

# STUDENT SERVICES PROGRAM REVIEW

## SELF STUDY TEMPLATE

G R O S S M O N T  
C O L L E G E



|                                       |                           |
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| <b>Name of Department or Program:</b> | <b>CalWORKs</b>           |
| <b>Writing team:</b>                  | <b>Gabrielle Gosselin</b> |
| <b>Writing semester:</b>              | <b>Fall 2018</b>          |
| <b>Presentation semester:</b>         | <b>Spring 2019</b>        |

# **STUDENT SERVICES PROGRAM REVIEW**

*The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.*

## **Table of Contents**

Section 1: Mission & Overview

Section 2: Alignment with Strategic Plan

Section 3: Previous Program Review Recommendations

Section 4: Student Outcomes

Section 5: Student Data

Section 6: Goals and Improvement

Section 7: Staffing, Facilities, Resource Needs

Section 8: Comments and Recommendations

## SECTION 1 – MISSION & OVERVIEW

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| <b>Name of Program:</b> | CalWORKs (California Work Opportunity and Responsibility to Kids) |
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**PURPOSE OF SECTION 1.1 - 1.3:** *To help the committee understand how the department/program supports the mission of GC.*

**College Mission:** *“Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.”*

1.1 Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of GC.

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| <b>Program mission:</b>                 | Our mission is to support parents in achieving their academic goals, and help them to create new opportunities for themselves, their children and the community.   |
| <b>Relationship to College mission:</b> | CalWORKs mission is well aligned with the college mission of changing lives through education. The academic and personal support from the CalWORKs Department strives to empower its students. We aim to assist students in becoming more enlightened, more thoughtful contributing members of a global community. CalWORKs takes this mission one step further as a program who serves parents; whose children in turn will be exposed to education and witness their parent’s lives transform through education. |

1.2 Please describe the process your department uses to review and revise its mission statement.

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| <b>Comments:</b> | CalWORKs created its mission statement recently with the help of its faculty, staff, and students. There is no projected change for a change in its mission statement. |
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1.3 Did your department make any changes to its mission statement in this program review cycle?

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| <b>Comments:</b> | N/A |
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**PURPOSE OF SECTION 1.4 –1.10** *To help the committee understand the history of the department/program, target populations, services provided, department staffing, contributions to student success, and collaboration across the campus.*

1.4 **HISTORY:** Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

## History:

In 1996, the Federal Government enacted the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA). This law established a cash assistance program known as Temporary Assistance to Needy Families (TANF) which limits the length of time for a person to receive aid. This act also required states to develop and implement programs which would move individuals from dependency to self-sufficiency.

In 1997 Assembly Bill (AB) 1542, the Welfare to Work (WTW) Act of 1997, became California's version of TANF. This act established the California Work Opportunity and Responsibility to Kids (CalWORKs) Program. This shift in policy assured that welfare was a temporary support in time of crisis rather than a life-time benefit. Additionally, this program encouraged and rewarded personal responsibility and accountability. The California Department of Social Services (CDSS) oversees the County CalWORKs Program that provides recipients and their families with childcare, transportation, food stamps, medical support and cash aid. Recipients are required to work or attend school for a once in a lifetime benefit of four years. The benefits include childcare, transportation, food stamps, medical support and cash aid. The program requires participants to sign a Welfare to Work (WTW) Plan with participants required to meet the following obligations:

- Monthly Time Reporting a Work/School Requirements with the following stipulations:
- Single parent or caretaker *with* a child under the age of six = 20 hours per week work/school
- Single parent or caretaker *without* child under the age of six = 30 hours per week work/school
- Two parents = 35 hours per week work/school

In 1997- Prop 98 provided the community college with the funds to establish CalWORKs Programs at all community colleges. The College CalWORKs Programs were designed to begin building partnerships with local county welfare departments and to utilize the funds to assist students receiving cash aid to achieve long term self-sufficiency through education.

Since 1997, the CalWORKs (California Work Opportunity and Responsibility to Kids) Program has been serving students and their families at Grossmont College. The program supported students with academic and career counseling as well as subsidized childcare, educational grants, work study and personal support. The program also collaborated with the county in the bridging between social and academic services.

At its inception in 1997, the CalWORKs Program had one program specialist and .50 percent of a full-time counselor. The program was placed under student services. It was housed in the same space as the EOPS Program. Over the years the program continued to grow and deepen its connection with the community. Between the years of 2006-2012, the program grew over 41%. The program's population since 2006 has been comprised of a sizeable amount of second language learners. As the program grew two more .50 adjunct counselors were hired. The needs of the students continued to grow. Counselors served students by providing orientations, education plans, financial aid petitions as well as personal and social service support. The range of student needs continued to grow and students in the program continue to have complex academic, personal, and acculturation needs.

As numbers per semester continued to range from 350-550 students there was a need for further coordination. In 2015, CalWORKs hired its first, 100% full-time counselor/coordinator. Additionally, from 2015-2018 six culturally-competent and clinically-experienced adjunct counselors were hired to serve the complex needs of CalWORKs Students.

From 2015-2016, CalWORKs developed in many areas that were new to the program. The program has had faculty representation and has had a presence on campus for the first time. The range of

student services have grown to meet the student's needs and they include academic, media support, club, career and personal support in the form of orientations, counseling and supportive workshops. Additionally, this increase in counseling faculty and coordination has afforded CalWORKs the opportunity to contribute to the campus in areas of cultural competency, translation, and poverty resources.

1.5 **SERVICE POPULATION:** What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

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| <b>Population:</b> | <p>In compliance with Title V of the California Code of Regulations, the CalWORKs program provides academic support and services to student-parents, living beneath the poverty line receiving cash assistance issued by the county of San Diego Welfare to Work (WTW) program or TANF. The CalWORKs student population reflect the shifting demographics and cultural identity of low-income communities or individuals.</p> <ul style="list-style-type: none"> <li>• Single parents</li> <li>• Domestic violence survivors</li> <li>• Second language learners</li> <li>• Disabled students</li> <li>• Traumatic survivors</li> <li>• Immigrants/refugees/asylees</li> <li>• Parolees</li> <li>• Displaced homemakers</li> <li>• Disabled</li> <li>• Homeless</li> </ul> <p>Appendix A displays data representing ESL learner population in the CalWORKs Department<br/> Appendix B reflects the languages spoken in the CalWORKs Department<br/> Appendix C displays the first time/returning student ratio<br/> Appendix D highlights data regarding the age of CalWORKs Students<br/> Appendix E shows the gender ratio of the CalWORKs Department</p> |
| <b>Needs:</b>      | <p>Students receive services based on the agreement with the State of California, county of San Diego and mandates of the college. These services can include but are not limited to: transportation, childcare, academic advising, career counseling, translation, media resources and personal support. Student families receive ancillary services based on need in emergencies such as gas cards or donated food.</p>   |

1.6 **SERVICES:** Please list and describe the services provided through your program. (Add rows as needed.)

| <b>Service:</b>  | <b>Description:</b>  |
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| <p><b>Orientation Support</b><br/>(SARS CODING)<br/>ORIENTATION_SS11_1</p>                 | <p>During the hour long highly interactive appointments students will be introduced to the college and the CalWORKs Program. The CalWORKs Counselor discusses academic, career goals, financial aid, medical stability, childcare needs, county requirements, county reimbursement and housing stability with our or the student. The counselor will attempt to build rapport and trust with the student as the student gets an overview of college process availability of resources at the college and in the community. Being involved with CalWORKs necessitates that student choose an employable major and students will be introduced to the career center. Thus, active conversations about career outlook and future career assessment is essential.</p> <p>During the appointment, student will complete a needs assessment and receive an abbreviated education plan. CalWORKs Students will be given college, community, financial aid, legal, county, health, food, deadline and career resource and guidance information. This information will be delivered in person and in the form of handouts, as many students are traumatic stress survivors and second language speakers and are new to many of the subjects covered and will need time to review.</p> |
| <p><b>Academic Advising Support</b><br/>(SARS CODING)<br/>ADVISING_SS08_A<br/>TRANSFER</p> | <p>This activity entails the CalWORKs Counselor assessing the student's goals for entering college and determining how best to support students in completing their goals in community college, possible transfer and ultimately in their career choice. CalWORKs Counselors often need to explain how the community college and university differ and explain steps to higher education. Since the CalWORKs Department has a high population of parents who are displaced home-makers, first generation college students, refugee, asylees, domestic violence survivors and immigrant students all living beneath the poverty line it is imperative that CalWORKs Counselors advise students regarding financial aid/admissions, and records requirements, time on aid available and county compliance.</p>   |
| <p><b>Abbreviated Education Plan Support</b><br/>(SARS CODING)<br/>AEP_SS09_A</p>          | <p>In the CalWORKs Department an abbreviated education plan is created for student in an orientation appointment and per semester for the County of San Diego. Each semester's plan is based on the student's comprehensive education plan and corresponds to the CalWORKs Student's academic, career goals in addition to the number of children and familial responsibilities.</p> <p>All abbreviated education plans must account for the academic/county activity hours requirements and verifications for child care, books, transportation allowance and parking permits. If the student, make changes to their class schedule after a county abbreviated educational plan has been completed- student must redo abbreviated education plan in order to reflect corrections as it is a legally reciprocal document with the county and college. The abbreviated education plan informs the county of student's activity compliance which activate child care, books, transportation allowance, and parking permit reimbursement.</p>   |
| <p><b>Comprehensive Education Plan Assistance</b></p>                                      | <p>Following, career counseling a comprehensive education plan will be created. During this appointment the counselor will create a plan with major classes listed for the or a student including general education classes according to the pattern they</p>  |

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| <p>(SARS CODING)<br/>CEP_SS09_C</p>   | <p>are following certificate, associate's, CSU, IGETC, etc. This plan serves as a guide for a student to complete all classes toward their goal. Additionally, time permitting students will complete a comprehensive semester by semester plan- a plan that map out courses' semester by semester. The student's life circumstances and family obligations will be discussed with student to ensure the most appropriate plan for courses.</p> <p>During this appointment, student will be informed about transfer pathways to degrees available and pathways to career goals. Lastly, student is advised of transfer requirements for each university of interest, application process and pertinent deadlines.</p>   |
| <p><b>Counseling and Placement Support</b><br/>Appointments<br/>(SARS CODING)<br/>COUN_PLACEM_SS11_2</p>                | <p>During this process, counselor and student will review the placement and assessment levels necessary to achieve their academic and ultimately their career goals. Many CalWORKs Students come in with incomplete courses, international high school diplomas and career goals that will require varying levels of preparation. It is during this process that the student can see the steps they will need to take at the college based on their placement level.</p>  |
| <p><b>Misc. Academic Assistance Support</b><br/>(SARS CODING)<br/>OFUED_SS11_3<br/>OFU_SS11_3<br/>PROBATION_AP_SS10</p> | <p>Assistance with college forms such as: ESL education plans, financial aid and admissions and records forms.</p> <p>Many CalWORKs Students are learning English as a Second Language learners and are required to complete an ESL Education Plan for Financial Aid purposes. CalWORKs Students are assisted in completing this document and the ESL sequence is explained.</p> <p>CalWORKs Counselors assist students with petitions in areas of financial aid, admissions and records. Many CalWORKs Students take a good number of ESL/remedial courses and counselors work with students to complete Maximum Unit Limit Petitions. Students in the CalWORKs department face many barriers and often struggle with grades and pace of progression towards their goal. CalWORKs Counselors assist students with those petitions as well as discussing work/school/home life balance. Counselors work closely with students in encouraging them to engage with instructors to obtain guidance and in the utilization of tutoring and other resources.</p> |
| <p><b>Personal Support</b><br/>(SARS CODING)<br/>PERSONAL</p>   | <p>CalWORKs are student parents living beneath the poverty line- in addition they often face barriers such as past or present severe financial hardship, second language, housing insecurity (homelessness in some cases), food insecurity, refugee, asylee, traumatic violence, mental health difference, learning difference, domestic violence and physical disabilities. CalWORKs Counselors are culturally responsive and active listeners in order to build trust and rapport. Due to the tenuous circumstances, in which our students find themselves the trust that is formed with counselors and the department are imperative for student success. Counselors and staff have amassed multiple resources from which to draw to assist students with personal barriers. The trust that has been formed enables students to access resources with the support of the counselor.</p>  |
| <p><b>County Support</b></p>  | <p>The CalWORKs Department acts as a liaison for its students, the college and the county. The CalWORKs Department is responsible for transmitting county required documentation for students. The department verifies continued enrollment for all</p>   |

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|   | <p>students which enables students to access childcare, transportation, books and other services.</p> <p>The CalWORKs Department often is called to intercede on a student's behalf with the county. As with any large bureaucracy our students are often the victims of errors which can stop their aid. These types of actions are catastrophic for students and require academic and activity documentation communication. The CalWORKs Department communicates and meets regularly with the county of San Diego, providers and community support agencies to remain apprised of rules, changes and areas of support for students.</p>   |
| <b>Legal Support</b>                                      | <p>The CalWORKs Department meets regularly with legal aid and is called upon to support students in the verification of their academic goals at hearings. Hearing Support involves actively supporting a student's rights to education and verification of enrollment activities. Additionally, legal aid utilizes CalWORKs Office Space to assist students.</p>  |
| <b>Career Support (Sars Coding)</b><br>COUN_PLACEM_SS11_2 | <p>By definition, a student signing a Welfare to Work Plan with CalWORKs necessitates that they choose an employable major. Thus, active conversations about career outlook are essential. The CalWORKs Program supports parents in achieving self-sufficiency and employment goals. These are explored during the first orientation and students are introduced to the career center and given career assessment options in house. CalWORKs students discuss possible career/major interests and pathways to achieve goals. Students can see a counselor to do career exploration as many times as they need, and counselors give guidance and homework for them to explore on their own.</p>                |
| <b>Advocacy Support</b>                                   | <p>CalWORKs Counselors support students in learning to advocate for themselves on the campus and in the community.</p> <p>Counselors guide students to instructors, department chairs and coordinators to mitigate any disputes regarding classroom work and grades.</p> <p>Additionally, CalWORKs Students gain support in utilizing the proper chain of command steps in the community to receive appropriate services.</p>   |
| <b>Community Referral Support</b>                         | <p>CalWORKs refers students to established community partners who provide support with housing, childcare, medical services, food, psychological services, assistance with utilities bills, domestic violence support, no cost legal assistance, family support services such as but not limited to: Marine Corps Toys for Tots, MACC Project, Women Infant Children WIC, San Diego Food Bank distribution sites, San Diego Housing Commission Family Self-Sufficiency (FSS) program, YMCA, Child Development Associates, San Diego Basket Brigades African Alliance for Assistance, International Rescue Committee, Catholic Charities and Jewish Community Services etc.</p>                                |
| <b>Campus Referral Support</b>                            | <p>CalWORKs Students are provided a Needs Assessment by CalWORKs Counselors during orientation and follow-up appointments, as needed. The assessment provides the counselor with an understanding of what resources the student may benefit. All CalWORKs Student Staff are trained as peers support and are the first line of assistance for most students. CalWORKs Students are referred to EOPS, CARE, Next Up, UMOJA, Financial Aid, ARC, Dream Center, Assessment, Admission and Records, Tutoring, Career Center, Adult Reentry, Veterans Center, Puente, Via Rapida, Student Health Office, Gizmos Kitchen, Student engagement, ASGC, Cashiers, Transfer Center and the Summer Institute Program.</p> |



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|                                   | <p>Additionally, CalWORKs refer students to on campus site for employment opportunities such as Outreach Ambassadors, SSSP Ambassadors, and Peer Mentors with Student Affairs.</p>  |
| <p><b>MIS Data Collection</b></p> | <p>The State Chancellor Office prescribes the specific data elements that are to be collected. CalWORKs is an open entry program and CalWORKs Data is entered throughout the year as new students apply and participate in the program. New CalWORKs Students complete an application and a questionnaire that reflect required data elements. Information is also collected utilizing the County of San Diego's CalWIN system. The two resources of information are then used to enter the data in the MIS Datatel page. The data is collected from the page and sent by the IS department to the State Chancellors Office. The specific data elements reflect the population -student families on public assistance. The elements demonstrate the student's status with the County of San Diego, and services provided by both the County and the CalWORKs Program.</p> <p>The data elements and their definitions are listed as follows:</p> <p>Eligibility Status - defines student's status with the County of San Diego, and services they will receive.</p> <p>Case Management Services - notes a needs assessment from the CalWORKs Program and/or other services needed</p> <p>Student Counseling - notes if the student has received counseling from the CalWORKs Program or other source.</p> <p>Other Service Referrals - notes if the student has been connected to other campus services and/or off campus community services.</p> <p>Other Support Services – notes a listing of the services a student may receive from the Program if they are not receiving County Welfare to Work services.</p> <p>On Campus Child Care Hours - notates the number of hours a student's child(ren) receive at the on-campus child care center paid by the CalWORKs Program.</p> <p>Off Campus Child Care Hours - notates the number of hours a student's child(ren) receive at off campus child care providers paid by the CalWORKs Program.</p> <p>Dependents Receiving Child Care – notes the number of the children that are receiving care both on and off campus paid by the CalWORKs Program.</p> <p>Dependent Children – notes the number of children who are on the student's welfare case</p> <p>Family Status – notes if the family is a single or two parent household.</p> <p>Employment Assistance Services – notes if the student is working on campus through the CalWORKs program work study or as a student hourly.</p> |

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| <p><b>Follow-up Support Services</b></p> | <p>The CalWORKs Department follows up with new and interested students, regarding rule changes, continuing, non- continuing students, and students transitioning on/off aid. Follow up for CalWORKs Students is conducted every semester to determine if the student is continuing with the program. If the student is continuing with the program, students are reminded to see counselors to update educational plans and check in to review academic progress and help.</p> <p>CalWORKs Staff and Counselors follow up with students when state/county rules change so that students adhere to any new requirements.</p> <p>Additionally, the CalWORKs Department follows up with students who do not return to classes in order to assist students in resolving any issues which barriers to attendance exist. Students are given an exit interview appointment with counselor to provide them with resources they may need and assist with transitioning off of cash aid.</p> |
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1.7 **STAFFING:** The committee is interested in knowing about the people in your department and what they do. Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Add rows as needed.)

| Position/Name :                           | FTE : | Responsibilities:  |
|---|-------|--|
| Adil Najjar<br>Student Worker             | .5    | Work and train per CalWORKs Work-study mandate. Greet students, answer questions, address complaints, answer incoming calls, assist students, receive letters, packages etc. Distribute information, prepare outgoing, drafting correspondence, check, sort and forward email. Filing, record keeping, prepare files for counselor's appointments, scan files to data base. Outreach in the community and on campus. Focus on Middle Eastern Community with registration and CalWORKs Ambassador/outreach work in community with CMSS. Assist with interpreting for students and staff. (Arabic Translation)   |
| Bojin Haji<br>Student Worker              | .5    | Work and train per CalWORKs Work-study mandate. Greet students, answer questions, address complaints, answer incoming calls assist students, receive letters, packages etc. Distribute information, prepare outgoing, drafting correspondence, check, sort and forward emails. Filing, record keeping, prepare files for counselors' appointments, scan files to data base. (Farsi, Kurdish, Arabic, Translation)  |
| Bill Rapolla<br>Account Clerk<br>Senior   | 1.0   | Manage the budget for the CalWORKs Department, purchase supplies for office and students. Purchase and organize distribution of bus passes for students. Processes payments arrange contracts for childcare providers. Create student book grants through the bookstore, coordinate purchases for vendors. Process proposal budget reports for state and final expenditure reports. Create and manage budget expenditures, meet critical deadlines, prepare reports and move monies between CalWORKs Budgets. Works with district to meet the requirements for the college and program.  |
| Cristina Carrillo<br>Adjunct<br>Counselor | .65   | CalWORKs counselor providing academic, career, personal and county support for students. Complete required academic verification for student's county requirements: approval of classes and hours in county mandated abbreviated education plans. Assist students in career and major exploration enabling students to achieve self-sufficiency. Create comprehensive and abbreviated education plans. Interpret math and English assessment levels and advise students in appropriate courses. Assist students with financial aid requirements such as ESL Education plans, max unit petitions, SAP petitions etc. Assist students with success strategies tailored to help them hurdle barriers. Connect students to resources on campus and in the community. Advocate for students and offer |

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|   |     | avenues for mentorship amongst the student body, campus and community. (Spanish Translation)  |
| Finley Cazzorla<br>Student Worker               | .5  | Greet students, answer questions, address complaints, answer incoming calls assist students, receive letters, packages etc. Distribute information, prepare outgoing, drafting correspondence, check, sort and forward email. Filing, record keeping, prepare files for counselors' appointments, scan files to data base. Data collection of outreach efforts as well as program population.   |
| Fiorela Olivari<br>Student Worker               | .5  | Provided full range of student services support to students and public, process student inquiries and requests for them to receive information and assistance in person, online or by telephone, respond to telephone calls to provide quality service to students, conducted student transactions and maintained academic records utilizing the college information system SARS, DATATEL, and Perceptive content, navigates and assist students in using student portal and online student services processes, maintained cleanliness of office space, sent files via electronic and fax to respondent, retrieve files for counselors and students. Assist outreach coordinator with outreach events and community liaison. Keeps track on in reach efforts as well as program in reach partnerships. (Spanish Translation)  |
| Gerardette Nutt<br>Program Specialist           | 1.0 | Supervise student staff, manage counselor schedules, and liaise with the county contractors. Resolves student problems, advocate for student services from the county. Provide CalWORKs Program Reports to the state. Verifies student eligibility for program. Screen students based on state requirements. Determine students' needs for childcare. Develop work study sites on campus for students. Place prescreened, qualified students in positions around campus and provide support for site supervisors. Assist with budget preparation for fiscal year. Support and advocate for students with problems which arise between students and county contractors.  |
| Gabrielle Gosselin<br>Counselor and Coordinator | 1.0 | <p>CalWORKs counselor providing academic, career, personal and county support for students. Complete required academic verification for student's county requirements: approval of classes and hours in county mandated abbreviated education plans. Assist students in career and major exploration enabling students to achieve self-sufficiency. Create comprehensive and abbreviated education plans. Interpret math and English assessment levels and advise students in appropriate courses. Assist students with financial aid requirements such as ESL Education plans, max unit petitions, SAP petitions etc. Assist students with success strategies tailored to help them hurdle barriers. Connect students to resources on campus and in the community. Advocate for students and offer avenues for mentorship amongst the student body, campus and community.</p> <p>Liaise with program specialist, account clerk counselors and student staff in order to ensure an efficient delivery of service and budget adherence. Create and design new program ideas and services to support students. Attend meetings on campus and serve on committees. Conduct retreats, workshops and professional development for staff. Participate in shared governance on campus and liaison with strategic community partners.</p> |
| Jermaine Simpson<br>Adjunct Counselor           | .65 | CalWORKs counselor providing academic, career, personal, and county support for students. Complete required academic verification for student's county requirements: approval of classes and hours in county mandated abbreviated education plans. Assist students in career and major exploration enabling students to achieve self-sufficiency. Create comprehensive and abbreviated education plans. Interpret math and English assessment levels and advise students in appropriate courses. Assist students with financial aid requirements such as ESL Education plans, max unit petitions, SAP petitions, etc. Assist students with success strategies tailored to help them hurdle barriers. Connect students to resources on campus, and in the community. Advocate for students and offer   |

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|  |     | avenues for mentorship amongst the student body, campus and community. (Licensed MFT)   |
| Joanne Gorguis<br>Student Worker               | .5  | Greet students, answer questions, address complaints, answer incoming calls assist students, receive letters, packages, etc. Distribute information, prepare outgoing, drafting correspondence, check, sort and forward email. Filing, record keeping, prepare files for counselors' appointments, and scan files to data base. Works with program specialist with various task such as outreach to childcare providers and assist with childcare providers referrals. Assists students with required books and materials. Provides outreach support to the outreach coordinator in providing information to qualified students. (Assyrian Translation)   |
| Jose Dizon<br>Student Worker                   | .5  | Greet students, answer questions, address complaints, answer incoming calls assist students, receive letters, packages etc. Distribute information, prepare outgoing, drafting correspondence, check, sort and forward email. Filing, record keeping, prepare files for counselor's appointments, scan files to data base. Updates social media and creates new platform for media plan. Assist outreach coordinator with events and media plan for attracting students on campus and assisting them with services.   |
| Markus Berrien<br>Adjunct<br>Counselor         | .65 | CalWORKs counselor providing academic, career, personal, and county support for students. Complete required academic verification for student's county requirements: approval of classes and hours in county mandated abbreviated education plans. Assist students in career and major exploration enabling students to achieve self-sufficiency. Create comprehensive and abbreviated education plans. Interpret math and English assessment levels and advise students in appropriate courses. Assist students with financial aid requirements such as ESL Education plans, max unit petitions, SAP petitions, etc. Assist students with success strategies tailored to help them hurdle barriers. Connect students to resources on campus and in the community. Advocate for students and offer avenues for mentorship amongst the student body, campus and community.   |
| Marie Robinson<br>Hourly Clerk                 | .5  | Ensure front desk is tidy and has all necessary stationery and materials, train, direct, and support office staff. Ensure timely accurate customer service, handle specific student request, troubleshoot emergencies, monitor stock, and order office supplies, ensure proper mail distribution, prepare and monitor office budget, keep updated records of office expenses and costs.   |
| Michelle Rowe-<br>Odom<br>Adjunct<br>Counselor | .65 | CalWORKs counselor providing academic, career, personal, and county support for students. Complete required academic verification for student's county requirements: approval of classes and hours in county mandated abbreviated education plans. Assist students in career and major exploration enabling students to achieve self-sufficiency. Create comprehensive and abbreviated education plans. Interpret math and English assessment levels and advise students in appropriate courses. Assist students with financial aid requirements such as ESL Education plans, max unit petitions, SAP petitions etc. Assist students with success strategies tailored to help them hurdle barriers. Connect students to resources on campus and in the community. Advocate for students and offer avenues for mentorship amongst the student body, campus and community.<br><br>Community Liaison. Share CalWORKs program information with broader community. Establish and strengthen strategic partnerships with community organizations. Attend meetings, events, and participate in activities to strengthen the program and its connection in the community. |
| Nabeel Shano<br>Student Worker                 | .5  | Work and train per CalWORKs Work-study mandate. Greet students, answer questions, address complaints, answer incoming calls assist students, receive letters, packages etc. Distribute information, prepare outgoing, drafting correspondence, check, sort and forward email. Filing, record keeping, prepare files for counselors' appointments, scan files  |

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|  |     | to data base. Outreach in the community and on campus. Particular focus on Middle Eastern Community with registration and CalWORKs Ambassador/outreach work in community such as CMSS. Assist with interpreting for students and staff. (Arabic Translation)   |
| Ojore Bushfan<br>Adjunct<br>Counselor              | .65 | CalWORKs counselor providing academic, career, personal, and county support for students. Complete required academic verification for student's county requirements: approval of classes and hours in county mandated abbreviated education plans. Assist students in career and major exploration enabling students to achieve self-sufficiency. Create comprehensive and abbreviated education plans. Interpret math and English assessment levels and advise students in appropriate courses. Assist students with financial aid requirements such as ESL Education plans, max unit petitions, SAP petitions etc. Assist students with success strategies tailored to help them hurdle barriers. Connect students to resources on campus and in the community. Advocate for students and offer avenues for mentorship amongst the student body, campus, and community. (Registered MFT)       |
| Rojkhaz Haji<br>Student Worker                     | .5  | Work and train per CalWORKs Work-study mandate. Greet students, answer questions, address complaints, answer incoming calls assist students, receive letters, packages etc. Distribute information, prepare outgoing, drafting correspondence, check, sort and forward email. Filing, record keeping, prepare files for counselors' appointments, and scan files to data base. (Farsi, Kurdish, Arabic, Translation)   |
| Stephanie Garcia<br>Student Worker                 | .5  | Greet students, answer questions, address complaints, answer incoming calls assist students, receive letters, packages etc. Distribute information, prepare outgoing, drafting correspondence, check, sort and forward email. Filing, record keeping, prepare files for counselors' appointments, scan files to data base. Assisting updating spreadsheets keeping record of services provided to students. (Spanish Translation)  |
| Sudad<br>Abdulrazak<br>Certified<br>Interpreter    | .5  | Certified translation of documents and program materials, interpreting for counselor appointments, staff, and campus. Aid students in campus navigation of administrative procedures., Greet students, answer questions, address complaints, answer incoming calls assist students, receive letters, packages etc. Distribute information, prepare outgoing, drafting correspondence, check, sort and forward email. Filing, record keeping, prepare files for counselors' appointments, and scan files to data base. (Arabic Translation)   |
| Uhmbaya Laury<br>Student Worker                    | .5  | Work and train per CalWORKs Work-study mandate. Greet students, answer questions, address complaints, answer incoming calls assist students, receive letters, packages, etc. Distribute information, prepare outgoing, drafting correspondence, check, sort and forward email. Filing, record keeping, prepare files for counselors' appointments, and scan files to data base. Assist in researching resources through the community to provide referrals for students.   |
| Yohany Corona-<br>Batalona<br>Adjunct<br>Counselor | .65 | CalWORKs counselor providing academic, career, personal, and county support for students. Complete required academic verification for student's county requirements: approval of classes and hours in county mandated abbreviated education plans. Assist students in career and major exploration enabling students to achieve self-sufficiency. Create comprehensive and abbreviated education plans. Interpret math and English assessment levels and advise students in appropriate courses. Assist students with financial aid requirements such as ESL Education plans, max unit petitions, SAP petitions, etc. Assist students with success strategies tailored to help them hurdle barriers. Connect students to resources on campus and in the community. Advocate for students and offer avenues for mentorship amongst the student body, campus, and community. (Spanish Translation) |

1.8 **STUDENT SUCCESS:** How does your department/program contribute to student success outcomes (i.e. GPA, transfer, completion of educational goal, retention, capacity for future success)?

|                  |  |
|------------------|--|
| <b>Comments:</b> | The CalWORKs Department contributes greatly to student success outcomes in its support of its students academically, occupationally and personally. Counselors meet with students per semester for short term ed plans that keep them in compliance with the county. Counselors review past grades in order to determine a student's compatibility with major, number of units, and personal demands. CalWORKs assists students with many needs that support retention such as, mental health referral, personal support, career inventory, subsidized childcare, transportation support, community and county guidance. Students are given support to achieve goals and information that can benefit the lifelong learning process. |
|------------------|--|

1.9 **STUDENT EQUITY:** Describe how your program identifies and responds to the unique needs of special populations?

|                  |  |
|------------------|--|
| <b>Comments:</b> | The CalWORKs Department consistently strives to identify, respond, and support the needs of its special population. As a program serving some of the most vulnerable populations on the campus, it is imperative that CalWORKs is culturally responsive and able to evolve to meet the student's diverse needs. CalWORKs conducts all hiring with the diversity of its students and range of needs in mind. All student staff and counseling are hired based on being able to listen attentively-engage with cultural humility and unconditional positive regard in all situations. All counselors have a clinical and/or culturally competent educational framework. Additionally, CalWORKs Staff and counselors are a very diverse group representing to the best of our ability the cultural, linguistic, socioeconomic, and diversity of our student population. The CalWORKs Department often suggests and highly encourages reading and viewing of materials which can enrich their knowledge of our student population. Students, staff, and counselors attend training to remain up to date in skills that will assist them being culturally responsive. Most of CalWORKs materials are printed in multiple languages and social media is available to view. All intake materials are designed for interaction with counselors so that students can address their concerns and share their needs with the counselors. Another aspect which has been significantly helpful serving special populations has been our student worker's ability to interact with our students. We have seen our students trust and have a great connection with our student workers who have experienced some of the same struggles. |
|------------------|--|

1.10 **CAMPUS COLLABORATION:** Please describe how your program currently coordinates with other programs on campus. (*Note: Plans for new and improved partnerships are included in Section 4*).

| Partner                | Activities  |
|------------------------|---|
| Admissions and Records | Residency resolutions and CalWORKs Resource Book.                             |
| Adult Reentry          | CalWORKs Resource Book and partner events.                                    |
| A.R.C                  | Partnered with translation, participate in workshops, CalWORKs Resource Book. |
| Student Engagement     | CalWORKs created a campus food pantry and later supported Gizmo's Kitchen.    |
| ASGC                   | CalWORKs Club and WOW Week.   |
| Basic Needs            | CalWORKs Resource Book.   |
| Career Center          | Orientations participated in workshops and shared office space.               |

|   |   |
|---|---|
| Communications                              | Website training.   |
| Cashiers                                    | Parking permits and bus passes for CalWORKs Students who are eligible.  |
| CARE  | Refer students, CalWIN screening to verify student's eligibility for programs, and community events/collaboration.                        |
| EOPS  | Refer students and cross-programmatic academic counseling efforts.  |
| Next Up                                     | CalWORKs Resource Book and refer students.  |
| Child Development Center                    | Refer students and collaborations with basket brigades.   |
| Bookstore                                   | Collaborate for student supplies and book accounts.   |
| Umoja/Puente                                | CalWORKs Resource Book, Workshop invites, CalWORKs Resource Book,   |
| Multiple Campus Depts.                      | CalWORKs Resource Book, work-study placements, basket of brigade, outreach list of resources and partnerships                             |
| SSSP  | Student Success Fair, High school counselor fair, workshops, liaison references for out of school resources,                              |
| General Counseling                          | Counseling training, included in annual distribution of CalWORKs Resource Book  |
| Formerly Incarcerated Students/ Las Colinas | Academic advising, Workshops, and presentations on services we provide for the community.   |
| Veterans                                    | CalWORKs Resource Book (specifically for veterans).   |
| Outreach                                    | Shared ambassadors, participate in events   |
| Professional Development                    | Workshops, Leadership trainings, hunger coalition, Home start, CMSS, PCG, ResCare, County of San Diego and County of San Diego Cal LEARN. |
| Financial Aid                               | Health fee waiver for students who are eligible, workshops for staff, and students who qualify for program, CalWORKs Resource Book.       |

## SECTION 2: ALIGNMENT WITH COLLEGE STRATEGIC PLAN

**PURPOSE OF SECTION 2.1 & 2.2:** Please demonstrate how your department/program links into GC's strategic plans of Outreach, Engagement, Retention and Institutional Capacity.

### Outreach

High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College. Outreach extends from first connection with potential students to enrollment in a class.

### Engagement

A culture of participation among the College community, connecting to specialized events on campus that address cultural competency, social justice, student leadership development and advocacy.

### Retention

A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals at Grossmont College.

### Institutional Capacity

The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

- Use of **information technology & institutional research**
- Process for **identifying achievement gaps**
- Process for **formulating and evaluating solutions**
- Commitment to and capacity for **data-informed decision-making**

2.1 Summarize your program strengths in the following areas (limit to ½ page):

| Strategic Goal: | Strength(s):  |
|-----------------|---|
| Outreach        | <p>CalWORKs Outreach efforts have developed a breadth of partnerships with community organizations in El Cajon and greater San Diego area. These types of community collaborations range from the following services/organizations: food distribution low-income housing mental health services, social services, local high school districts, public libraries, and resettlement and refugee services. The outreach efforts of the CalWORKs department continue to exemplify creativity, sensitivity, and strategic engagement of the diverse yet vulnerable population of low-income community members receiving Cash Assistance or Welfare benefits. Creativity as a strength - an increase in print, video, and other promotional materials were created to streamline logo and branding efforts, as well as to enhance visibility of the program name and its students. Sensitivity as a strength - an ongoing effort to shift the image and negative stigma attached to poverty has influenced our department to produce video content that includes CalWORKs student's voices, experiences, and academic/career, personal goals, and challenges. These videos have been used to highlight the diversity, traumas, resilience, and purpose of our student population. They have been shared with our social media communities, internal campus communities, and program sponsors. Strategic engagement as a strength – a refocusing of our community outreach efforts have aimed to build strategic partnerships with local high schools, housing developments, and human services organizations to form a pipeline of information, communication, and eventually enrollment (or investment from sponsors), to support program longevity and retention. Currently, CalWORKs at Grossmont College is the largest in Region X and students coming on/off aid continue at the college.</p> |



|                        |  |
|------------------------|--|
| Engagement             | The core of CalWORKs engagement with students is its strong diverse, multi-generational counseling, staff, and student workers. The department is committed to breaking the stigma of poverty and encouraging students to see themselves as members of the college community. CalWORKs responsively engages in outreach, scheduling, workshop, orientation, counseling and follow-up etc. by creating a safe judgement free environment for its students to thrive. Students arrive in the CalWORKs Office seeking support in many areas and staff, counselors and student empower and encourage students to be their best selves.                                       |
| Retention              | CalWORKs assists students in crisis daily for a myriad of reasons such as: lack of academic progress, homelessness, food insecurity, county sanction, PTSD, domestic abuse etc. The success the CalWORKs in the area of retention is its safe shame-free environment. Students feel safe enough to come into the office when they are doing poorly and need support -sometimes it is in time to make academic changes, sometimes adjustments with the county must be made. All students get a semester long education plan and students whom counselors have concerns are scheduled to see counselor's mid-semester in addition to be referred to appropriate workshops. |
| Institutional Capacity | In the CalWORKs Department we have such intense relationships with many of our students and so much of the information is personal, we had not gathered much data in the past. Two years ago, we changed our CalWORKs Application to help us gather data more information that we keep in house. This data such as the ages, languages spoken, number of children etc. This data has informed the way that we hire (languages and cultures), the languages we translate and areas in which we need to learn more. In the process of program review we have been identifying ways to gather more data in order to make more informed decisions.                           |

2.2 Summarize your program challenges in the following areas (limit to ½ page):

| Strategic Goal: | Challenge(s):   |
|-----------------|---|
| Outreach        | CalWORKs is fortunate in that there are no geographical restrictions on outreach. The current challenges are systemic community challenges that prevent parents in poverty from seeking higher education as a path towards economic self-sufficiency. Misogyny, racial, religious and socio-economic discrimination all play a role in the level in which CalWORKs Outreach can interact with those effecting change. Engaging community members at community events and/or conduction informational presentations about CalWORKs program benefits in higher education is an ongoing challenge as low wage paying employment is usually the agenda presented to CalWORKs Students. Current political climate and legislation regarding immigrant, refugee and asylum seekers have negatively impacted the number of individuals seeking to attend school, due to fear of discrimination, being subject to illegal procedures, or unwarranted speculation of an individual's compliance in their welfare to work case. Nonetheless, our Outreach efforts continue to confront these challenges by continuing to education/inform the public of the benefits of becoming a CalWORKs student and to dispel any misinformation that deters enrollment in higher education. On campus in-reach is slowly taking shape through the CalWORKs Club and faculty participation. Unfortunately, misogyny, racial, religious and socio-economic discrimination are all barriers to the college and community. |

|                        |   |
|------------------------|---|
| Engagement             | <p>The nature of our program demands significant engagement assisting students with personal, academic and career issues. Our efforts to engage community members via events, food distributions, apartment complexes, etc., have been successful in recruitment from greater San Diego Community, as well as strengthening relations with community organizations/members. On campus, specifically, despite highly trained culturally responsive counselors one the department challenges are the lack of continuity that staffing with adjunct counselors presents. CalWORKs Students have often faced traumatic events and feel frustrated that they must create trust with new counselors. The department works hard to create an atmosphere that is welcoming, to overcome that deficient, but students in crisis do not always understand this problem.</p> |
| Retention              | <p>We see challenges with retention since students can go on and off cash aid with frequency, in addition to the fact that students are facing serious needs in our program and often leave school or have difficulty with grades. The number of CalWORKs Students can fluctuate a great deal during any given semester, which can be challenging as they relate to staffing and support both clerically and linguistically.</p>  |
| Institutional Capacity | <p>CalWORKs Departmental Challenges with institutional capacity have been creating systems that identifying and monitoring achievement gaps. We have been able to utilize data to enable staff and counselors to know more about our populations. Additionally, we are in the process of adding more survey information in the multiple languages.</p>  |

## SECTION 3: PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

**PURPOSE OF SECTION 3.1 & 3.2:** To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

- 3.1 Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section (duplicate table as needed).

|                                     |  |
|-------------------------------------|--|
| <b>SSPR Recommendations:</b>        | Following the last Student Services Program review, no recommendations were made to the CalWORKs department. |
| <b>Response to Recommendations:</b> | Not applicable   |

|                                     |  |
|-------------------------------------|--|
| <b>SSPR Recommendations:</b>        |  |
| <b>Response to Recommendations:</b> |  |

|                                     |  |
|-------------------------------------|--|
| <b>SSPR Recommendations:</b>        |  |
| <b>Response to Recommendations:</b> |  |

- 3.2 If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

|                  |   |
|------------------|---|
| <b>Comments:</b> | Following the last program review, the CalWORKs Department has been externally audited by a team from the California Community Colleges Chancellor's Office and internally audited by the Grossmont-Cuyamaca Community College District Office. Both audits were considered successful and noted as "clean audits". No shift of procedures was recommended. |
|------------------|---|

## SECTION 4 – STUDENT OUTCOMES

**PURPOSE OF SECTION 4:** To access practices used to achieve Student Service Outcomes (SSOs) and Student Learning Outcomes (SLOs). SSOs and SLOs allow faculty, staff, administrators, and institutional researchers to assess the impact of services and instruction.

### Grossmont College Student Services Outcome:

*Students will have **access** to a **spectrum of services** that respond to their **needs**, provide **quality information**, and are delivered with **authentic care**.*

*Inquiry questions below are offered as a guide for reflection about services, successes, challenges, and goals. Each individual department or program is invited to identify its own unique approach in addressing the various SSO components.*

|   | Inquiry questions...  |
|---|---|
| <p><b>Access</b><br/>CalWORKs must be equipped to grow and reduce significantly during any given semester. This reason is in part due to Grossmont College CalWORKs contract with the State of California that students will be admitted at any time. Additionally, CalWORKs students go on and off aid as well as struggle to meet basic needs and drop out of the program. One of CalWORKs mandates is to train student workers student workers, and this support has been critical in supporting our shifting numbers. Counselors are booked a week in advance except for peak periods- which can have students wait two weeks to see a counselor. Students can call, email or come to the office.</p> | <p>How many students can we serve? What is our capacity? How many students do we turn away? How long do they have to wait for help? What is the process to request and receive assistance?</p>      |
| <p><b>Services</b><br/>Students have access to counseling, mentorship, childcare, books, ancillary school fees and transportation. Students will receive an in-depth orientation with an explanation of the services available. Counselors explain the services available and assist students in determining if they are applicable. Since CalWORKs is a very high touch program, students are often walked over to other departments if the students are unfamiliar with them.</p>   | <p>What types of resources do we offer? How do students know about them? How do they know which one is right for them? Do we have an effective referral process across departments?</p>             |
| <p><b>Needs</b><br/>The CalWORKs Department conducts a verbal needs assessment for students at every appointment. The needs assessment is more thorough during the orientation as students as students could be coming in as refugees, former domestic violence survivors and in the initial stages of a great many life changes. Our department’s focus is on assisting underserved students; therefore, we are continually updating our resources and above all- listening to the needs our students so that we can shift and grow to serve them effectively.</p>   | <p>Have we asked what students need? Is our service plan designed to respond? Do we recognize the patterns of service demand? How do we take into account the needs of underserved populations?</p> |
| <p><b>Quality information</b><br/>The CalWORKs Department stays updated by attending pertinent meetings on campus in addition to trainings and workshops. CalWORKs</p>  | <p>How do we stay updated? How do we foster collaboration with instruction? How do we participate in campus initiatives?</p>  |

|  |  |
|--|--|
| <p>joins in college planning sessions, student services counsel, academic senate, chairs and coordinators in addition to finding ways for its faculty and students to be a part of campus initiatives. We have weekly staff meetings and the full-time counselor updates adjuncts on new information. CalWORKs holds most trainings in the later evenings, Friday afternoons and on weekends to minimize student impact.</p>   | <p>How do legislative decisions affect us? What tools and resources make us more effective? How do we ensure that all department members have access to relevant training and information? How are trainings scheduled to have the least impact on student access?</p>   |
| <p><b>Authentic care</b><br/>Authentic Care is an area in which the CalWORKs Department devotes a great deal of dedication. Documentation such as webpages, social media letters, and counter signage is welcoming. CalWORKs strives to offer as much translation as possible to support students. Students facing multiple barriers and struggling with poverty are often frustrated as their lives can hang in the balance by a county error or car breakdown. CalWORKs Staff engages with students warmly and provides a supportive space in which to heal and grow. CalWORKs for the past three years has been actively increasing its engagement on campus through the creation of a student club, events, newsletters, social media all aimed at creating an appreciation and awareness for the richness and diversity of the CalWORKs Student. We will be starting a summer work experience project which will integrate students with the CalWORKs Club for support. Additionally, we will also have a counseling course which will work to build confidence and integrate students with the campus.</p> | <p>What is the "tone" of our written communications (letters, email, webpages, counter signage)? Is our messaging clear and comprehensible? How do we convey our commitment to service? Do we listen to students' concerns and frustrations? Do we have a strategy to improve their experience and build their confidence?</p> |

4.1 How does the population you serve assess your department/program? Describe the various methods by which students provide feedback to your department or program.

|                         |  |
|-------------------------|--|
| <p><b>Comments:</b></p> | <p>As oral tradition/community interaction are a cornerstone of many of the communities we serve- students are more likely to share positive and negative feedback with those representatives. Weekly counselor meetings coupled with staff meetings are a place where oral feedback from students is shared. Cultural representatives keep in close contact with program specialist and coordinator for immediate concerns that must be addressed. We are exploring utilizing department iPad for surveys in many languages for the future.</p> |
|-------------------------|--|

4.2 Student Service Outcomes (SSO): Services

Please use the table to fill in the appropriate information regarding:

- Department/program SSO to be measured
- Indicate linkage to the GC Student Services Outcome (checkbox)
- Assessment Tool - Briefly describe assessment tool
- Next Steps/Timeline– Indicate 4-semester plan to implement the SSO assessment process

|   |   |   |  |  |
|---|---|---|--|--|
| GC SSO components<br>(Check all that apply)<br><input checked="" type="checkbox"/> Access<br><input checked="" type="checkbox"/> Services<br><input checked="" type="checkbox"/> Student needs<br><input checked="" type="checkbox"/> Quality information<br><input checked="" type="checkbox"/> Authentic care | Dept/Program SSO  | CalWORKs Student who complete the orientation process will complete county approved abbreviated educational plan. |  |  |
|   | Assessment Tool   | State regulations and San Diego County CalWIN System, MIS, SARS, excel tracking.                                  |  |  |
|   | Next Steps & Timeline   |   |  |  |
| Semester 1  | Semester 2  | Semester 3  | Semester 4   |  |
| Monitor County of San Diego Services receipt of services- a<br>This is an ongoing SSO   | Review often changing state regulations.<br>Create spreadsheet to compile data collected. | Review often changing state regulations. Review data to make necessary shifts.                                    | Review data make shifts.<br>Review often changing state regulations. Update orientation procedures and information based on data collection. |  |

|   |  |  |  |  |
|---|--|--|--|--|
| GC SSO components<br>(Check all that apply)<br><input checked="" type="checkbox"/> Access<br><input checked="" type="checkbox"/> Services<br><input checked="" type="checkbox"/> Student needs<br><input checked="" type="checkbox"/> Quality information<br><input checked="" type="checkbox"/> Authentic care | Dept/Program SSO   | CalWORKs Students will have comprehensive (global) education plan.                               |  |  |
|   | Assessment Tool  | SARS, CalWIN, Perceptive Content, CalWORKs Filing System   |  |  |
|   | Next Steps & Timeline  |  |  |  |
| Semester 1  | Semester 2   | Semester 3   | Semester 4   |  |
| Monitor County of San Diego Services receipt of services- is the most important measure of student persistence.<br>Review files .This is an ongoing SSO   | Student files reviewed and students called in to complete ed plan.<br><br>This is an ongoing SSO | Student files reviewed and students called in to complete ed plan.<br><br>This is an ongoing SSO | Student files reviewed and students called in to complete ed plan.<br><br>This is an ongoing SSO |  |

|   |                           |  |                           |  |
|---|---------------------------|--|---------------------------|--|
| GC SSO components<br>(Check all that apply)<br><input type="checkbox"/> Access<br><input checked="" type="checkbox"/> Services<br><input checked="" type="checkbox"/> Student needs<br><input type="checkbox"/> Quality information<br><input checked="" type="checkbox"/> Authentic care | Dept/Program SSO          | State Work-study Program academic and employment persistence |                           |  |
|   | Assessment Tool           | Workday, mandated counselor appointment, excel spreadsheet   |                           |  |
|   | Next Steps & Timeline     |  |                           |  |
| Semester 1  | Semester 2                | Semester 3   | Semester 4                |  |
| Ongoing –tracked by Excel   | Ongoing –tracked by Excel | Ongoing –tracked by Excel                                    | Ongoing –tracked by Excel |  |

### 4.3 Student Learning Outcomes (SLO): Workshops

|   |   |   |   |  |
|---|---|---|---|--|
| GC SSO components<br>(Check all that apply)<br><input checked="" type="checkbox"/> Access<br><input checked="" type="checkbox"/> Services<br><input checked="" type="checkbox"/> Student needs<br><input checked="" type="checkbox"/> Quality information<br><input checked="" type="checkbox"/> Authentic care | Dept/Program SSO  | Students will have a summer hour community service project.   |   |  |
|   | Assessment Tool   | SARS, EXCEL   |   |  |
|   | Next Steps & Timeline   |   |   |  |
| Semester:   | Semester:   | Semester:   | Semester:   |  |
| Creation of workshop curriculum, multi-lingual outreach and advertising. Pre-survey and post survey creation.   | Informed shift of curriculum, outreach/advertising of workshop and survey based on survey data collection and review. | Informed shift of curriculum, outreach/advertising of workshop and survey based on survey data collection and review. | Informed shift of curriculum, outreach/advertising of workshop and survey based on survey data collection and review. |  |

### Student Learning Outcomes (SLO): Courses

#### **Section 4.4 – 4.12 Applicable only to departments/programs that offer courses of instruction.**

4.4 Please use the table to fill in the appropriate information regarding:

- SLOs measured
- Assessment Tool - Briefly describe assessment tool
- Assessment Analysis - Summarize the assessment results; discuss what student needs and issues were revealed
- Next Steps/Timeline - How will you address the needs and issues revealed by the assessment?

Currently we do not teach courses of instruction.

Starting Fall 2019 we will have a course – will include in future program review.

(Sections 4.4 - 4.12 removed: N/A)

## INSTITUTIONAL LEARNING OUTCOMES

**PURPOSE OF SECTION 4.14:** To describe how Institutional Student Learning Outcomes (ISLOs) are supported by your department/program.

4.14 Check each ISLO supported by your program. Please describe two examples of how the work of your department or program links to the selected ISLO(s).

| ISLO   |   | Description  |
|--|---|--|
| x  | <b>Critical &amp; Creative Thinking</b> | <p>Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion.</p> <p>Students will analyze, connect, and synthesize ideas in order to creatively solve problems.</p> <p>Students will demonstrate competence in interpreting and working with quantitative and qualitative data to weigh evidence, support arguments, and solve problems in everyday situations.</p> |
| <p><b>Comments:</b><br/>           Students are given exposure to state, county and school guidelines Counselor review information with them and explains the applicable rules.</p> <p>Students are provided with multiple resources to solve problems. A counselor or another student helps them to understand which resources apply to them and students will follow up in solving problems.</p> <p>CalWORKs Students are given multiple resources in order to solve their problems. They must study and select options that are applicable.</p> <p>CalWORKs Students are often faced with challenges in their personal and family funding that are shifted without warning which requires creative thinking to manifest the help they need.</p> |   |  |
| x  | <b>Communication Skills</b>             | Students will communicate effectively through reading, writing, speaking, and listening.   |
| <p><b>Comments:</b><br/>           In the CalWORKs Department students are given the opportunity to work with translators if they are not able to communicate in English effectively.</p> <p>CalWORKs Students are given opportunity to express themselves through writing or speaking. Additionally, students can listen through auditory prompts and visual multi-media aids.</p>  |   |  |
| x  | <b>Global &amp; Local Perspectives</b>  | <p>Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live.</p> <p>Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.</p>  |



**Comments:**

Students are expected to respect students around them in the office and guidelines at orientation state this.

Any student who does not respect others is strongly counseled and can be referred to the dean.

The CalWORKs department staff is very sensitive to a creating a community of respect as we have many of varied religions in the department with a history of tension.

|   |  |   |
|---|--|---|
| x | <b>Technology &amp; Information Skills</b> | Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly.<br><br>Students will demonstrate skill in the use of technology and its ethical and responsible applications. |
|---|--|---|

**Comments:**

While not all students can read or listen in English. CalWORKs provides social media and video infomercials to explain program benefits for students. In so wherever this is possible translation is provided.

|   |                                 |  |
|---|---------------------------------|--|
| x | <b>Life &amp; Career Skills</b> | Students will engage in self-reflection to cultivate their personal development and well-being.<br><br>Students will engage in and interpret various forms of creative expression.<br><br>Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities. |
|---|---------------------------------|--|

**Comments:**

Students are asked questions by counselors in the orientation and in subsequent appointments that require self-reflection.

CalWORKs Students both as clients and in the capacity of being work study are given best practices for work/life communications

## SECTION 5 – STUDENT DATA

**PURPOSE OF SECTION 3.1:** To use Key Performance Indicators (KPIs) to demonstrate the following:

- Scale of operation
- Efficiency
- Effectiveness

Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 3.2.

5.1 If applicable, report data showing the quantity of services provided the past two academic years (refer to services listed in Section 1.7).

| KPI or Service:   | Year 1 Quantity<br>2016-2017: | Year 2 Quantity<br>2017-2018: |
|---|-------------------------------|-------------------------------|
| Orientation   | 418                           | 399                           |
| Abbreviated Education Plan                                | 710                           | 1129                          |
| Petition  | 40                            | 67                            |
| Counseling & Placement                                    | 472                           | 290                           |
| Advising  | 631                           | 827                           |
| Transfer  | 509                           | 254                           |
| Comprehensive Ed Plan                                     | 464                           | 402                           |
| Personal  | 609                           | 665                           |
| County, Legal, Advocacy Community and on Campus Referrals | 688                           | 732                           |

**PURPOSE OF 5.2:** Summarize findings of additional data provided by the Data Liaison.

|                  |  |
|------------------|--|
| <b>Comments:</b> | N/A At this time we do not have a data liaison |
|------------------|--|

**PURPOSE OF SECTION 5.3 & 5.4:** To examine the trends represented in the data from 5.1 - 5.2.

5.3 What does the data illustrate about your department's contribution to student success outcomes (i.e. increase GPA, promote transfer, support completion of educational goal, improve retention, strengthen capacity for future success)? As compared to previous years.

|                                   |  |
|-----------------------------------|--|
| <b>Comments:</b>                  | The data is difficult to interpret due to rises and falls in the program population. |
| <b>Comparison to prior years:</b> | The numbers of appointments shift, and change based on student population shifts.    |

5.4 What story does your data tell about efficiency, responsiveness, timeliness, and number of service requests? (Use bulleted list and limit to ½ page).  
Does the data suggest any areas of need or gaps in service?

|                  |  |
|------------------|--|
| <b>Comments:</b> | The story this data tells is that the CalWORKs Program must be flexible as numbers of appointments and the reasons for them is ever changing. Students are encouraged to complete career assessment, educational counseling and follow-up with the department. Additionally, students are given a safe space |
|------------------|--|

|                   |  |
|-------------------|--|
|                   | where rapport and trust can be built which fosters open communication which in turn allows staff to offer solutions to problems. |
| <b>Need/gaps:</b> | There are gaps in the information about student's performance and completion rates   |

## SECTION 6 – GOALS & IMPROVEMENT

**PURPOSE OF SECTION 6.1 – 6.3:** To describe the main goals and objectives for the program. *Goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.*

6.1 What were your goals in the last program review cycle, and did the program achieve those goals?

|                 |  |
|-----------------|--|
| <b>Goal 1:</b>  | To promote accessibility to historically underserved and underprepared populations, particularly student parents of color.   |
| <b>Results:</b> | <p>Since the past program review, CalWORKs has created a strategic outreach plan and presented in numerous locations serving specific ethnic, religious and single parents. This has yielded an increase in number of students who were welcomed to the department prior to walking in the door. The department increased its interaction with service providers, county agencies and community partners for further collaboration. Additionally, faculty have presented on campus at events, meetings and for in-reach opportunities on the campus so that we can provide information about our students and in turn they feel more welcome at Grossmont College. In addition, the CalWORKs Program created a in-reach plan to help faculty, staff, and administrators better understand our program and hopefully gain an appreciation for the students diversity and vibrancy. In order to help the department in outreach in reach the department has created newsletters, brochures, resource book, children's coloring book CalWORKs Club, website, social media sites, calendars, fliers for events, videos and orientation packets. Lastly, CalWORKs has updated its forms, fliers and orientation in as many languages as possible.</p> <p>See Appendices:</p> <ul style="list-style-type: none"> <li>Appendix G- Letter of introduction to Campus</li> <li>Appendix H- CalWORKs Department information Card</li> <li>Appendix -J,O,P,Q, X Social Media (Facebook,Instagram,Snapchat,YouTube) Website</li> <li>Appendix –K, L,M Holiday Party, Graduation Lei Sales, Basket Brigade Fliers</li> <li>Appendix-N CalWORKs Club information card</li> <li>Appendix-R, S Resource book 2017-18,2018-2019</li> <li>Appendix-T,U, V Newsletters Spring 2018, Fall 2018 and Spring 2019</li> <li>Appendix W- Children's coloring activity book</li> <li>Appendix I,Y,Z-Financial Aid Assistance Flyer, Arabic Orientation Title Page, Orientation Handbook</li> <li>Appendix AA, AB- 2018, 2019 CalWORKs Calendar</li> </ul> |

|                 |  |
|-----------------|--|
| <b>Goal 2:</b>  | Increase of space for optimal department function.   |
| <b>Results:</b> | Since the last program review, the CalWORKs Program has moved office spaces. This space shift has meant that counseling staff have office space to accommodate student appointments on all days of the week. Additionally, the coordinator has a designated office five days per week. While the new space is further, from student services, this has given the department an opportunity to inform students of the new space- even using a drone to map the directions. Lastly, while the space for student reception area and storage has been decreased the move has been overwhelmingly positive. |

|                 |   |
|-----------------|---|
| <b>Goal 3:</b>  | To provide staff continuity in CalWORKs Program with full-time counseling representation.   |
| <b>Results:</b> | Since the last program review a full-time counselor/coordinator has been hired and another full-time counseling position has been approved for hire. The continuity of a full-time coordinator has meant CalWORKs is represented on campus in meetings and on committees. Additionally, all forms have been updated/ created new forms created, community/county connections strengthened, CalWORKs Website/social media has been created, peer advisors trained, five academic counselors utilizing cultural humility and social work expertise hired, regular staff meetings and retreats, faculty written program review, expanded data collection and expanded academic personal, career county services offered to students. The addition of a full-time counselor will mean further continuity for students and the ability for further representation on campus. |

6.2 Identify your most successful activity or intervention, and its relationship to program/department goals. Describe the activity and how it was a success (including supporting data). Do you have plans to scale-up this activity to serve additional students?

|                  |  |
|------------------|--|
| <b>Comments:</b> | Our most successful activity was the creation of the resource book. This activity was a multi-lateral fulfillment of goals in the areas of campus in-reach, community outreach and most importantly supporting students on the campus and in our department. |
|------------------|--|

6.3 Identify your least successful activity or intervention, and its relationship to program/department goals. Describe how it was unsuccessful (include challenges or obstacles encountered). What changes have you made as a result of this experience?

|                  |  |
|------------------|--|
| <b>Comments:</b> | Our least successful activity was a series of summer workshops in 2017 held for students needing hours. We had a very low amount of attendance due to our lack of connection with the providers. We took a year off from workshops and worked more closely with the providers and have talked to the students to see what they need. We will do a workshop in a hybrid online and in-person model this summer 2019 and will share the data in the next program review. |
|------------------|--|

**PURPOSE OF SECTION 6.4 – 6.10: The committee wants to gauge efforts related to quality, vitality, and responsiveness to student needs; and also review how these efforts inform department improvement and refinement.**

6.4 Please describe any programmatic changes in your department/program (i.e. modifications to organizational structure, addition or deletion of services, policy or procedural adjustments) during the last 3 years; and the process used to implement the changes.

|   |                                    |
|---|------------------------------------|
| <b>Program change:</b>                            | <b>Process used to implement:</b>  |
| Organizational Structure- Hiring of a Coordinator | Grossmont strategic hiring process |

|   |   |
|---|---|
| Procedural Adjustment- Requirement of students to bring schedule and textbook list. | In meetings with providers it was determined that they needed more thorough information from students. As a staff we discussed the most efficient way to get students get into the habit of bringing information with understanding of possible barriers such as language or lack of printer. Upon implementing the procedural adjustment students were emailed the procedural adjustment and they were told in their appointment reminder call. When students came for their appointments, they were given a plastic card if they did not bring documents requested. The plastic card alerted counselor that they were missing documents and student was told they would be seen this time but in subsequent appointments they would need to reschedule. |
|   |   |

6.5 Explain how external factors (e.g. state budget, local economy, local job market, changes in technology, similar program or service at neighboring institutions) influence your department or program and describe any measures that have been taken to respond to these factors.

|                  |   |
|------------------|---|
| <b>Comments:</b> | The CalWORKs Department is highly affected by state budgets, local economy, local job market and service at neighboring institutions (county providers). In addition to its being imperative that the CalWORKs Program remains flexible and fluid as its numbers rise and fall often- county rules and state regulations change often, and CalWORKs must shift and adapt accordingly. The staff, counselors and student workers have a very high touch approach with student which enables the department to explain shifts to students. Additionally, staff, counselors and student workers are consistently informed of shifts to information so they can provide high quality information. |
|------------------|---|

**GOALS: Next Three-Year Cycle**

6.6 Please describe the process by which your program/department identifies goals and reflects on progress.

|                  |  |
|------------------|--|
| <b>Comments:</b> | The program/identifies goals with a deep understanding of the needs of CalWORKs Students as well as the missions of the State of California, County of San Diego and Grossmont College. The staff, student workers and counselors meet regularly, and goals are discussed and planned. |
|------------------|--|

6.7 Make a rank ordered list of priority goals for your department/program for the next three-year cycle. Refer to "SMART" Goal standards and Grossmont's strategic plan.

**Smart Goals: Specific – Measurable – Achievable – Relevant – Time-Bound**

**Strategic Plan (see Section 2)**

|  |                                 |   |
|--|---------------------------------|---|
| <b>Alignment w/ GC Strategic Plan</b><br><small>Check all that apply</small><br><br><b>X Outreach</b><br><b>x Engagement</b><br><b>X Retention</b> | Goal #1:                        | <b>Create a Counseling 120 Course for CalWORKs Students</b>   |
|  | Linkage to dept. or GC SSO:     | <b>Link to SSO</b> to promote accessibility to historically underserved and underprepared populations, particularly student parents of color. |
|  | Description:                    |   |
|  | Problem or gap being addressed: | Increase engagement and retention and connection to the campus.   |

|                              |              |   |
|------------------------------|--------------|---|
|                              | Action Plan: | Put in request for course with the department of Counseling, Create Curriculum, conduct outreach, select instructor, choose books and testing supplies. |
| Institutional Capacity (IC): |              |   |

|   |                                 |  |
|---|---------------------------------|--|
| <b>Alignment w/ GC Strategic Plan</b><br>Check all that apply<br><br><b>X Outreach</b><br><b>X Engagement</b><br><b>X Retention</b> | Goal #2:                        | Creation of a community service-learning workshop for students in the summer   |
|   | Linkage to dept. or GC SSO:     |  |
|   | Description:                    | An eight week in person/online hybrid service-learning project. Program designed to teach students how to serve the community of their fellow CalWORKs Students. |
|   | Problem or gap being addressed: | Many students do not have a way to meet educational requirements fulfilled with hours over intersession and summer break   |
|   | Action Plan:                    | Planning of curriculum, social media and fliers to promote project. Determination of instructors and project plan.   |
| Institutional Capacity (IC):  |                                 |  |

6.8 Answer the following questions related to **Student Equity** and your department's efforts to address achievement gaps in special populations.

**Access:** How do you ensure that students from special populations have access to your services?

|                  |   |
|------------------|---|
| <b>Comments:</b> | We ensure access by utilizing multi-platforms such as: multi-lingual forms, documents and translators in office. Additionally, our information can be accessed by web and social media. |
|------------------|---|

**Support:** How will you increase or improve support to special populations to promote their success?

|                  |   |
|------------------|---|
| <b>Comments:</b> | Increasing support by providing opportunities for students to engage with the campus. |
|------------------|---|

### CAMPUS COLLABORATION

6.9 Please describe plans for improved collaboration (refer to Section 1.10) or new partnerships across campus. Indicate the expected positive impact on student success, as well as on program and institutional effectiveness.

| Partner  | Plans for New (N) or Improved (I) collaboration              | Positive impact  |
|----------|--|--|
| TLC      | (N) assist in identifying tutors with multi-lingual capacity | Assist in engagement with multiple communities on campus. Assist with retention for students who cannot find tutors in their language while learning English |
| Outreach | (I) Provide CalWORKs Staff for ambassador outreach training  | Collaboration in presentations regarding CalWORKs to Outreach ambassadors.   |

6.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

|                  |  |
|------------------|--|
| <b>Comments:</b> |  |
|------------------|--|

## SECTION 7 – STAFFING, FACILITIES & RESOURCE NEEDS

**PURPOSE OF SECTION 7.1-7.3:** To examine current levels of staffing as it relates to department function.

7.1 For reference, please copy and paste staffing summary from Section 1.7

| <b>Position/Name</b>                            | <b>FTE</b> |
|---|------------|
| Adil Najjar<br>Student Worker                   | .5         |
| Bojin Haji<br>Student Worker                    | .5         |
| Bill Rapolla<br>Account Clerk II                | 1.0        |
| Cristina Carrillo<br>Adjunct Counselor          | .65        |
| Finley Cazzorla<br>Student Worker               | .5         |
| Fiorela Olivari<br>Student Worker               | .5         |
| Gerardette Nutt<br>Program Specialist           | 1.0        |
| Gabrielle Gosselin<br>Counselor and Coordinator | 1.0        |
| Jermaine Simpson<br>Adjunct Counselor           | .65        |
| Joanne Gorguis<br>Student Worker                | .5         |
| Jose Dizon<br>Student Worker                    | .5         |
| Markus Berrien<br>Adjunct Counselor             | .65        |
| Marie Robinson<br>Hourly Clerk                  | .5         |
| Michelle Rowe-Odom<br>Adjunct Counselor         | .65        |
| Nabeel Shano<br>Student Worker                  | .5         |
| Ojore Bushfan<br>Adjunct Counselor              | .65        |
| Rojkhaz Haji<br>Student Worker                  | .5         |
| Stephanie Garcia<br>Student Worker              | .5         |
| Sudad Abdulrazak<br>Certified Interpreter       | .5         |
| Uhmbaya Laury<br>Student Worker                 | .5         |
| Yohany Corona-Batalona<br>Adjunct Counselor     | .65        |

7.2 How do these positions contribute to basic department function and/or the success of students in the program?

|           |  |
|-----------|--|
| Comments: | The CalWORKs Department is mandated to have student workers and they are a crucial part of the program. Student workers, staff and counselors all collaborate to serve students in a culturally responsive, multilingual manner. The department has effective student workers who create trust and assist staff and counselors in student support. |
|-----------|--|

7.3 Are the current levels of staffing adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly workers. If available, provide supporting documentation.

|           |   |
|-----------|---|
| Comments: | Currently, we have one full-time counselor and the other portion of the staff is adjunct, this can make collaboration difficult and continuity for students a challenge. However recently a new counselor hire was approved. Optimal staffing would include two full time counselors (one to be hired) and a coordinator (currently in place). One program specialist (currently in place) and administrative assistant and an account clerk senior (currently in place) and 6 student workers. |
|-----------|---|

**PURPOSE OF SECTION 7.4 – 7.6: To determine how departments utilize various campus facilities and the impact on student service delivery and access.**

7.4 List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

|             |  |
|-------------|--|
| Facilities: | Our department utilizes a five-office portable office. |
|-------------|--|

7.5 Are the spaces listed in 7.4 adequate to meet the program’s educational objectives? Yes  No

- If you checked ‘Yes’, please explain how your department/program effectively utilizes its space in support of its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- If you checked ‘No’, please describe the current use of facilities and your department’s efforts to ensure optimal use of existing space. Please indicate any specific facility needs of your program and explain how space limitations inhibit your department’s ability to adequately meet its educational objectives.

|      |  |
|------|--|
| Yes: |  |
| No:  |  |

7.6 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

|           |     |
|-----------|-----|
| Comments: | N/A |
|-----------|-----|

**PURPOSE OF SECTION 7.7: Please list significant resource needs that should be addressed currently or in near term. For each request, identify which goal guides this resource need (refer to Section 6.7).**

7.7 Fill in the table with your resource needs – indicate the guiding goal, type of request, and brief description.



| Indicate which goal(s) guide this need: | *Type of Request:<br>P, T, PH,<br>PD, O | Brief description: |
|---|---|--------------------|
| None currently                          |   |                    |
|   |   |                    |
|   |   |                    |
|   |   |                    |

\*Type:  
P = Personnel: list faculty and staff in order of priority  
T = Technology  
PH = Physical: list facility resources needed for safer and appropriate delivery of services  
PD = Professional Development: list need for professional development resources in priority order  
O = Other: list any other needed resources in priority order

7.8 Describe any concerns or possible threats to the function or integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time instructors, addition of new programs, funding issues, etc.

|                  |                 |
|------------------|-----------------|
| <b>Comments:</b> | None currently. |
|------------------|-----------------|

**PURPOSE OF 7.9: The committee is looking to recognize department/program efforts for outside funding.**

7.9 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

|                  |      |
|------------------|------|
| <b>Comments:</b> | None |
|------------------|------|

## SECTION 8: COMMENTS & RECOMMENDATIONS

**PURPOSE OF SECTION 8.1 & 8.2:** To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.

8.1 Please rate the level of your agreement with the following statements regarding the program review process:

1. This year's program review was valuable in planning for the continued improvement of our department/program.
2. Analysis of the program review data was useful in assessing department/program outcomes and current status in multiple areas.

| Question:                           | Strongly Agree | Agree                    | Neither Agree or Disagree | Disagree                 | Strongly Disagree        |
|-------------------------------------|----------------|--------------------------|---------------------------|--------------------------|--------------------------|
| 1. SSPR Value                       | x              | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Useful for Analysis & Assessment | x              | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |

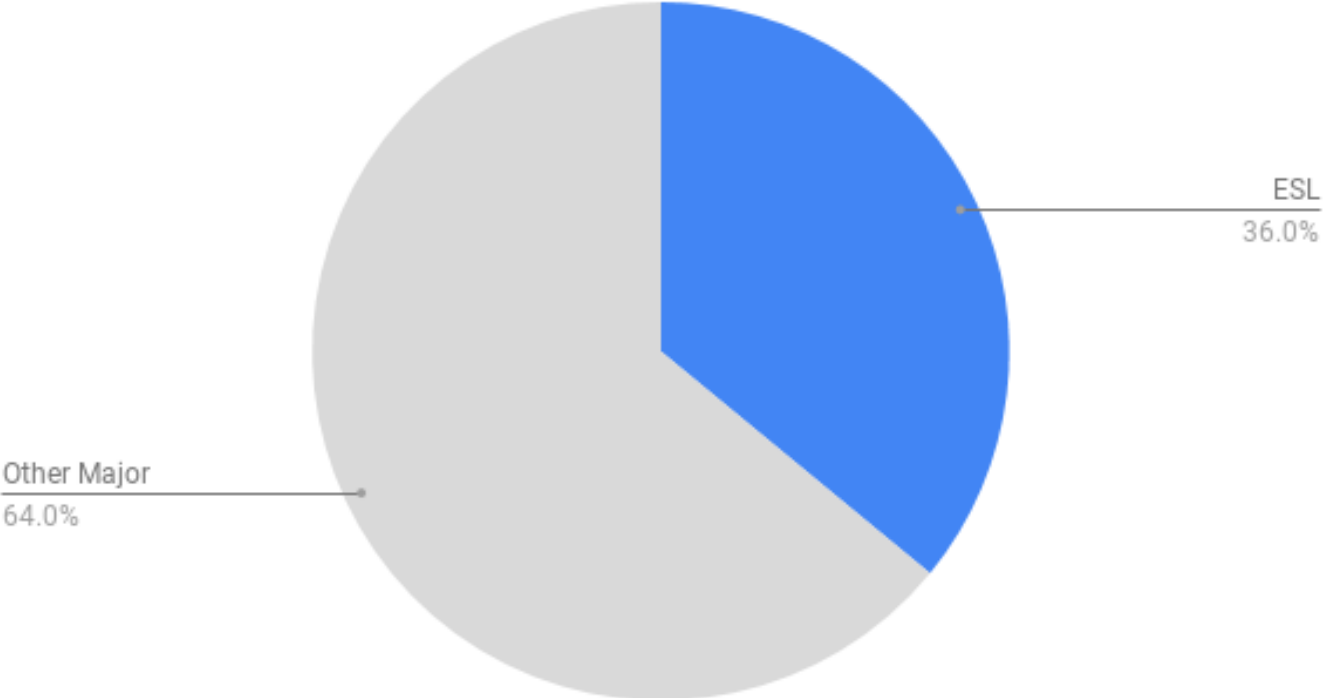
8.2 How could SSPR be improved to assist your department/program in completing the self-study?

|                  |                           |
|------------------|---------------------------|
| <b>Comments:</b> | No suggestions currently. |
|------------------|---------------------------|

# Appendices

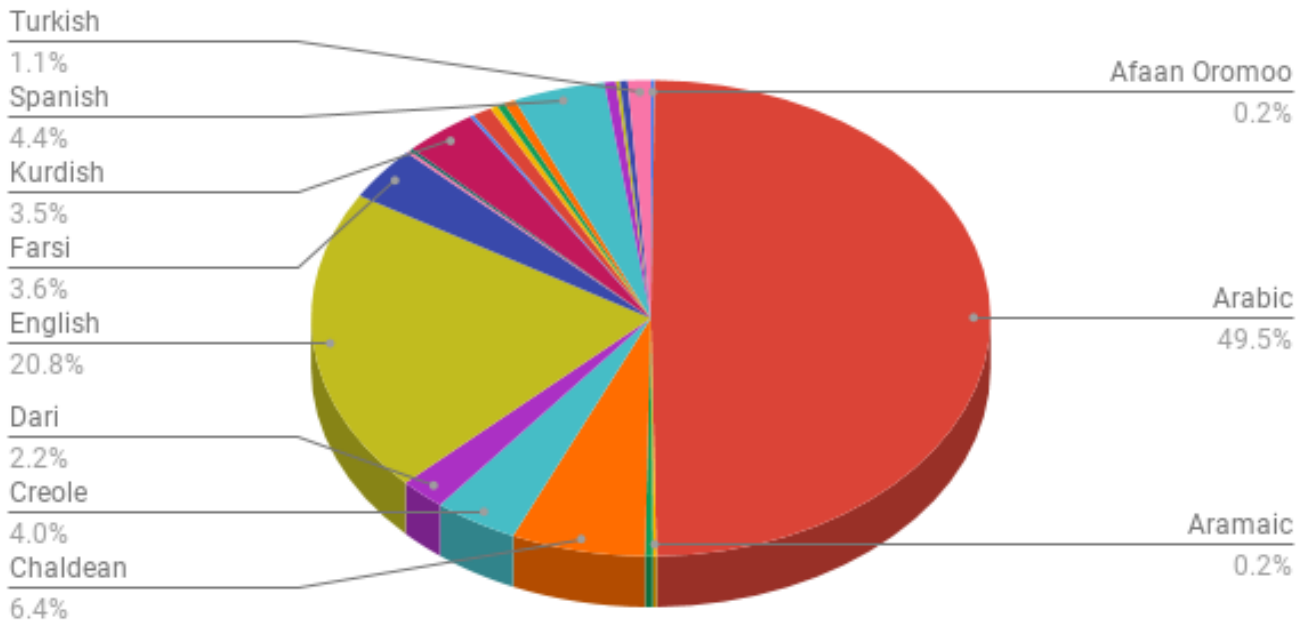
## Appendix A

### ESL Students in CalWORKs



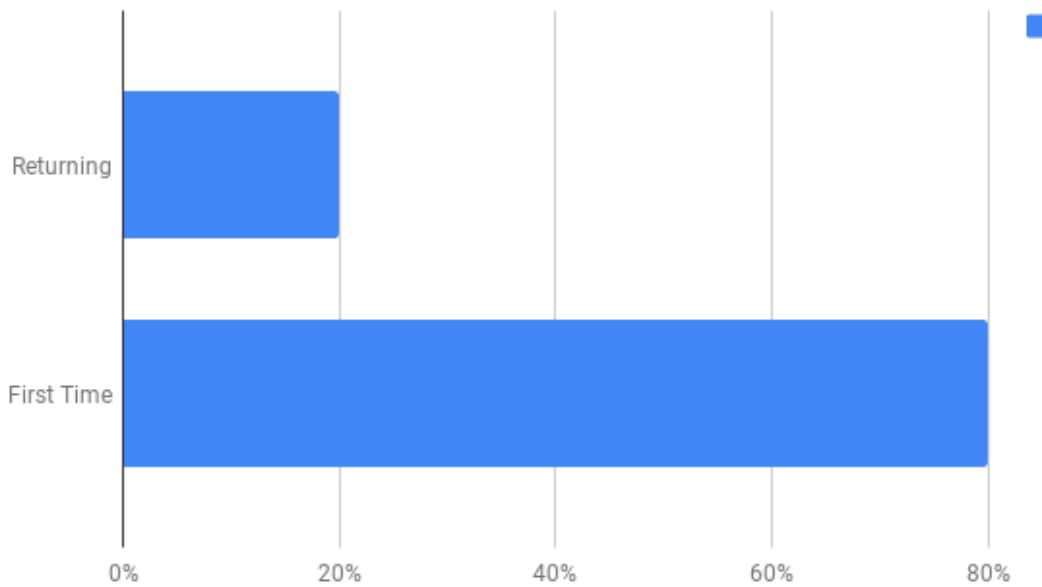
Appendix B

### CalWORKs Student Languages



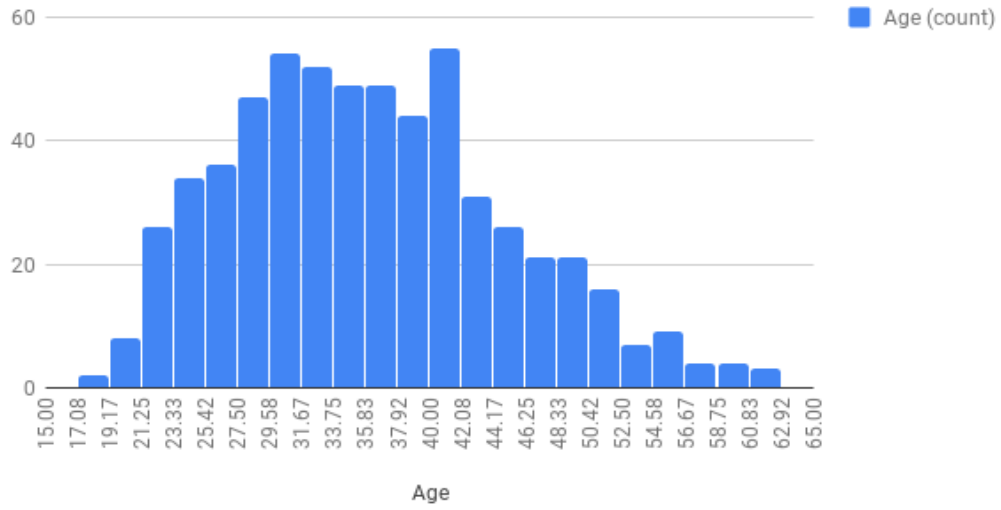
Appendix C

### CalWORKs First Time/Returning Student Ratio



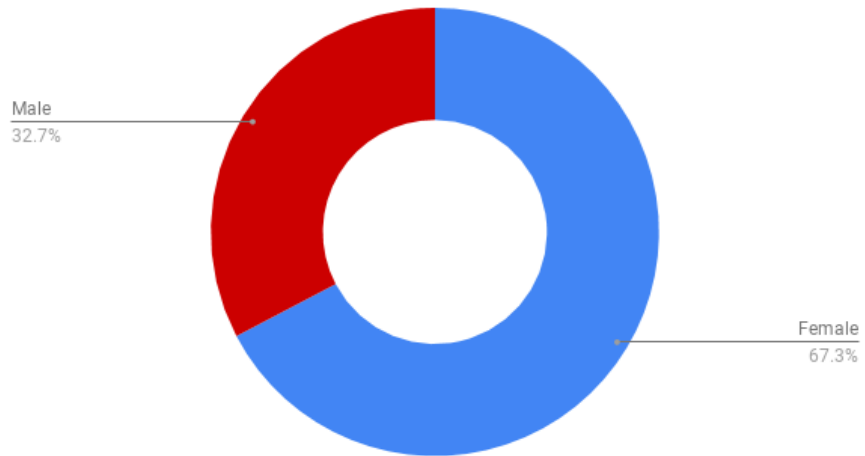
## Appendix D

### CalWORKs Student Ages



## Appendix E

### CalWORKs Gender Ratio







# CALWORKS DEPARTMENT

**Grossmont College**  
**Building 60, Room 125**  
**CalWORKs Office: 619.644.7552**

**Dear GCCD Faculty/ Staff:**

Grossmont College CalWORKs Department warmly welcomes you to Fall 2017. CalWORKs is a program serving over 500 student parents in poverty here at GCCD. You may not have known you may have had our students in your courses or come to your department. Our program is dedicated to providing assistance to these student-parents to help improve the quality of their lives by achieving a quality education and gaining economic self-sufficiency.

The face of Grossmont College is changing and our student population now includes many parents we would welcome the opportunity to explain how we might be able to help by them be successful in your class. Upon request we can bring some informational materials to your office/ classroom. Additionally we can provide a short presentation to your department or class.

CalWORKs provides diversity education and advice for working with a multitude population including: single parents, domestic survivors, and immigrants' refugees: Iraqi, Kurdish, Somali, and Afghani etc.

We feel fortunate to collaborate with you in serving our mutual students. Do not be a stranger! Feel free to come come by our office and meet some of our amazing staff and students.


**Best Regards,**

**Gabrielle Gosselin**  
**Coordinator/ Counselor**

**Fiorela Olivari**  
**Outreach Lead Ambassador**



Learn how you can support our cause at [www.grossmont.edu/calworks](http://www.grossmont.edu/calworks)



# CalWORKs Department

The CalWORKs program provides academic counseling, mentorship, and support services such as but not limited to childcare, work study and opportunities for student parents in poverty

---

## CalWORKs Student Eligibility

- Must meet county financial criteria and be a parent.
- Enrolled in a major that leads to employment.

---

## Program Benefits

- Priority Registration
- Backpacks with supplies
- Health Fee Waiver
- Personal, academic and career counseling
- Supportive Workshops
- Child care
- Emergency Transportation Assistance
- CalWORKs Club
- And much more

---

Our mission is to support parents in achieving their academic goals, and help them to create new opportunities for themselves, their children, and the community.

---

*In 2014, study from the Institute for Women's Policy Research state:*

**4.8 million college students were parents of dependent children.**



## How can CalWORKs help you

---


The CalWORKs department cultivates an environment of respect and inclusion among students, staff and faculty. CalWORKs creates an environment that unites students in achieving their goals. CalWORKs serves GCCCD as a campus resource for cross cultural parenting and community resources.

---

## Resources

- Mental Health Referrals
- Daycare Referrals
- Food Banks & Food pantries
- Affordable Housing Information
- Free legal assistance based on eligibility
- Utilities assistance
- Clothing resources
- Workshops for faculty/ staff

CalWORKs has build partnerships with many community organizations. Resource list upon request for anyone who may need it. Please refer anyone to our office for more information.




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For More Information

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Visit our website to learn more about the services that we provide at Grossmont College [www.grossmont.edu/calworks](http://www.grossmont.edu/calworks)  
Follow us **Grossmont College Cal WORKs**

Call us at: (619) 644-7552  
Location: Building 60, Room 125

**Languages Available:**  
Arabic, English, Spanish, Creole, Kurdish, French, Chaldean, Farsi, Kinyarwanda & Italian, more languages upon request

---

Governing Board Members: Elena Adams, Greg Barr, Bill Garrett, Edwin Hiel, Debbie Justeson  
 Student Members: Kyrie Macogay, Brandon Vivero  
 Chancellor: Cindy L. Miles, Ph.D.  
 Grossmont College President: Nabil Abu-Ghazaleh, Ed.D.





# BANKMOBILE FINANCIAL AID REFUND STEP BY STEP

PROVIDED BY CALWORKS DEPARTMENT

**Step 1:** Look for a bright green envelope from BankMobile in the mail.

This code is needed in order to select how you receive your refund money.



If you have not receive anything in the mail make sure your mailing address is up to date with your school.

**LOOK FOR THE BRIGHT GREEN ENVELOPE!**

**Step 2:** After receiving your Personal Code Next, go to refundselection.com and enter your Personal Code.

Once you input your Personal Code you will be redirected to the next step to create a profile.

(Example on the right)



**Step 3:** Next, select how you would like to receive your money.

The choices you will see are:

**Deposit to an existing account**, which can take 1-2 business days for you to receive your funds from the time that your school releases the funds to BankMobile

OR

**Deposit to a BankMobile Vibe checking account**, which takes place on the same business day that your school releases the funds to BankMobile.



Appendix J



GROSSMONT COLLEGE CALWORKS  
SOCIAL MEDIA PAGES

*Follow us  
on*



@grossmontcollegecalworks



@calworks.gc



@CalWORKsgc

**CALWORKS  
HOLIDAY  
PARTY**

**REGISTRATION IS NOW OPEN!!**  
**PLEASE BRING YOUR CHILD(REN) DATE OF BIRTH,  
SOCIAL SECURITY NUMBER TO REGISTER.**

• • •

**DATE: DECEMBER 15TH, 2018**  
**TIME: 1:00PM - 3:00PM**  
**LOCATION: GROSSMONT COLLEGE QUAD**

**PRESENTS FOR KIDS : ACTIVITIES FOR KIDS : OPPORTUNITY DRAWING**

**LAST DAY TO REGISTER IS NOVEMBER 5TH BY NOON**



Help host a community food drive! Get your friends, family, and co-workers involved so we can feed 200 Grossmont College families on event Day! Please bring your donations to the ASGC office.

In partnership with San Diego Basket Brigade, Grossmont CalWORKs, Student Affairs and Gizmo's Kitchen.

## What's needed for a Perfect Basket\*:

**\*200 of each item needed**

- Frozen turkey (or \$20+ gift card)
- Turkey roasting pan
- Boxed stuffing
- Boxed mashed potato
- Gravy packets or jars
- Canned corn (2/per basket)
- Canned green beans (2/per basket)
- Canned sweet potato (Lg size)
- Canned cranberry sauce
- Bag of marshmallows
- 64 oz bottle of juice
- Frozen whole pumpkin pie or similar
- Bag of dinner rolls or loaf of bread
- Reusable shopping bag or laundry basket
- Thanksgiving card and/or decorations for basket!

**Please NO PORK products**

**Disclaimer:** All Club Members if you chose to deliver the baskets to the families, this would be out of the kindness of your own heart and not under the direction of the club.





# \* CalWORKs \*

*Culture of Caring*



Selling Leis for 2017 Graduation  
Date: 6/7/17 Time: 2:30pm-6:30pm



We will be located in front of the Student Center  
Prices range from \$10-\$25



Don't wait last minute stop by and purchase them at  
our office located in Building 60, Room 125



# CALWORKS CLUB



## A CULTURE OF CARING

### PAYING IT FORWARD

Break Stigma • Foster Diversity  
• Volunteer Opportunities •  
Support Families & Children

*Create new opportunities for  
ourselves, our children, and our  
community!*

Date \_\_\_\_\_

Name \_\_\_\_\_

Email \_\_\_\_\_

StudentID# \_\_\_\_\_

Are you in any other campus  
club(s)? If yes, which one(s)?  
\_\_\_\_\_

In CalWORKs/New Horizons?

Yes  No

What are you passionate about?  
\_\_\_\_\_

JOIN OUR FAMILY TREE | EDUCATION IS OUR ROOT |

# Appendix O

The image shows a screenshot of a Facebook page for 'Grossmont College Cal WORKS'. The page header includes the name, a search bar, and navigation options like 'Home', 'Create', and 'Jobs'. The main content area features a large banner image of a child in a field with the text 'CalWORKs' and 'APPLY NOW'. Below the banner are interaction buttons for 'Liked', 'Following', and 'Share', along with a 'Call Now' button. The 'Create Post' section is visible, showing options for 'Live', 'Event', 'Offer', and 'Job'. There is a section for sharing a recent photo from an Instagram account, which is currently locked. The right sidebar contains a 5.0 star rating, 'Our Story' section, and 'Page Tips' such as 'Create a Group for Your Page' and 'Know Friends Who Might Like Your Page?'. The left sidebar lists navigation options like 'Home', 'About', 'Reviews', 'Services', 'Photos', 'Videos', 'Posts', 'Events', 'Community', 'Jobs', 'Info and Ads', 'Promote', and 'Manage Promotions'.

Appendix P

Instagram





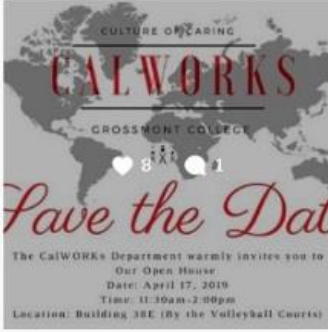

Search

calworks.gc [Edit Profile](#)

21 posts 97 followers 56 following

CalWORKsGC  
Official account of CalWORKs program at Grossmont College  
Visit our Facebook page: [www.facebook.com/grossmontcollegecalworks](http://www.facebook.com/grossmontcollegecalworks)  
[grossmont.edu/student-services/offices-and-services/calworks](http://grossmont.edu/student-services/offices-and-services/calworks)

POSTS IGTV SAVED TAGGED





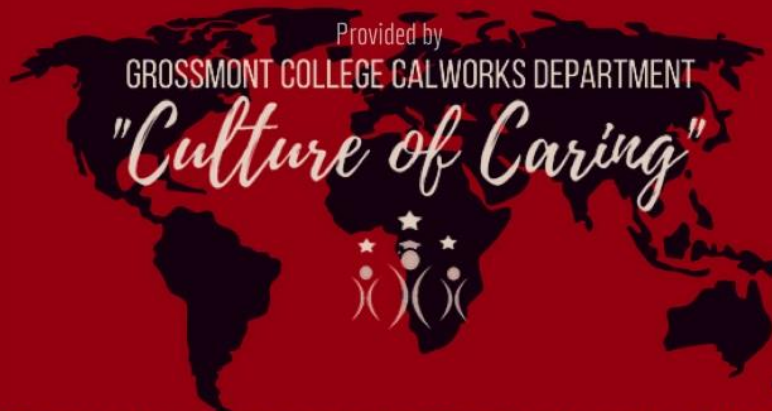
## Appendix Q

The image shows a screenshot of a YouTube channel page for CalWORKS Grossmont College. At the top, there is a search bar and navigation icons. The main banner features a world map with the word "CALWORKS" in large red letters and "GROSSMONT COLLEGE" below it. The channel name "CalWORKSgc" is displayed with a profile picture and "4 subscribers". Navigation tabs include HOME, VIDEOS, PLAYLISTS, CHANNELS, and ABOUT. A featured video titled "CalWORKS Grossmont College" is shown with a description: "Grossmont College CalWORKS department students share their experiences that they overcame to get to Grossmont College and achieving their goal in improving their lives for themselves and their chil...". Below this, an "Uploads" section lists several videos:

- Trailer of Thank you (14 views • 2 months ago)
- Walk With Me! NEW CalWORKS Office (Engl Ver.) (75 views • 2 months ago)
- Walk with me! NEW CalWORKS Office (Arabic...) (65 views • 2 months ago)
- Grossmont CalWORKS Basket Brigade 2018 (65 views • 2 months ago)
- Grossmont College CalWORKS Christmas Party... (78 views • 2 months ago)
- 2017 Holiday Event (46 views • 7 months ago)

# Resource Book

2017-2018



GROSSMONT COLLEGE | 8800 GROSSMONT COLLEGE DR, EL CAJON, CA 92020  
CALWORKS DEPARTMENT | ROOM 60-125 | PHONE 619-644-7552

Grossmont College CalWORKs  
**A CULTURE OF *Caring***  
**RESOURCE BOOK**  
2018—2019



Grossmont College CalWORKs

# A CULTURE OF *Caring*

NEWSLETTER

SPRING SEMESTER 2018  
ISSUE 1

## What is CalWORKs?



California Work Opportunity and Responsibility to Kids, CalWORKs is a program that helps families in poverty go to school. CalWORKs partners with the County of San Diego, to provide academic guidance, social service support and work-place training to students who have faced hardships such as: single parenthood, domestic violence, post-traumatic stress, disability, and resettlement.

CalWORKs Programs design and mission is to support the most effective long-term anti-poverty strategy in existence....education.

# Grossmont College CalWORKs

# A CULTURE OF *Caring*

## NEWSLETTER

FALL SEMESTER 2018  
ISSUE II

## Myths about Welfare and SNAP (Food Stamps) that many Americans Believe

**Myth:** Welfare payments are very high

**Fact:** A single mother on welfare with one child receives \$537.00 dollars per month

**Fact:** The average rental price according to the San Diego Union Tribune is \$1800.00 for a one bedroom apartment \$117.04 for utilities.

**Myth:** People receiving food stamps eat steak and lobster every day

**Fact:** A Single mother with one child is allotted \$2.10 per meal per person

**Fact:** According to the California Budget & Policy Center Californians spend an average of \$3.43 per meal per person

**Myth:** School based welfare programs do not work

**Fact:** A study cited in the Atlantic monitored 158 mothers on welfare who received a four year degree. Not one mother returned to any of the public services (SNAP, Welfare, MediCAL)

**Myth:** People getting welfare/assistance are lazy

**Fact:** Since 1999 welfare recipients have had to work or go to school at least 30 hours per week

**Myth:** Everyone who gets SNAP (food stamps) is unemployed

**Fact:** 44 percent of SNAP (food stamps) recipients have one member of the household working full-time

**Myth:** Undocumented Immigrants can get welfare

**Fact:** ANY undocumented immigrant in the US is not eligible for welfare

**Myth:** The more children you have when you are on welfare the more money you get

**Fact:** Any children born while on welfare are not subject to additional cash benefits

**Myth:** People of color make up the welfare population

**Fact:** 38% of welfare recipients are Caucasian

Grossmont College CalWORKs  
**A CULTURE OF** *Caring*

NEWSLETTER

SPRING SEMESTER 2019  
VOL 2, ISSUE 2



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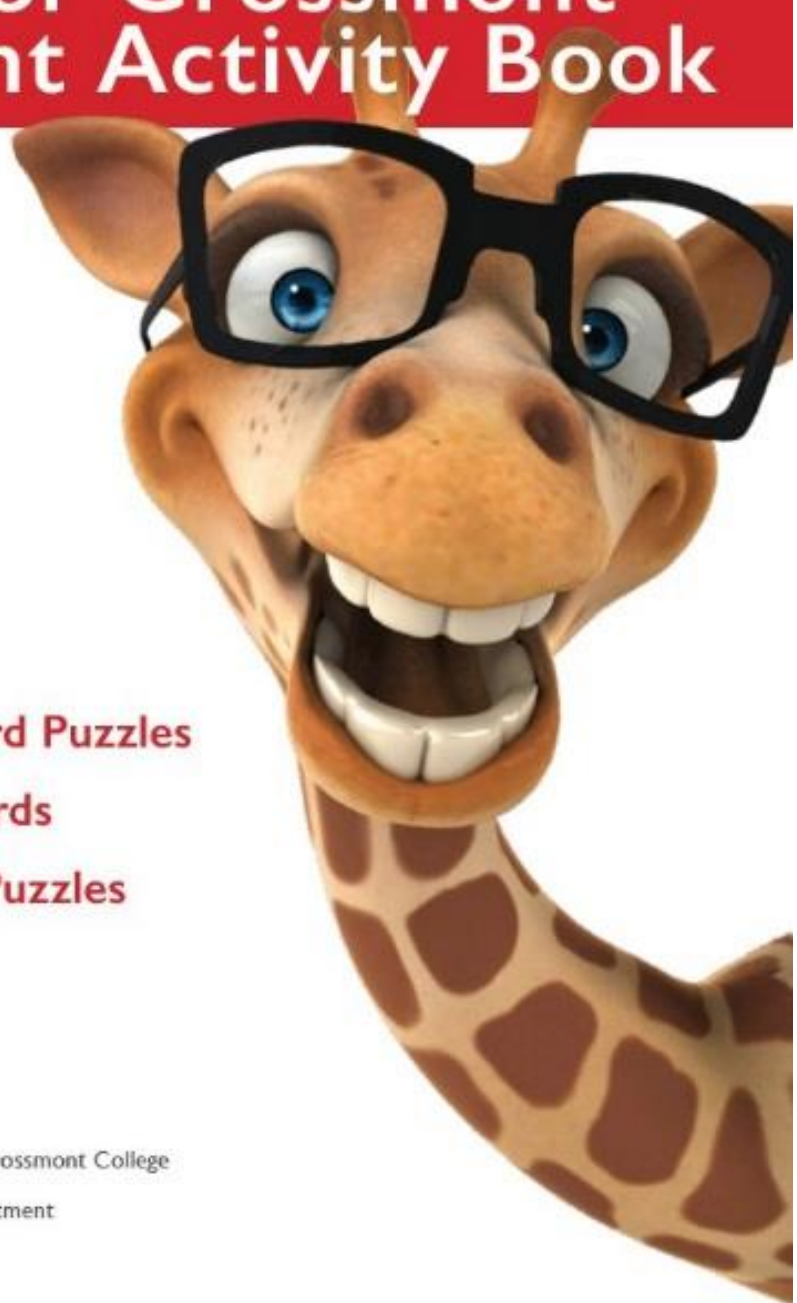
Grossmont College CalWORKs

**A CULTURE OF** *Caring*

**Junior Grossmont  
Student Activity Book**

**Color**  
**Crossword Puzzles**  
**Sight Words**  
**Spelling Puzzles**  
**& More**

Compliments of Grossmont College  
CalWORKs Department  
AGES 2—8



# Appendix X



- Student Services
- CalWORKs
  - How to Apply?
  - Services
  - Faculty and Staff
  - Student Resources
  - Events
  - Student Forms
  - News Letters
  - EOPS
- Donate to CalWORKs
- CalWORKs Resource Book
- Like our Facebook Page
- Join our Parenting Blog
- Read our CalWORKs student's published book

## CALWORKS STUDENT SERVICES

**NEW OFFICE LOCATION: 38-E**



### WHAT IS CALWORKS?

The CalWORKs program provides intensive instruction, counseling and support services such as internships, job search employment preparation opportunities, and childcare assistance. Work experience/work-study opportunities for students currently receiving...



"A culture of caring"  
Call us at:  
(619) 644-7552

**OFFICE HOURS:**  
*Spring 2019*  
**Monday - Tuesday:**  
8:00 AM - 6:00 PM  
**Wednesday - Thursday:**  
8:00 AM - 5:00 PM  
**Friday:**  
8:00 AM - 1:00 PM

**Location**  
Building 38-E

**Languages Available:**  
Arabic, English,  
Spanish, Kurdish, Chaldean,  
Farsi, Kinyarwanda,  
Italian, & German.



Grossmont College CalWORKs Orientation

Culture of Caring





Grossmont College CalWORKs  
**A CULTURE OF** *Caring*

ORIENTATION HANDBOOK

Student \_\_\_\_\_



GROSSMONT  
COLLEGE

CalWORKs Office  
Building 60, Room #125  
8800 Grossmont College Drive, El Cajon, CA 92020



Grossmont College CalWORKs  
**A CULTURE OF** *Caring*  
2018 Calendar

