



## 2018-2019 Program Review Report

<b>Division/Area Name: CalWORKs</b>	<b>For Years: 2020-2021</b>
<b>Name of person leading this review:</b> TIM WILEY	
<b>Names of all participants in this review:</b> Cheryl Sumner-Gonzales, Jamaal Brown, Diane Martinez, Marisela Corona, Christina Simmons, Gina Moore, Colleen Amezcua, Pam Ford	

### Part 1. Program Overview:

<p><i>1.1. Briefly describe how the program contributes to the district mission:</i> The mission of the CalWORKs program is to assist the students in their educational and personal goals. CalWORKs students are provided education and job preparation training to enhance their marketable skills that are necessary to make a smooth transition from welfare dependency to long-term self-sufficiency.</p>	
<p><i>1.2. State briefly program highlights and accomplishments:</i> California Work Opportunity &amp; Responsibility to Kids (CalWORKs) is a state-funded Welfare-to-Work program designed to help individuals on public assistance become self-sufficient. Antelope Valley College's CalWORKs program works together with other community agencies to provide comprehensive services that promote self-sufficiency through education, vocational training, and employment. At Antelope Valley College, we strive to help our CalWORKs students obtain lifelong learning through education, and gain access to the work force and a new career, while providing support services that help ensure a successful transition. Interpret the significance of the findings.</p> <p><i>Accomplishments: In 2018 we had 71 graduates. In 2019 we expect to have 54 graduates.</i></p>	
<p><i>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</i></p>	
<b>X Communication</b>	<p>X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</p> <p>X Demonstrates listening and speaking skills that result in focused and coherent communications</p>
<b>X Creative, Critical, and Analytical Thinking</b>	<p>X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.</p> <p>X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.</p>
<b>X Community/Global Consciousness</b>	<p>X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.</p> <p>X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.</p>

<b>X Career and Specialized Knowledge</b>	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each <a href="#">Educational Master Plan (EMP)</a> / <a href="#">Strategic Plan Goal</a> supported by the program.	
X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
X Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
X Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
X Goal 5: Align instructional programs to the skills identified by the labor market.	

\*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

**Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:**

None.

**Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):**

<b>Strengths</b>	We tend to have the same completion rate as non-CalWORKs students.
<b>Weaknesses</b>	CalWORKS students tended to earn lower term GPAs than non-CalWORKS students; the difference in GPAs was statistically significant, but too small to be practically meaningful
<b>Opportunities</b>	Annual number of CalWORKS students has declined since a peak of 962 students in AY2013-14; in AY2017-18, AVC served 634 CalWORKS students. This provides an opportunity for more hands-on, one-on-one counseling, individualized tutoring, and specialized help for each student.
<b>Threats</b>	Annual number of CalWORKS students has declined since a peak of 962 students in AY2013-14; in AY2017-18, AVC served 634 CalWORKS students. Because we are driven by the economy, it changes the program funding. We want to make sure we prepare ourselves when there is a decline in the student head count. We have processes in place to assist less students. When the economy is robust and when it declines, we have processes in place that help us to provide continued services to our students, regardless.

**Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:**

We would like to hire a Job Placement Specialist and two Clerical Assistant II to continue to provide overall support in areas of Work Study and help build the student growth in our Palmdale office.

**Part 2.D. Review and comment on progress towards past program review goals:**

The CalWORKs office continues to meet the needs and provide support to the CalWORKs students and have been adjusting accordingly with the college action plan, as well as our CalWORKs OOs.

**Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:**

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#2 Work Experience	PLO #1	Better utilize the Work Study Program to enhance their marketable skills to enter into the workforce.	Coordinate with Job Placement Office to implement more work study workshops, resume workshops and job interviewing workshops.
#4 Improve Success and Retention	PLO #1	During Orientations and case management services provide students with more access to resources that will assist them with critical thinking, written communication, listening skills, informational literacy and decision making skills.	Coordinate services with the Learning Center and Library to provide additional tutoring services for CalWORKs students.

**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff	(2) Clerical Assistant II and (1) Job Placement Specialist	New	\$83,000 (Cler. II), plus benefits \$50,230.03, plus benefits	Recurring	Tim Wiley
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other					