

Las Positas College  
ANNUAL PROGRAM REVIEW TEMPLATE  
Review of AY 2011-12

Name of Program	Division	Author(s)
CalWORKs	Student Services	Michelle Zapata Kimberly Tomlinson

**INSTRUCTIONS:**

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

**STATEMENT OF PURPOSE:**

- Review and reflect on the student experience, with the goals of assessing and improving
  - student learning and achievement
  - services for students
  - program effectiveness.
- Provide a forum for each program’s findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

**I. MISSION**

State the current program mission

*(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)*

To serve Las Positas College CalWORKs students and their families by providing education and
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career opportunities, combined with an array of high quality support services that enable students to complete their educational goals, find meaningful employment and successfully transition into the workforce.

**The mission of Las Positas College is:**

*Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.*

**(NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The CalWORKs Program supports the college mission by providing an excellent array of support services which enable our CalWORKs students to achieve their educational, career and retraining goals. The CalWORKs program provides services such as program orientation, counseling, case management, student development workshops, work-study opportunities, county coordination and mentoring to CalWORKs students. These services enable our students to achieve their educational and career goals and scaffold the Las Positas College mission.

**II. PROGRAM ANALYSIS**

**A. Courses (For Instructional Programs Only) –N/A**

1. Will any course outlines be revised or updated in the academic year 2014-2015?

*(Highlight the appropriate box to type in an X.)*

YES       NO

**If yes,** in the table below, please list which courses will be revised or updated and the reason for the revision.

*(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)*

Course(s)	Reason for Revision
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES       NO

**If yes,** please describe briefly what new curriculum is planned.

Click here to enter text.

### B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

*(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)*

YES  NO

If yes, please describe briefly what new initiatives are planned.

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

**To develop more robust counseling interventions for CalWORKs at-risk students.** The CalWORKs program would like to examine and research various counseling and support options for at risk CalWORKs students. One example is Solution Focused Brief Therapy (SFBT). SFBT has proven effective in working with at risk college students who need counseling support in a limited capacity. Because CalWORKs students are on specific timeframes set by the state's CalWORKs/Welfare-to-Work law, SFBT could be an effective method to help CalWORKs students make progress toward their educational and career goals. The program will examine this as well as other intervention strategies to develop and implement additional counseling and support processes to help our students succeed.

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

**To develop and implement an outreach and marketing plan.** The CalWORKs Program would like to update and improve marketing materials to conduct outreach to (1) current LPC students who may be eligible for the program, and to (2) Welfare-to-Work (WtW) recipients of Alameda County Social Services Agency. Marketing materials would include both hardcopy brochures, forms, etc., as well as electronic documents to be stored on an updated version of the LPC CalWORKs website.

### C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

*(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.*

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)

N/A	N/A	N/A
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2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

*(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.*

The CalWORKs Program analyzed SLO's in two program component areas, County Responsibilities and CalWORKs Program Orientation. The program SLO on County Responsibilities was measured both Fall 2011 and Spring of 2012. The CalWORKs Program Orientation began Fall of 2011 and in Spring of 2012 was assessed.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
N/A	N/A	2

4. Analysis of SLO/SAO data for AY 2011-12.

*(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)*

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

*(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.*

In order to encourage student responsibility regarding timely submission of books and supplies to county workers, the CalWORKs program began to assess the number of students who submitted their required paperwork before the last day of the semester. CalWORKs students who submit books and supplies on time receive their funding from the county before the start of the semester. Timely submission of college and county paperwork helps to ensure that students are ready and prepared for the first day of class, that they have the necessary course materials to enable them to succeed academically and they are not frantically attempting to obtain classes and materials the first day of the semester.

Our initial assessment of this SLO indicated that 53% of students turned in their county paperwork on time. 46% turned in their paperwork late. Dialogue around these results initiated a new program policy and incentive program. Students would be eligible for a \$25 gas card when they met the following requirements.

- Students must meet with the CalWORKs Counselor, to ensure registration of courses occurs in alignment with the student's educational plan.
- Students must meet with the CalWORKs Coordinator to review County Books and Supplies paperwork.
- Students must submit their Books and Supplies by the last day of the semester for

the upcoming semester and

- Students must attend the CalWORKs Orientation.

Students meeting each of these requirements were eligible for a \$25 gas card.

The new policy was communicated to students at the CalWORKs Orientation, via email and during new student intakes and counseling appointments. The following semester, Spring 2013, demonstrated an increase in timely submission of books and supplies. 86% of CalWORKs students submitted their books and supplies by the end of the semester for the summer semester. 12% of students submitted late. This showed a demonstrated improvement after one semester. Continual analysis will be necessary to determine the value that the incentive program has when linked with other program requirements.

The CalWORKs program implemented a new CalWORKs Program Orientation in the Fall of 2011. The CalWORKs Orientation was assessed in the Spring of 2012. The CalWORKs program began to implement mandatory CalWORKs orientations in order to increase student awareness of CalWORKs program services, Las Positas College support services and current and upcoming changes with the Department of Social Services.

The assessment of the Spring 2012 CalWORKs Orientation indicated that students who attended the orientation demonstrated a clear understanding of program components, the roles and functions of faculty and staff within the CalWORKs program and an understanding of new CalWORKs County participation requirements. Students attending orientation scored in the 90-100 percentiles in accuracy on the evaluation. Students clearly understood eligibility requirements, information regarding the role of the welfare-to-work plan, services the program provided and the circumstances in which a CalWORKs participant would no longer be eligible for the program. Initial evaluation suggests that students understood the information being presented. On-going evaluation will occur to ensure that students are aware of both college and program updates. Regular orientations also provide opportunity to develop peer relationships with one another and the program staff.

Dialogue about both SLOs occurred formally during CalWORKs staff meetings, planning retreats and during the Student Service Coordinators meetings. Documentation for these discussions and the evaluations can be found in CalWORKs team meeting agenda notes and minutes. Evaluations have been scanned and stored on the L drive for CalWORKs in our Student Learning Outcomes folder.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

*(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)*

The assessment of the CalWORKs Books and Supplies SLO shows initial and on-going improvement in student's awareness and compliance of CalWORKs program responsibilities. Implementing a gas card incentive to encourage compliance with program requirements for books and supplies submission and utilization of other program support services, specifically counseling and orientation, has initially positive outcomes. Students' timely submission of books and supplies increased the semester following implementing the incentive program. However, additional data needs to be collected to determine if incentivizing program requirements has been the relevant factor in increased compliance. A number of other CalWORKs program changes were implemented simultaneously based upon the 2009-2012 Program Review Action Plans. These included implementing the CalWORKs Orientation and mandatory counseling and coordination meetings which also provide ongoing support, information and encourage student accountability and responsibility.

The SLO assessing the CalWORKs orientation indicated that students attending the orientation successfully integrated and understood the information presented. As the CalWORKs program requires attendance from both new and returning students, efforts are made to create new learning opportunities and to highlight a variety of student support services each semester to ensure continuous student engagement in the orientation. A few ways the program has done this has been to include social and peer team building activities to encourage community among CalWORKs students. Another way in which this has occurred is to spotlight or highlight different student services areas each orientation with guest speakers from areas such as Financial Aid, the Student Health Center, Assessment and Admissions and Records. Additionally, speakers from Alameda County help to inform student of new CalWORKs County regulations. Initial assessment results indicate that the orientation is serving its intended purpose for new and continuing students. The program will discuss whether sufficient evaluation has occurred and if additional analysis is necessary.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

The assessment results will show support for resource requests by highlighting the need for additional, targeted student success programs and counseling.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

The CalWORKs program will create and assess new Student Learning Outcomes (SLOs) for the AY 2013-2014. During this year, the SLOs will be assessed and revised if necessary for implementation in AY 2014-2015.

#### D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).
  - a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

*(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.*

The CalWORKs program regularly uses student data to help shape and craft a nuanced CalWORKs program that is in compliance with county and state mandates and yet specifically targets our particular CalWORKs students at Las Positas College. Gender, age, ethnicity, enrollment status, previous education level and academic success are only a few of the data indicators that inform the dialogue around improving CalWORKs student success and outcomes. This information aids the CalWORKs program in establishing budget, program staffing needs and priorities for short and long term goals. This data is regularly shared and examined with CalWORKs program staff, the Vice President of Student Services, the Institutional Researcher, the EOPS/CARE/CalWORKs Steering committee and when relevant with other student service programs. Evidence of such discussion would be found in the CalWORKs team meeting agenda minutes, steering committee minute, presentation slides, planning retreat minutes and other notes.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

*(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)*

From fall 2007 to fall 2011, the number of students participating in the LPC CalWORKs Program fluctuated. In 2007, we served 52 students, which rose to 90 students in 2009. From 2009 to 2010, our numbers dropped to 64 (likely due to changes in the statewide CalWORKs law), and then rose to 75 students in 2011.

From fall 2007 to fall 2011, the percentage of women participants has consistently been greater than the percentage of male participants in the LPC CalWORKs Program. In the fall of 2011, we had **91% female participants** and **9% male participants**.

The age of CalWORKs participants has changed slightly since Fall of 2007. The CalWORKs program has seen a slight decrease in students between the ages of 40-49 throughout this

time period. In 2008, 26% of CalWORKs students were between 40-49 years of age. In 2011, 8% of CalWORKs students were in this category. The implications of this data indicate that more CalWORKs students mirror the age of the traditional student body. In the fall of 2011, we had **76% of our participants between the ages of 22 and 39 years of age**. One would expect that this mirrors more closely the age demographic of the current Las Positas student body.

From fall 2007 to fall 2011, the CalWORKs Program encountered a great shift in the racial and ethnic demographic of our program. From fall 2007 to fall 2011, the greatest change occurred among the Latino student population. In fall 2007, the CalWORKs Program served **13% Latino students**, which **grew to 41%** in fall 2011. The second greatest shift occurred among the White students. In fall 2007, the CalWORKs Program served **44% White students**, which **fell to 20%** in fall 2011. The third greatest shift occurred among African American students. In fall 2007, the CalWORKs Program served **27% African American students**, while in fall 2011 we served **17% African American students**. Overall, the percentage of Asian, Filipino, Native American, Pacific Islander, and Other/Unknown students remained steady during this time period.

In fall 2011, a **majority of CalWORKs students were continuing (72%) and returning (19%) students**. This statistic has been a constant trend since 2007. Similarly, in fall 2011, a majority (87%) of CalWORKs students were part-time (6 to 11.5 units) to full-time (12 units or more) students. Additionally, a **majority of CalWORKs students have a stated goal of either transfer (44%), or to earn a degree (19%), or to earn a certificate (16%)**. Only 17% of CalWORKs students stated they were “undecided.” The low percentage of “undecided” students is likely related to statewide CalWORKs rules that require community college CalWORKs students to be working toward an educational and career goal that will lead to economic self-sufficiency and transition them off of public assistance.

In fall 2011, the CalWORKs students showed success in course completion rate, with a completion rate of 81%. This completion rate has held since fall 2007. In fall 2011, the CalWORKs students’ course success rate was 59%, which has remained fairly consistent since fall 2007.

In the academic area of Basic Skills, CalWORKs students overwhelmingly assess into Basic Skills Math and Basic Skills English courses. In fall 2011, **81% of CalWORKs students assessed into either ENG 104, ENG 100A, or LRNS 116 compared to 64% of ALL LPC students**. In fall 2011, **94% of CalWORKs students assessed into either Math 55, Math 65 or Math 107 compared to 75% of ALL LPC students**.

In summary, the CalWORKs data show that CalWORKs students face multiple academic and social challenges. The CalWORKs students are nontraditional with all of them having children (at least one child, some have multiple children) and all of them living in poverty. The data show that a majority of our CalWORKs students are older than traditional college students, and they are mostly continuing or returning students. While most of our

CalWORKs students have a goal of transfer, degree or certificate; they have a long road to travel due to a majority of them assessing into Basic Skills courses. With many challenges facing them, however, CalWORKs students are resilient. The data show that they are completing courses and having success in their courses. **Ultimately, our college must demonstrate its commitment and continue to provide the support that CalWORKs students need and desire in order to successfully reach their goals.**

- c. To what extent, and how, do the student data results support resource requests?

*(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)*

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## 2. Enrollment Management (Instructional programs only)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

N/A
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- b. If this amount differs from 2011-12, describe what changes have occurred.

*(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)*

N/A
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- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

N/A
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## E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
N/A	Click here to enter text.	Click here to enter text.

\* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

\*\* If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	1- anticipated in fall 2013	Click here to enter text.	30	12
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	0	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	2	Click here to enter text.	20	12

\* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

\*\* regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES  NO

**If No**, briefly describe. Provide any data which support these needs.

Currently the CalWORKs staffing numbers are not adequate to meet the needs of the program. The CalWORKs Program anticipates hiring a Counselor Assistant II position during the Fall 2013. In the absence of hiring a Counselor Assistant II or losing the Counselor Assistant staff during or prior to the AY 2014-2015, then our human resources would continue to be inadequate.

3. Are there Staff Development needs for the academic year 2014-15?

YES  NO

**If yes**, elaborate. Provide any data which support these needs.

As part of our upcoming student interventions initiative, the CalWORKs Counselor may request staff development funds to attend trainings on various counseling intervention techniques and strategies to integrate into the CalWORKs program.

#### F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

*(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)*

YES  NO

**If yes**, briefly describe. Provide any data which support these needs.

*(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)*

Click here to enter text.

#### G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?

*(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)*

YES  NO

**If yes**, briefly describe. Provide any data which support these needs.

*(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)*

Click here to enter text.

#### H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES  NO

**If yes**, please briefly describe amount and general uses.

The LPC CalWORKs Program is funded through CalWORKs and TANF dollars. The CalWORKs program receives program dollars, child care dollars, work study dollars and Prop 98 TANF dollars. The CalWORKs budget is awarded base funding of \$125,000 plus a per student allotment which is allocated to each program area. The California Community College Chancellor's office guarantees 95% of our FY 2013-2014 budget. The college is required to provide dollar for dollar matching funds for its program and work study

allocations. College match has been met through a General Fund split of the CalWORKs Coordinator's salary and through Financial Aid awarded to CalWORKs students.

Over the past few years, the CalWORKs budget has been:

FY 2010-2011: \$171,707

FY 2011-2012: \$171,424

FY 2012-2013: \$175,648

FY 2013-2014: \$178,070

There continues to be a reallocation process in which the college is able to request additional dollars throughout the year for each program area.

As of August 31, 2013, the funding in the CalWORKs co-curricular account is \$2,845.00.

2. Are there any **new** financial needs for the academic year 2014-15?

*(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)*

YES

NO

**If yes**, briefly describe. Provide any data which support these needs.

**I. Other information pertinent to the program.**

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

The data shows that CalWORKs students persisted from Fall 2010 to Fall 2011 at a greater rate than the general LPC student population, 59% persistence compared to 49% persistence. Further, CalWORKs students were performing close to their general student population peers, with the average CalWORKs student GPA being 2.83 compared to the average LPC general student population GPA of 2.87. One can conclude that while CalWORKs students face a multitude of academic and social challenges, they are reaching academic success. Part of this academic success can be attributed to dedicated adjunct counseling support.

A consideration in moving forward with counseling support for the CalWORKs program could be to consider a joint CalWORKs/EOPS Counselor. Funding for this split position

could come from both general fund dollars and categorical dollars. This could help ensure that our categorical programs are meeting the diversity of counseling needs that create optimal student support and success.

### III. SUMMARY

#### A. Summarize objectives accomplished since the Program Review Update (2012)

*(The 2012 Academic Program Review Updates can be found on the Grapevine*

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

*(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)*

The objectives that the CalWORKs Program accomplished since the 2012 Program Review update:

- 1) Implemented mandatory counseling appointments each semester for all CalWORKs participants;
- 2) Implemented mandatory coordination appointments each semester for all CalWORKs participants;
- 3) Developed and implemented a CalWORKs Orientation for new and continuing students; and
- 4) Developed and implemented a CalWORKs Work Study program with eligibility guidelines and hiring procedures.

#### B. Summarize objectives not accomplished since the program review update (2012) and why not.

*(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)*

One "sub-objective" under objective 3 above that we did not accomplish was to develop a CalWORKs Work Study "exit form."

#### C. What are the objectives for the academic year 2014-15?

*(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)*

1. Review and amend current CalWORKs Intake and Orientation
2. Research and develop counseling interventions for at-risk students
3. Create additional tutoring support to help students move through English and Math requirements
4. Develop and implement an outreach and marketing plan.

**D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.**

*(This brief summary should capture the effects on students and the program if the needs are met or unmet.)*

The resources identified are:

1. Ensuring the hiring of our Counselor Assistant II position.

This position provides important front desk customer service and vital student support for the CalWORKs program. The counselor assistant ensures that students are receiving excellent customer service, assistance with the myriad of county and college forms and maintains a level of professionalism that allows the CalWORKs program to function efficiently.

**Continue to the next page to complete the form.**

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#### IV. PROGRAM EFFECTIVENESS PLAN

**Instructions:** In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

**Suggested: 0-5 Objectives** (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	<i>Review and amend current CalWORKs Intake and Orientation</i>	<i>yes</i>		<i>By ensuring that the content in both CalWORKs Intakes and Orientations align with program requirements and Student Success Act language</i>	<i>Human</i>	<i>Research of student success act, collaboration with counseling, CalWORKs Counseling faculty review and CW faculty and staff input</i>	<i>n/a</i>
2	1	Examine and research counseling and support interventions for at risk	no		By identifying at least three intervention options and implementing most	Human, staff development	Research time, conferences, interview and consultation	n/a

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		students			effective strategies		with other colleges best practices	
3	3	Work with the tutorial center for dedicated tutoring for CalWORKs	no		Obtaining a dedicated tutor or other option for CalWORKs students	Human, Financial	Tutors, support staff	n/a
4	2	Developing and implement an outreach and marketing plan	yes		Completion of new marketing materials and outreach plan	Human, Financial	Marketing and design assistance, visual and graphics aid, coordination with social services agencies, college outreach, admissions and records to work with college application	n/a
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

\*human, technological, facilities/supplies, financial, other

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‡When College Goals become available, this column will be activated.