocacy at State and local levels for CalWORKs students. This participation has allowed staff to attend yearly trainings related to their field, translating to better services for students by sharing best practices, developing a support network of CalWORKs colleagues from within the California Community College system, and celebrate our student success stories.

Additionally, Compton College students have been interviewed and the stories submitted to the annual publication: "Portraits of Student Success" which includes a regional nominee selection process for a state scholarship.

E. LAC-5 Annual Training

The Los Angeles County Community College CalWORKs Consortium provides an annual professional development training for local CalWORKs staff at community colleges and to our GAIN partners. This participation has allowed staff to attend yearly trainings related to their field, translating to better services for students by sharing best practices, developing a support network of CalWORKs colleagues from within the Los Angeles County Community College system and celebrate our student success stories.

F. Student and Employer Recognition Breakfast

This year end recognition event is for CalWORKs students and on and off campus employers participating in the CalWORKs work study program. It first started in 2014. It provides an opportunity to share student accomplishments with the campus and community with an emphasis on the special mentoring relationship formed between work study students and their supervisors.

CalWORKs students with a 3.0 GPA are honored for their academic achievements by the CalWORKs counselors. A community partner is also chosen to be honored who played an exceptional role supporting the Compton College CalWORKs students and program. An on-campus student and supervisor, and off campus student and supervisor, are paid tribute by their colleagues for their accomplishments and contributions in the workplace.

This event was transformed into the CalWORKs year-end-celebration to honor student achievements and success. The event was held at California State University, Dominguez Hills (CSUDH) to highlight Compton College's partnership with CSUDH.

2. How have program personnel used metrics to improve program services? Provide metrics from the last four years.

See responses above.

Customer Service

Administer a customer service survey to students or colleagues, if applicable. Please administer the survey the semester prior to submitting your program review.

1. How was the survey conducted? Please include a copy of the survey to the appendix.

Due to change in leadership, a customer service survey was not administered during the program review period in question. All measures will be taken to assure customer services surveys are executed in the future.

2. What were the major findings of the customer service survey?
Cannot address this question given that a customer services survey was not administered.
3. Describe exemplary services that should be expanded or shared with other programs.
Cannot address this question given that a customer services survey was not administered.
4. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

Cannot address this question given that a customer services survey was not administered.

Conclusions and Recommendations

Only include information previously referenced in the program review

1. **Summarize the program's strengths.**
 - Increase in student success and retention across all three academic years;
 - CalWORKs staff members, comprised of faculty and staff with the experience and training to provide specialized academic advisement, educational planning, counseling and case management for this population, are committed to promoting and sustaining program excellence and an environment for students of academic and personal success, mutual respect and understanding. This leads to strong student connections and resulting strengthened support;
 - Collaborative relationships are maintained with all Compton College departments and support services areas to ensure and promote CalWORKs student success;
 - Coordination and outreach occur with the Department of Public Social Services (DPSS), and other community agencies, to provide specialized support services and campus referrals resulting in certificate and degree attainment and ultimately CalWORKs student employment in their career field;
 - Advocacy for students both on campus and with county partners to ensure allocation of available support such as fee waivers, ancillary benefits to be used towards student

educational expenses i.e. books and supplies, transportation, childcare, and, clothing allowance for work attire;

- Program activities that strengthen and enhance the student’s educational experience are offered; such as the work study program placing students in on and off campus employment in collaboration with the South Bay Workforce Investment Board (SB-WIB); monthly Student Forums addressing employability skills and career exploration; workshop series for student professional and personal development.

2. Summarize the program’s areas that need improvement.

- Lack of storage is a constant issue. Student files are being reviewed periodically and archived for five years once the student is no longer in the program. There is not enough space to store these files and educational supplies for students. Space is needed for large bulky items like student back packs, educational supplies and outreach materials.
- CalWORKs must create a manageable timeline to administer the customer service satisfaction survey. This data will assist us in gauging student needs and the ability to implement timely programmatic changes.
- Strengthen efforts for student recruitment should continue to be identified and enhanced.

3. List the program’s recommendations in a prioritized manner to help better understand their importance to the program.

1. Creating a student space within the CalWORKs department is needed since there is very little student space for our parents, they and their children many times must wait in the hallway.
2. Outreach efforts must continue to grow and expand, this includes added visibility at GAIN county sponsored events and new partnerships with our local high schools to help parenting high school students learn more about CalWORKs at Compton College.
3. A designated CalWORKs storage space be identified and secured for archived student files, student back packs and educational supplies, and outreach materials where all items can be accessed easily when needed.

4. Please indicate whether the program should continue or be discontinued.

 x Continue Program

___ Discontinue Program. Explain how the program's services could be handled by another on-campus entity if the program has been declining or is no longer fully utilized.

Student & Community Advancement Program Review Committee

Ratings

Excellent

The program review was extremely well written; concise and grammatically correct with few to no spelling errors. A model program review that is ready to be posted online for a public audience.

Meets Expectations

The program review was adequately written. Lengthy or vague at times or included some grammatical and spelling errors. Corrections should be made prior to posting online for a public audience.

Needs Improvement

The program review was poorly written or incomplete; too lengthy or vague; too many grammatical and spelling errors throughout the document. The program review needs to be rewritten and resubmitted to the Student & Community Advancement Program Review Committee by an established deadline.

Revised: 5/5/2010, 3/13/2013, 3/31/2014, 4/15/2014, 6/1/2015

APPENDICES

CalWORKs Initial and Comprehensive Educational Plan SAO 2016-2017 (Appendix A)

El Camino College Compton Center	
Service Area Outcomes (SAO) Assessment Report	
<u>College Mission:</u> El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.	
SCA/Administrative Unit	CalWORKs Date of Report: 07/13/17
SAO Statement(s)	CalWORKs students will increase student academic success rates by developing an abbreviated and a comprehensive educational plan every semester. Staff will monitor once a month to check if each educational plan has been completed by a CalWORKs counselor.
SAO is Aligned with Strategic Initiatives (check all that apply): A B x C D E F G Strategic Initiative B: Strengthen quality educational and support services to promote student success.	
SAO is Aligned with Institutional Learning Outcomes (check all that apply): ILO 1 ILO 2 ILO 3 X ILO 4 ILO 5 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.	
Participants in SAO Assessment	Aura Weber Libby Martinez
Method(s) Used To Measure SAO	X Data Analysis Focus Group Pre-/Post-Test Survey/Questionnaire <ul style="list-style-type: none"> • Run abbreviated and comprehensive educational plans' reports (This report will come from Tosin and will be available on the shared drive- it is not available on SARS.) • Contact student to make an appointment to meet with a counselor to review current education plan • Track student's academic success rates using the ECC Institutional Research SCA Metrics to determine impact. Track appointment results in SARs
Target/Standard For SAO	Our department goal is to have 100% of CalWORKs students meet with a counselor every semester to create, update or review their educational plan and verify that the student is making progress towards their academic goal.
Frequency/Timeline of Assessment	At the end of each month we will run a report to see which students have met with a counselor to review/update their educational plan. These results will be tracked on a master list and the counselors and office staff will call students that have not been seen during the current semester and make appointments to review plans.
Assessment Results and Analysis	Changing our initial intake process has been truly instrumental in helping the CalWORKs program achieve a hundred percent success rate in the area of educational plans.

	<p>In the Fall CalWORKs was given two lists that showed 14 of our 256 students (5.3% of our population) were missing initial Ed Plans and 6 of our students (2.4% of our population) were missing Comprehensive Educational Plans.</p> <p>Letters were sent out to each of these students and were followed up with multiple phone calls to schedule appointments for the students to come in and complete the educational plan required.</p> <p>This process continued into the Spring 2017 semester. By the end of May 2017 we had all 14 initial educational plans and 6 comprehensive educational plans completed. This brought our success rate to 100%. Going forward, every student will have an initial educational plan completed prior to starting in our program and we will continue to track the comprehensive educational plans by maintaining a spreadsheet where we will record the required semester counselor visits. We will also be able to retrieve the comprehensive and initial educational plans from the ST-CON screens available to our counselors. These two methods, and cross checking our SARs reports, will ensure that we will continue to work as a team to have students complete both types of plans.</p>
<p>Target Met/Not Met</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Planned Actions as a Result of Assessment & Analysis</p>	<p>In an effort to increase the number of CalWORKs students that have received initial education plans, and encourage students with existing education plans to update or complete comprehensive plans, we have changed our intake procedures. All new students meet with a counselor to create an educational plan prior to completing the intake with a case advisor. Once students have created an initial educational plan, they are encouraged to make a follow up appointment to create a comprehensive plan that will help guide them through their educational journey. CalWORKs students are also required to meet once a semester with a CalWORKs counselor to review their progress and make changes as needed to their educational plans.</p> <p>We received a list of students in the Fall of 2016 from campus administration that listed the students enrolled in our program that were missing educational plans. We printed the list and had the counselors call to schedule appointments with students that needed to complete this component. After a few attempts we were able to get all of our students to come in and complete their educational plans with our counselors. Going forward we should be able to maintain 100% in this area.</p>
<p>Follow-Up on Previous Planned Actions</p>	<p>The CalWORKs Program will continue to use the current procedures in place in order to ensure that we are successful in achieving 100% success rate in the area of educational plans.</p>

CalWORKs Internal Progress Report SAO 2016-2017 (Appendix B)

El Camino College Compton Center	
Service Area Outcomes (SAO) Assessment Report	
<u>College Mission:</u> El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.	
SCA/Administrative Unit	CalWORKs Date of Report: July 13, 2017
SAO Statement(s)	Compton Center faculty and students will accurately complete and submit the CalWORKs Academic Intervention Internal Progress Report to ensure that CalWORKs counselors can direct students identified as academically at risk to appropriate support services.
SAO is Aligned with Strategic Initiatives (check all that apply): A B X CX D E F G Strategic Initiative B: Strengthen quality educational and support services to promote student success. Strategic Initiative C: Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.	
SAO is Aligned with Institutional Learning Outcomes (check all that apply): ILO 1 ILO 2 ILO 3 X ILO 4 ILO3 ILO3 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.	
Participants in SAO Assessment	Aura Weber Libby Martinez
Method(s) Used To Measure SAO	X Data Analysis Focus Group Pre-/Post-Test Survey/Questionnaire <ul style="list-style-type: none"> • Distribute Internal Progress Reports to CalWORKs students • Review upon submission • Refer to counselor if identified as at risk • Make referrals to Students Support Services if necessary Follow up conducted by counselor for all students being referred to other support services
Target/Standard For SAO	Show a 10% increase in students submitting the Internal Progress Report during the 2016-2017 fiscal year. A minimum of 50% of students identified as not making academic progress will meet with a counselor for advisement and academic intervention.
Frequency/Timeline of Assessment	Assessment will be conducted twice each fiscal year in the Fall 2016 and Spring 2017 semesters.
Assessment Results and Analysis	In the 2016—2017 fiscal year we had an increase of 91 CalWORKs students that submitted internal progress reports. This is an estimated 14% increase from the 2015- 2016 fiscal year. From a total of 161 students who submitted the progress reports, forty-two students (26%) were identified as not making academic progress. Each

	<p>of the forty-two students met with a counselor for advisement and academic intervention.</p> <table border="1"> <thead> <tr> <th><i>Measured</i></th> <th><i>FY 2015-2016</i></th> <th><i>FY 2016-17</i></th> <th><i>Change</i></th> </tr> </thead> <tbody> <tr> <td><i>Reports Distributed</i></td> <td>270</td> <td>404</td> <td>+134</td> </tr> <tr> <td><i>Submissions Reviewed</i></td> <td>70 or 26%</td> <td>161 or 40%</td> <td>+ 91 +14%</td> </tr> <tr> <td><i>Referred to Counselor</i></td> <td>17 or 24%</td> <td>42 or 26%</td> <td>+25 +2%</td> </tr> </tbody> </table>	<i>Measured</i>	<i>FY 2015-2016</i>	<i>FY 2016-17</i>	<i>Change</i>	<i>Reports Distributed</i>	270	404	+134	<i>Submissions Reviewed</i>	70 or 26%	161 or 40%	+ 91 +14%	<i>Referred to Counselor</i>	17 or 24%	42 or 26%	+25 +2%
<i>Measured</i>	<i>FY 2015-2016</i>	<i>FY 2016-17</i>	<i>Change</i>														
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<i>Referred to Counselor</i>	17 or 24%	42 or 26%	+25 +2%														
Target Met/Not Met	Met																
Planned Actions as a Result of Assessment & Analysis	A grid was created for the CalWORKs Team to follow when recording data for student appointments. Working together as a team to properly record data greatly improved our efforts in tracking data and allowed us to contact students on a regular basis to remind them that progress reports were due. We made several calls as a team and sent out weekly reminder emails to encourage students to turn in their progress reports.																
Follow-Up on Previous Planned Actions	By continuing to promote the progress reports in our CalWORKs orientations and during other student interactions, and also having staff call and email our CalWORKs students on a regular basis throughout the campaign, will allow us to continue to grow the numbers of students that participate in submitting their progress reports.																

CalWORKs Work Study Forum SAO 2016-2017 (Appendix C)

El Camino College Compton Center		
Service Area Outcomes (SAO) Assessment Report		
<u>College Mission:</u> El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.		
SCA/Administrative Unit	CalWORKs	Date of Report: 8/9/16
SAO Statement(s)	CalWORKs Work Study participants will indicate that the mandatory forums are beneficial and contribute to their academic success, living skills, and professional development.	
<p>SAO is Aligned with Strategic Initiatives (check all that apply): The SAO is aligned with strategic: B and D Strategic Initiative B: Strengthen quality educational and support services to promote student success. Strategic Initiative D: Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs community.</p>		
<p>SAO is Aligned with Institutional Learning Outcomes (check all that apply): ILO# 3 <u>ILO#3 Community and Personal Development:</u> Students are productive and engaged members of society, demonstrating personal responsibility and community and social awareness through their engagement in campus program services.</p>		
Participants in SAO Assessment	Libbyer Martinez	
Method(s) Used To Measure SAO	<input type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Focus Group <input type="checkbox"/> Pre-/Post-Test <input checked="" type="checkbox"/> Survey/Questionnaire The method used to measure the SAO are pre and post survey questionnaires administered at the beginning and end of each forum to CalWORKs work-study participants. ¹ Each survey contains 10 questions intended to identify student needs that are to be addressed during the forum and through post-forum follow-up. Both the pre and post surveys contain the same questions however, as a set, survey questions change dependent on the forum topic. Students have six possible response options which range from strongly disagree, strongly agree, to I don't know. To quantify the surveys each possible response is assigned a number that ranges from one to six. To specifically measure student satisfactory rate after pre-survey, one question on the survey is examined: question 7(pre and post survey). ² If a student's post survey response on question seven elicits a 5 or 6, it is considered a satisfactory outcome. To acquire a percent satisfactory rate the total number of post surveys that demonstrate satisfaction are divided by the total number of attendees. This calculation is done for every forum. At the end of every semester the three	

	<p>forum percentages are added and divided by three to obtain the cumulative satisfactory rate per term.</p> <ol style="list-style-type: none"> 1. Forums are mandatory and only open to CalWORKs work-study participants. 2. Please refer to pre and post survey attachment.
Target/Standard For SAO	Show a 50% satisfactory rate after pre-survey during Fall 2016 and gradually increase to 60% in Spring 2017.
Frequency/Timeline of Assessment	The SAO will be assessed at the end of Fall 2016 and Spring 2017.
Assessment Results and Analysis	To identify the satisfactory rate on post surveys students had to identify their confidence level on the forum topic. As an example, for the resume forum, students had to either indicate that they agree or strongly agree to the following question: "I am confident about what should be on my resume." Ultimately, we found that during the Fall 2016 semester there was a 96% student satisfactory rate by CalWORKs work-study students. During the Spring 2017 semester there was a 0% student satisfactory rate by CalWORKs work-study students as no forums were held.
Target Met/Not Met	X Yes for Fall 2016 X No for Spring 2017
Planned Actions as a Result of Assessment & Analysis	During the Fall 2016 semester we surpassed our target of 50% satisfactory rate by 46%. This was accomplished by structuring student forums in a manner that allowed for student interaction and engagement. In the Spring 2017 semester we did not meet our target of 60% satisfactory rate because we were unable to offer student forums due to difficulty with the room reservation process including lack of response to requests, conflicts with other campus events and space issues. This impacted getting information out to students in a timely manner. We plan to change our planning process and book meeting spaces earlier in the year in order to ensure that we are able to offer student forums during the following academic year.
Follow-Up on Previous Planned Actions	We will continue to offer three CalWORKs student forums during the Fall and Spring semesters. The forums will be dedicated to providing academic success, living skills, and professional development to CalWORKs students. We plan to offer the forums to the entire CalWORKs cohort – not to just the work study students.

Fall 2016 Forum (Pre) Survey

CalWORKs Program, El Camino College Compton Center 9/30/16

Student ID:

	Please read the statements carefully.	Strongly Disagree (2)	Disagree (3)	Neither Disagree Nor Agree (4)	Agree (5)	Strongly Agree (6)	I Don't Know (1)
1.	I am committed to learning throughout my life.						
2.	I have a commitment to my personal development and growth.						
3.	I have a strong desire to make something of my life.						
4.	I feel positive about my future.						
5.	Right now I see myself as being pretty successful.						
6.	I am confident in creating a resume.						
7.	I am confident about what should be on my resume.						
8.	I am confident about highlighting my skills on my resume.						
9.	I am confident about who to use as a reference.						
10.	I am confident about when to provide references.						

11. Any comments and/or questions:

12. Do you have any particular workshops you would want CalWORKs to provide?

Fall 2016 Forum (Post) Survey

CalWORKs Program, El Camino College Compton Center 9/30/16

Student ID:

	Please read the statements carefully.	Strongly Disagree (2)	Disagree (3)	Neither Disagree Nor Agree (4)	Agree (5)	Strongly Agree (6)	I Don't Know (1)
1.	I am committed to learning throughout my life.						
2.	I have a commitment to my personal development and growth.						
3.	I have a strong desire to make something of my life.						
4.	I feel positive about my future.						
5.	Right now I see myself as being pretty successful.						
6.	I am confident in creating a resume.						
7.	I am confident about what should be on my resume.						
8.	I am confident about highlighting my skills on my resume.						
9.	I am confident about who to use as a reference.						

10.	I am confident about when to provide references.						
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11. Any comments and/or questions:

12. Do you have any particular workshops you would want CalWORKs to provide? _____

CalWORKs CORE Services SAO 2017-2018 (Appendix D)

Compton College		
Service Area Outcomes (SAO) Assessment Report		
<i>College Mission: Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.</i>		
SCA/Administrative Unit	CalWORKs	Date of Report: 8/31/17
SAO Statement(s)	The CalWORKs staff will decrease the number of students that need to complete the core services (assessment, orientation, and educational plan) by referring students for orientations and assessment and scheduling student appointments with CalWORKs counselors for educational plans.	
SAO is Aligned with Strategic Initiatives (check all that apply):		
<p style="text-align: center;"> A B <input checked="" type="checkbox"/> C D E F G </p> <p>Strategic Initiative B: Strengthen quality educational and support services to promote student success.</p>		
SAO is Aligned with Institutional Learning Outcomes (check all that apply):		
<p style="text-align: center;"> ILO 1 ILO 2 ILO 3 <input checked="" type="checkbox"/> ILO 4 </p> <p>ILO3 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</p>		
Participants in SAO Assessment	Libby Martinez, Aura Weber, Veronica Munoz, Juan Camacho, Trish Bonacic	
Method(s) Used To Measure SAO	<p><input checked="" type="checkbox"/> Data Analysis Focus Group Pre-/Post-Test Survey/Questionnaire</p> <ul style="list-style-type: none"> • Identify the CalWORKs students that have yet to complete the core services • Run abbreviated and comprehensive educational plan, assessment, and orientation reports available through the shared drive • Contact students and track appointments on SARS for abbreviated and comprehensive educational plans • Run a report on SARS for referrals for assessment and orientation <p>Check Datatel Screen STMC for every CalWORKs student</p>	
Target/Standard For SAO	Our goal is to have a core services completion rate of 100% in assessment, orientation, and initial ed plan by CalWORKs students in the Fall 2017 and Spring 2018.	
Frequency/Timeline of Assessment	Reports will be generated 3 times per semester to track CalWORKs student completion of core services.	
Assessment Results and Analysis		

Fall 2017			
# of students enrolled at start of semester: 277			
	Assessment	Orientation	Onitial Ed Plan
# of students in need at census date	31	49	13
# of students that dropped	6	11	2
# of students completed	7	4	11
Total % completed at end of semester	90%	86%	100%
Spring 2018			
# of students enrolled at start of semester: 208			
	Assessment	Orientation	Initial Ed Plan
# of students in need at census date	43	34	14
# of students that dropped	4	3	3
# of students completed	11	10	11
Total % completed at end of semester	86%	89%	100%

Students in need of assessment, orientation and initial education plan were identified after the census date for the fall and spring term. In the fall students were called three times to notify and remind them to complete either core service, included in the notification was specific information about where such service could be completed. At the end of fall 90% of our students completed assessment, 86% completed orientation, and 100% completed the initial education plan. In the spring, students were called twice and emailed twice to notify and remind them to complete either core services. At the end of spring, 86% of our students completed assessment, 89% completed orientation and 100% completed initial education plan. Ultimately our goal was to have 100% completion rate in all three services and we were able to accomplish that goal only in the initial education plan category.

	<p>We successfully ensured that all our students completed an initial education plan by not deviating from our intake process. Our intake process begins with each student entering our program by first meeting with a CalWORKs counselor to complete an initial education plan. In both assessment and orientation we were not able to reach 100% completion. In some instances we were unable to reach the student. There were also cases where students that transferred from other colleges claimed to have provided assessment results from prior college to the assessment center but completion code had not been imputed on Datatel.</p>
Target Met/Not Met	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Partially successful)
Planned Actions as a Result of Assessment & Analysis	Moving forward it is imperative that we begin to work closely with the Assessment Center, Welcome Center and our counselors to ensure that data is imputed correctly on Datatel to reflect the student's claims. Additionally we plan to increase the number of contacts we make via email, phone calls and to include mailing notifications and reminders to complete core services.
Follow-Up on Previous Planned Actions	We will continue to work towards reaching 100% completion of core services.

CalWORKs Internal Progress Report SAO 2017-2018 (Appendix E)

Compton College		
Service Area Outcomes (SAO) Assessment Report		
<i>College Mission: Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.</i>		
SCA/Administrative Unit	CalWORKs	Date of Report: 8/31/17
SAO Statement(s)	CalWORKs staff will encourage CalWORKs students to complete and submit the CalWORKs Academic Intervention Internal Progress Report in the fall and spring semesters. The submission of internal progress reports will allow CalWORKs counselors to identify students that are academically at risk and refer students to tutoring services.	
SAO is Aligned with Strategic Initiatives (check all that apply): A X B X C D E F G Strategic Initiative B: Strengthen quality educational and support services to promote student success. Strategic Initiative C: Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.		
SAO is Aligned with Institutional Learning Outcomes (check all that apply): ILO 1 ILO 2 X ILO 3 ILO 4 ILO3 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.		
Participants in SAO Assessment	Libby Martinez , Aura Weber, Juan Camacho, Veronica Munoz, Gloria Martinez, Trish Bonacic	
Method(s) Used To Measure SAO	X Data Analysis Focus Group Pre-/Post-Test Survey/Questionnaire <ul style="list-style-type: none"> • Distribute Internal Progress Reports to CalWORKs students • Review upon submission: 55% of students will return the progress reports in a timely manner. • Refer students to counselors when the student is identified as at risk • Make referrals to tutoring services if necessary • Follow up conducted by counselor for all students being referred to other support services: of those students referred for CalWORKs counselor support 70% or better will complete their classes for the semester with a C or better Track referrals on SARS	
Target/Standard For SAO	Our goals are to have: 55% of students return the progress reports in a timely manner and of those students referred for CalWORKs counselor support have 70% or more complete their classes for the semester with a C or better.	
Frequency/Timeline of Assessment	Assessment will be conducted in the fall 2017 and spring 2018 semesters.	

<p>Assessment Results and Analysis</p>	<p>For the 2017-2018 academic year, 352 internal progress reports were distributed to students via email and hard copies were distributed to student’s in-office. Students were also called with reminders to submit their progress reports. The goal was to have 55% of students submit their progress reports however, only 33%, a total of 119 students made submission. Of the reports submitted 76 students had a ‘C’ or below and were referred to counselors, in an effort to provide students with resources to improve their grades. A part of our goal was to have 70% or more of the students referred to counselors complete their classes with a ‘C’ or better. Of the 76 students that were referred to a counselor, 61% (46) of students completed with a ‘C’ or better. We did not meet our goals.</p> <table border="1" data-bbox="527 625 1003 989"> <thead> <tr> <th>Measured</th> <th>FY 2017-2018</th> </tr> </thead> <tbody> <tr> <td>Reports Distributed</td> <td>352</td> </tr> <tr> <td>Submissions Reviewed</td> <td>119 or 33%</td> </tr> <tr> <td>Referred to Counselor</td> <td>76 or 64%</td> </tr> <tr> <td># of Student Passed with a ‘C’ or above</td> <td>46 or 61%</td> </tr> </tbody> </table>	Measured	FY 2017-2018	Reports Distributed	352	Submissions Reviewed	119 or 33%	Referred to Counselor	76 or 64%	# of Student Passed with a ‘C’ or above	46 or 61%
Measured	FY 2017-2018										
Reports Distributed	352										
Submissions Reviewed	119 or 33%										
Referred to Counselor	76 or 64%										
# of Student Passed with a ‘C’ or above	46 or 61%										
<p>Target Met/Not Met</p>	<p>Not Met</p>										
<p>Planned Actions as a Result of Assessment & Analysis</p>	<p>To increase the number of students that submit internal progress reports in the fall and spring we plan to continue to call students to notify them about the internal progress report in addition to emailing multiple times. We also plan to mail the progress reports and increase how much we speak about the progress report in our everyday interactions students. We also plan to use student forums and other CalWORKs events to provide reminders and stress the importance of the progress reports.</p>										
<p>Follow-Up on Previous Planned Actions</p>	<p>Continuing to promote the progress reports in our CalWORKs orientations and during other student interactions, and also having staff call and email our CalWORKs students on a regular basis throughout the campaign, will allow us to continue to grow the numbers of students that participate in successfully submitting their progress reports.</p>										

CalWORKs Forum Attendance SAO 2017-2018 (Appendix F)

El Camino College Compton Center	
Service Area Outcomes (SAO) Assessment Report	
<u>College Mission:</u> <i>El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.</i>	
SCA/Administrative Unit	CalWORKs Date of Report: 8/9/17
SAO Statement(s)	The CalWORKs staff will increase the student attendance rate for the fall and spring forums by increasing forum promotion. Forums are beneficial to students and contribute to their academic success, living skills, and professional development.
SAO is Aligned with Strategic Initiatives (check all that apply): A B x C D E F G Strategic Initiative B: Strengthen quality educational and support services to promote student success.	
S SAO is Aligned with Institutional Learning Outcomes (check all that apply): ILO 1 ILO 2 ILO 3 X ILO 4 ILO3 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.	
Participants in SAO Assessment	Libby Martinez, Aura Weber, Gloria Martinez, Ernest Argel, Trish Bonacic
Method(s) Used To Measure SAO	X Data Analysis Focus Group Pre-/Post-Test Survey/Questionnaire <ul style="list-style-type: none"> • Promote forums to students one month before event via email and with flyers. • Call students to remind and encourage them to attend. Make forums mandatory for CalWORKs work-study participants.
Target/Standard For SAO	Our goal is to have a 50% attendance rate in fall 2017 and gradually increase to 60% in spring 2018.
Frequency/Timeline of Assessment	Forums will be held once a month from September to November in the fall and March to May in the spring. After each forum we will count the number of students that attended.
Assessment Results and Analysis	Efforts were made to increase student forum attendance rates in fall 2017 and spring 2018. In fall 2017 three forums were offered on the following topics: stress management, identifying learning styles, and safety. In spring 2018 two forums were offered on the following topics: creating a resume and wellness and happiness. A month before the forums were held students were encouraged to attend via emailed flyers and through phone calls. Two weeks prior the forums students were called for a second time to invite them to attend and email reminders were also sent to students. Options to sign up for the forums given to students was through email or phone call and attendance was mandatory for work study students.

Additionally, student incentives for attendance were advertised to students via flyers and through phone calls. In the fall students that attended the first and second forum received a voucher for one-time free printing of up to three documents. Attendees of the third forum received a voucher for same-day GAIN document completion. Attendees of all three forums received a \$10 cafeteria meal voucher. In the spring students received flash drives, lanyards, and stress balls for attendance.

During the fall term we had a 21.9% attendance rate and in the spring a slight 2.4% increase to 24.3% in attendance. Unfortunately, after all of our efforts we did not meet our target 50% attendance rate in the fall and 60% attendance rate in the spring.

Fall 2017 total number of active students: 188

Student Forum 1	Student Forum 2	Student Forum 3
Stress Management	Identifying Learnings Styles	Safety-Campus Police
# of Attendees: 16	# of Attendees: 17	# of Attendees: 8
8.5%	9%	4.2%
Total Success Rate: 21.9%		

Student Incentives:

- 1 time free printing, up to 3 documents
- Same day GAIN document completion
- Attending all three forums makes student eligible to receive \$10 cafeteria meal voucher

Spring 2018 total number of active students: 164

Student Forum 1	Student Forum 2
Creating a Resume Workshop	Wellness and Happiness
# of Attendees: 19	# of Attendees: 21
11.5%	12.8%
Total Success Rate: 24.3%	

Student Incentives:

- Flash drives
- Lanyards
- Stress balls

Target Met/Not Met	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Planned Actions as a Result of Assessment & Analysis	To increase our forum attendance rates we plan to increase the number of phone call and email reminders to students. We will also offer student forums on topics that are relevant to CalWORKs students. Additionally, we plan on providing students a schedule of CalWORKs events for the 2018-2019 at the start of Fall 2018 as students would benefit from having event dates ahead of time.
Follow-Up on Previous Planned Actions	The CalWORKs program will continue to work towards increasing student attendance at CalWORKs student forums.

CalWORKs Core Services SAO 2018-2019 (Appendix G)

Compton College	
Service Area Outcomes (SAO) Assessment Report	
<i>College Mission: Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.</i>	
SCA/Administrative Unit	CalWORKs Date of Report: 8/1/18
SAO Statement(s)	The CalWORKs staff will increase the number of students that have completed the core services (assessment, orientation, and educational plan) by making it part of the intake process.
SAO is Aligned with Strategic Initiatives (check all that apply):	
A B X C D E F G	
Strategic Initiative B: Strengthen quality educational and support services to promote student success.	
SAO is Aligned with Institutional Learning Outcomes (check all that apply):	
ILO 1 ILO 2 ILO 3 X ILO 4	
ILO3 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.	
Participants in SAO Assessment	Trish Bonacic, Citlali Gonzales, Veronica Munoz, Libby Martinez, Ernest Argel, Gloria Martinez & Aura Weber
Method(s) Used To Measure SAO	X Data Analysis Focus Group Pre-/Post-Test Survey/Questionnaire <ul style="list-style-type: none"> • Identify CalWORKs students that have yet to complete the core services • Run abbreviated and comprehensive educational plan, assessment, and orientation reports available through the shared drive on a monthly basis • Contact students and track appointments on SARS for abbreviated and comprehensive educational plans. • Verify completion of assessment, orientation, and education plan is complete prior to scheduling intake
Target/Standard For SAO	Our goal is to have a core services completion rate of 90% in assessment, orientation, and initial ed plan by CalWORKs students in the Fall 2018 and Spring 2019.

Frequency/Time line of Assessment	Reports will be generated at the beginning of every month to track CalWORKs student completion of core services.
Assessment Results and Analysis	
Target Met/Not Met	
Planned Actions as a Result of Assessment & Analysis	
Follow-Up on Previous Planned Actions	

CalWORKs Forum Attendance SAO 2018-2019 (Appendix H)

El Camino College Compton Center		
Service Area Outcomes (SAO) Assessment Report		
<u>College Mission:</u> <i>El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.</i>		
SCA/Administrative Unit	CalWORKs	Date of Report: 8/1/18
SAO Statement(s)	The CalWORKs staff will increase the student attendance rate for the fall and spring forums by decreasing the number of forums and increase awareness and offer student incentives for attending. Forums are beneficial to students and contribute to their academic success, living skills, and professional development.	
SAO is Aligned with Strategic Initiatives (check all that apply): A B X C D E F G Strategic Initiative B: Strengthen quality educational and support services to promote student success.		
SAO is Aligned with Institutional Learning Outcomes (check all that apply): ILO 1 ILO 2 ILO 3 X ILO 4 ILO3 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.		
Participants in SAO Assessment	Trish Bonacic , Citlali Gonzales, Veronica Munoz, Libby Martinez, Gloria Martinez, Ernest Argel & Aura Weber	
Method(s) Used To Measure SAO	<input checked="" type="checkbox"/> Data Analysis <input type="checkbox"/> Focus Group <input type="checkbox"/> Pre-/Post-Test <input type="checkbox"/> Survey/Questionnaire <ul style="list-style-type: none"> • Promote forums to students' entire semester via email and with flyers. • Call students to remind and encourage them to attend. • Make forums mandatory for CalWORKs work-study participants. 	
Target/Standard For SAO	Our goal is to have a 50% attendance rate in fall 2018 and gradually increase to 60% in spring 2019.	
Frequency/Timeline of Assessment	Forums will be held twice a semester in the fall and spring. After each forum we will count the number of students that attended.	

Assessment Results and Analysis	
Target Met/Not Met	
Planned Actions as a Result of Assessment & Analysis	
Follow-Up on Previous Planned Actions	

CalWORKs Internal Progress Report SAO 2018-2019 (Appendix I)

Compton College		
Service Area Outcomes (SAO) Assessment Report		
<u>College Mission:</u> <i>Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.</i>		
SCA/Administrative Unit	CalWORKs	Date of Report: 8/1/18
SAO Statement(s)	CalWORKs staff will encourage CalWORKs students to complete and submit the CalWORKs Academic Intervention Internal Progress Report in the fall and spring semesters. The submission of internal progress reports will allow CalWORKs counselors to identify students that are academically at risk, refer students to tutoring and other support services and also recognize student success.	
SAO is Aligned with Strategic Initiatives (check all that apply):		
A B ✓ ✓ C D E F G		
Strategic Initiative B: Strengthen quality educational and support services to promote student success.		
Strategic Initiative C: Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.		
SAO is Aligned with Institutional Learning Outcomes (check all that apply):		
ILO 1 ILO 2 ILO 3 ✓ ILO 4		
ILO3 Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.		
Participants in SAO Assessment	Trish Bonacic, Citlalli Gonzales, Veronica Munoz, Libby Martinez, Ernest Argel, Gloria Martinez & Aura Weber	
Method(s) Used To Measure SAO	✓ Data Analysis Focus Group Pre-/Post-Test Survey/Questionnaire <ul style="list-style-type: none"> • Distribute Internal Progress Reports to CalWORKs students • Review upon submission: 50% of students will return the progress reports in a timely manner. • Refer all students to counselors • Make referrals to tutoring services if necessary • Follow up conducted by counselor for all students being referred to other support services • Track referrals on SARS 	
Target/Standard For SAO	<ul style="list-style-type: none"> • Our goals are to have: 50% of students return the progress reports in a timely manner 	

Frequency/Timeline of Assessment	Assessment will be conducted in the fall 2018 and spring 2019 semesters.
Assessment Results and Analysis	For the 2018-2019 academic year a total of 233 internal progress reports were distributed to students via email and hard copies were made available to student's in office.
Target Met/Not Met	
Planned Actions as a Result of Assessment & Analysis	
Follow-Up on Previous Planned Actions	