

PROGRAM REVIEW Fall 2018

Program: CalWORKs

Division: Student Services

Date: October 22, 2018

Writer(s): Amanda Ingold

SLO/SAO Point-Person: Amanda Ingold

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before _____.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by _____.

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20_____.

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

California Work Opportunity and Responsibility to Kids (CalWORKs) is a public assistance program that provides cash assistance and services to families with children who do not have enough money to meet their basic needs, such as food, housing, clothing, or other basic living expenses.

The goal of the CalWORKs program is to provide eligible participants to receive supportive services that will equip them with the skills to obtain employment and become self-sustaining. When CalWORKs participants are assessed through the county, they may determine that education will provide the participant the tools needed to increase employability, and will refer them to local institutions of higher education to meet their specified county requirements. As stated on the Chancellor's Office website, "CalWORKs funds are for the purpose of assisting welfare recipient students and those in transition off of welfare to achieve long-term self-sufficiency through coordinated student services offered at community colleges including: work study, job placement, child care, coordination, curriculum development and redesign, and under certain conditions post-employment skills training, and instructional services".

The Las Positas College CalWORKs program works to prepare this high-risk population of students by promoting academic success and career development. The Las Positas College CalWORKs program supports students through priority registration, supplies, additional tutoring services, dedicated counselors, and assistance with comprehension and completion of required county CalWORKs documentation.

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2017).

The CalWORKs program did not have a Program Review completed during the 2016-2017 Academic Year. The information provided was obtained from previous years but does not reflect changes in comparison to a 2016-2017 program review.

New staffing

CalWORKs Coordinator - In November 2017, a full-time Classified Coordinator was hired on to oversee the program. The CalWORKs students require high levels of case management from the CalWORKs Coordinator to make sure CalWORKs students’ county requirements are understood and fulfilled each semester.

As of her November hire date, the CalWORKs Coordinator was also assigned as the Foster Youth and Homeless Student Liaison.

CalWORKs Counselor Assistant – In November 2017, a full-time Counselor Assistant was hired on to support the program. The CalWORKs students require high levels of case management from the CalWORKs Counselor Assistant to make sure all college and county required documentation is thoroughly documented and organized.

CalWORKs Counselor – We continued to have the support of a part-time counselor dedicated to helping CalWORKs students with their educational and career planning, which continues to greatly benefit our student population in terms of meeting 3SP requirements for priority registration, and consistent academic support.

Office Reconfiguration

We drew up plans for reconfiguring space to add tables/break down front reception

Student Headcount

CalWORKs Student Headcount Update – the CalWORKs Student unduplicated annual headcount had a slight increase of 11% from the previous year, most likely due to increased capabilities with staffing fully restored and an increase in outreach efforts to increase community awareness and referrals. In addition, the CalWORKs Coordinator has increased participation with various off-campus social service programs such as Child Care Links and outreach partnerships with Alameda County along with other agencies.

CalWORKs Student Headcount for 2016-2017 37 students

CalWORKs Student Headcount for 2017-2018 41 students

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input checked="" type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

The CalWORKs program did not have a Program Review completed during the 2016-2017 Academic Year. The information provided was obtained from previous years but does not reflect changes in comparison to a 2016-2017 program review.

CWA Portraits of Success – We work very closely with our CalWORKs students to help them author their own story and articulate their challenges and successes. This last year we worked closely with two CalWORKs students to complete their personal statements and apply for both Regional and Statewide CalWORKs Scholarships. These two students were highlighted in last year's Portraits of Student Success.

CalWORKs Student Recognition Celebration - Last year the CalWORKs program hosted its CalWORKs Student Recognition Celebration. This event is partnered with a campus-wide CalWORKs gift card donation and toy drive program. Our CalWORKs students receive Holiday gift cards, which have been donated from campus clubs, students, faculty, staff and various community organizations. Additionally, our Fire Science program, under the leadership of Ron Johansen, hosts a toy drive for the CalWORKs children each year. Our Fire Science students have wonderfully supported this event for over 10 years. While all of these supplemental supports are outstanding, the Student Recognition Celebration allows us to recognize and honor our CalWORKs students' achievements, share a bit about their aspirations and goals and honor their dedication to transform their lives. They are able to hear from inspiring former CalWORKs students who have followed their own dreams and created a new life for their families. This is always a very rich and rewarding event for our CalWORKs students.

Updated Student Online Orientation to include career development - Once we have determined the student is eligible to be served in our program we schedule an Orientation & Educational Planning appointment. The first part of the individual orientation is an online PowerPoint presentation conducted by the Coordinator, who will go over county and program policies, important deadlines, academic progress standards, and other pertinent information the student would need to remain county and program compliant. The Coordinator then goes over other components of the LPC CalWORKs program, such as program workshop opportunities, paperwork deadlines, etc.

For the second part of the online orientation the student will complete a career assessment test, sign up for the Las Positas College Career Network, complete a regulations posttest and orientation survey. The career assessment test will help the student determine what their educational goal will be while attending Las Positas College while the membership to the Las Positas College Career network will provide the student with workforce development skills and current job opportunities. The posttest is to verify that the student understands all county and program components, which could impact their eligibility. The survey will aid our program in continuous updates to improve our online orientation. Once the online portion is complete, the student will conduct an educational planning session with the CalWORKs Counselor, using the career assessment test as a guide, if needed. The student can choose to extend their Educational Planning appointment to complete a comprehensive educational plan with the counselor or they can complete an abbreviated two-semester educational plan with a future

appointment to complete a comprehensive educational plan. The CalWORKs Counselor works with the students to create a Student Education Plan/Career Pathway that takes into consideration county requirements, time limits, and student goals. The CalWORKs Counselor and Coordinator also work with CalWORKs student to explore career pathways and career exploration.

CalWORKs Group Orientations - Once per semester we hold a “New and Returning Student Orientation” where we provide information about the college’s CalWORKs Program including our rules and requirements, and updates or changes to county requirements.

CalWORKs Student Success Workshops - We also provide workshops for students on how to complete their “books and supplies” forms and one-on-one assistance with other county-required documents such as “progress and attendance” forms. We have created an additional Housing workshop due to a large number of our student population facing consistent housing barriers, which directly impact their educational outcomes. The Housing workshop is now included as part of the SmartShop Series on campus. We also host monthly meetings for students and have a campus supportive service provider present or we do a mini-workshop determined by program collaboration on what needs our students face.

Parent Club – we have activated a parent club for parents on campus to have a place they can go and people they can connect with in order to strengthen student relationships.

Student efiles – We have now converted our student case files to electronic files for easier access and updates during student appointments as well as greater efficiency with the high level of case management required for each student in our program.

Increase in work-study requirements for students - The Coordinator assesses the students’ job readiness skills, assists them with resume development, and guides their job search for on-campus and/or off-campus employment. The Coordinator also works with the students to strengthen their interviewing skills. Once a student is hired and participating in the Work Study program, ongoing meetings with the Coordinator are required. The Coordinator requires all students to complete a Work Study Agreement form that establishes performance expectations. These expectations are discussed with the student and their employer prior to the student’s first day of employment. The supervisors are required to complete performance evaluations each semester where feedback is encouraged for the student as a means to increase employability. Students are also required to complete a self-evaluation of their work performance in order to determine needs in areas for professional development. The evaluations are then reviewed together during an appointment with the CalWORKs Coordinator. If the employer recommends areas for improvement, the Coordinator (along with the employer) works with the student to develop a strategy for improving her job performance. This process then allows the student to receive feedback and opportunities to further address any concerns regarding employee performance or to acknowledge excellent work.

Students use of canvas - We augmented students use of our Canvas course by creating assignments for county required documentation. We also post announcements on a regular basis that would benefit students overall success while attending Las Positas College.

SAO Updates - We met with the student services SAO liaison to tweak/change current SAOs for next academic year.

Community Partnerships – significant increase in community partners and participation in community needs collaborations. We also strengthened relationships with community partners for Foster Youth referrals. Established 60+ community based partnerships since November 2017.

Office Reconfiguration – We created a new reconfiguration of our office space in order to create a more welcoming space for students to feel comfortable and designated areas to allow students to study in our area, provide access to technology and to strengthen relationships with other students and program staff.

Program Collaboration - Our collaboration between EOPS/CARE and CalWORKs was strengthened, in particular through shared budget and staff.

CalWORKs Regional and Statewide trainings – we hosted the CalWORKs regional training on campus and our program staff attended the annual CalWORKs training in April

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxr			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Curriculum		Financial/Budgetary	X	LPC Collaborations	X	SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy	X	Technology Use
	External Factors	X	Learning Support	X	Professional Development		

D. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: this information will be available in August 2018. Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

We continue to serve primarily older students (22 – 39 years old).

There has been a slight increase in serving male students in the CalWORKs program from previous years (Fall 2015 – 13% compared to Fall 2016 – 21% and Fall 2017 – 19%).

There has been an increase in serving Latino students from the previous year (From 29% to 36%).

There has been an increase in percentage of Asian students served compared to previous years (Fall 2015 – 5% compared to Fall 2016 – 14% and Fall 2017 – 11%)

An increase in continuing students (From 68% in Fall 2013 to 89% in Fall 2017)

Approximately half of our students are enrolled only part-time.

There has been a significant increase in students taking only online courses (From 9% to 21%)

Educational goal for transfer is consistently high among our student population.

A decrease in Associate Degree only as their educational goal. An increase in the number of “Undecided” students.

The “Course Non-success Rate” has greatly increased from previous years (6% to 21%) and overall “Course Success Rates” have decreased (from 75% to 61%). This may be due to the increase in students who take online courses.

Students overall performance in distance education is much lower than face-to-face (69% face to face compared to 43% distance education).

Students Non-success rates and course withdrawals (35% NSR and 22% W) are much higher than face-to-face (14% NSR and 16% W).

CalWORKs students who are not college level ready in English are more than two times higher than the general population (25% compared to 10%) and students who are not college level ready in math are significantly higher than the general population (29% compared to 18%).

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				
<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
	Curriculum		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors	<input checked="" type="checkbox"/>	Learning Support		Professional Development		

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
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	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).

The restoration of a fully staffed program has provided the students with a more supportive environment.

The changes that have been made in terms of intake, orientation, workshops, mandatory meetings, and follow-up for at-risk students, have all had a positive impact on students.

Students identify the CalWORKs program as an advocate in their educational journey and as a result, we have seen an increase in our current student participation rates as well as students referring others they know as potentially eligible to participate in our program.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://goo.gl/23jrxr>

<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
	Curriculum		Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process
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	External Factors	<input checked="" type="checkbox"/>	Learning Support		Professional Development		

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

Recruitment of CalWORKs students has been challenging. Overall, CalWORKs recipients have decreased statewide due to various factors, such as higher employment rates and a decrease in the number of months CalWORKs recipients are eligible to participate in the program (60 months to 48 months). Additional barriers: the county's orientation and assessment process, which is very difficult for those who are current or potential students; and the county reporting paperwork required by CalWORKs recipients is the number one barrier, statewide, for losing their cash aid and no longer being eligible for the CalWORKs program. Our numbers are also impacted by the high cost of living in our service area. Many of our CalWORKs students commute from San Joaquin county, where cost of living is a bit cheaper. However, San Joaquin county in general does not support students commuting to LPC. We hope to outreach more to San Joaquin county partners in the future to recruit more students. An increase in outreach is necessary to build up our program but that does require time dedicated to work outside of the office for the CalWORKs Coordinator. Since outreach during the year led to significant increases in access for students and community knowledge of LPC programs that exist, outreach will continue to remain a priority in our program

In order to align with the new funding formula, our program has agreed to the use of Microsoft Access to track student outcomes would be a more efficient way to house student information. We are currently working on trying to create a database for students through Microsoft access but it is time consuming and requires more professional development for the CalWORKs staff. A portion of our time will be dedicated to participation in professional development activities to learn how to build our database. We also discussed hiring an outside consultant to help develop the database but for now we are going to utilize Microsoft Access training through a Community Education course offering and if the results are not sufficient then an outside source may be the best alternative. This is currently an obstacle as we must first learn the program before we can

track student information. Once we have created our database, I foresee significant changes in how student data is tracked and utilized to create more effective prevention and intervention tools to increase student success rates, particularly for students who are at-risk.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://qoo.gl/23jrxr			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support	X	Professional Development		

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

The CalWORKs program plans to mirror and fully implement the EOPS Academic Success Program with minor adjustments to cater to the CalWORKs student population. All students are required to have their instructors complete a mid-semester progress report indicating the students' grades at that point in the semester. Since our program serves student with some of the highest needs on campus, we plan to have all CalWORKs students automatically enroll in the Academic Success program as a preventative tool. In the Academic Success Program, the student must complete a self-assessment, which helps the student identify what variables are affecting their academic success. The student reviews the self-assessment with the CalWORKs counselor, who then discusses intervention options, assessment of current courses, and an action plan, which is discussed in a follow up appointment. The Academic Success Program requires that the student meet with the Counselor three times during the semester in order to keep track of their academic progress. The CalWORKs populations has required county documentation so we will align the mandatory appointment with the county required deadlines to make completion of the required appointments attainable for our students.

Full implementation of Microsoft Access Database to more precisely track student needs and achievements.

Encourage attendance at the SmartShop series on campus.

We will also continue to increase outreach efforts for our program through social service and community collaborations, which target similar populations, in order to build community awareness of services our campus can provide to high needs populations.

Establish process with San Joaquin County to provide book assistance for students to eliminate out of pocket expenses for textbooks for students.

Increase in the number of students working in our program as well as an increase in partnerships that focus on workforce development.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://qoo.gl/23jrxr			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum		Financial/Budgetary		LPC Collaborations	X	SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy	X	Technology Use

External Factors	X	Learning Support	X	Professional Development	
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I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Mark an X before to each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt		
Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
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Section Two: Current Topics (Required for All Programs)

A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here: (<https://goo.gl/1AefkX>). If applicable, describe how your program’s upcoming plans reflect the goals described in the college’s Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year’s Program Snapshot).

Below is a reiteration of topics discussed throughout the program review and makes evident which topics align with the Educational Master plan:

- Redo of the office suite (A7)
- Foster Youth: collaborating with EOPS coordinator to develop outreach plan, coding and services to FY (A5)
- Increase in program work-study requirements (A6) (B2)
- Continued participation in community and county partnership meetings (B1) (B3)
- Implement the EOPS Academic Success Program within the CalWORKs program (A5)
- Continued participation in Regional and Statewide CalWORKs trainings (D3)
- Parent Club Activities (A7)
- Utilization of canvas and Microsoft Access (C4) (D5)
- Bringing on full time counselor (C3)
- Updating SAOs (D5)

B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___no

(Note: this information will be available in August 2018)

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

C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

Most of the professional development opportunities for our program are provided through CalWORKs at the chancellor's office, or by the college itself. Continued partnership meetings with the local colleges where we work with county CalWORKs specialists each month, will continue to be an ongoing opportunity for professional development.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

Seeking additional opportunities for populations of students served within CalWORKs: 1. Foster youth 2. Students of color, 3. undocumented/dreamers 4. First generation college students 5. Formerly incarcerated college students.

We would like to see more professional development, specifically for classified professionals, offered on days the campus is closed, such as College Day or Flex Day.

E. Program Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year’s Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: CalWORKs
Text of CSLO/PSLO/SAO: No 2016-2017 SAOs were assessed and a 2016-2017 program review was not completed.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program’s progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO:
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from # students over # semesters.
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?
Do you plan to continue tracking this SLO in the next year? Explain.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year’s program review). (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
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Course, Program Name, or Student Service Area:

CalWORKs

Text of CSLO/PSLO/SAO:

Upon completion of the CalWORKs program, all students will have a high quality resume to increase employability.

We are unsure how we will assess or determine how we plan to develop this SAO but we have determined the following possibilities to assess this Student Area Outcome:

1. We will request all students to submit a current Resume
2. If the student does not have a resume, we will schedule an appointment to meet with the CalWORKs Coordinator to create an outline of a resume.
3. Any resumes needing improvement will require communication between the student and CalWORKs Coordinator on how to improve resume.

Assessment:

1. We will determine what factors are needed for a compelling resume and make sure student resumes have all listed factors.
2. Prior to a student exiting the program, we will review their resume to determine all established elements needed to qualify their resume as “high quality” are provided in the resume content.

We will continue to assess the following SAO:

Student has the ability to successfully identify their career and educational goals

The SAO will be determined and assessed in the following way:

1. All student will have a comprehensive educational plan within the first year of participating in the CalWORKs program.
2. The student will complete a counseling appointment once per semester to ensure progress towards their educational and career goals.
3. New students will complete the program orientation, which involves discussion regarding their career and educational goals, completion of a counseling appointment, and discussion on how to remain county compliant to maintain eligibility in the CalWORKs program.

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?