

## C. ANNUAL PROGRAM PLANNING WORKSHEET (APPW)

**Program: Workforce Economic Development & Community Programs:**

**Support Services:** Career Connections, CalWORKs, Foster and Kinship Care Education, Independent Living Program, Youth Employment Program (WIA), Bridge to Success, Successful Launch, Wellness Arts (began July 2012)

*Please see separate CPPRs & APPWs for other WED&CP services & programs under Work Experience Non-Credit, and Community Programs.*

**Planning Year: 2012-2013**

**Last Year CPPR Completed: 2011**

**Unit: Workforce Economic Development & Community Programs (WED&CP)**

**Cluster: Workforce & Economic Development                      Next Scheduled CPPR: 2013-2014**

### I. Program Outcomes: List the established outcomes for program

#### **Career Connections**

1. As a result of interaction with the Career Connections services, the student will demonstrate knowledge of available internships or employment in San Luis Obispo County (e.g. part-time, career-oriented).
2. As a result of interaction with the Career Connections services, the student will demonstrate knowledge and capacity to develop a job search portfolio (e.g. application, resume, cover letter)
3. As a result of interaction with the Career Connections services, the student will demonstrate knowledge of local job search resources, such as Symplicity jobs database, the local Virtual One Stop System, and Career Café.
4. As a result of interaction with the Career Connections services, the student will demonstrate knowledge of local labor market and career opportunities associated with fields of study available at Cuesta College.

#### ○ **CalWORKs**

- 1) , As a result of interaction with the CalWORKs staff, the student will demonstrate the development of an educational goal and a plan to complete their education goal as well as demonstrate progress towards meeting the goals.
- 2) As a result of interaction with the CalWORKs staff, the student will have accessed and utilized campus and off-campus resources available to them, e.g. Financial Aid, Career Connections, Work Experience, Health Center, Tutorial Services, Mental Health, Behavioral Services, One Stop Centers.
- 3) As a result of interaction with the CalWORKs staff, the student will demonstrate the ability to remain in compliance with their Welfare-to-Work plan with the Department of Social Services and therefore continue to receive cash aid.

○ **FKCE**

The Chancellor's office is in the process of determining Participant Learning Outcomes for the FKCE program.

○ **ILP**

As a result of involvement with the Cuesta College ILP program (services and activities) and interactions with program staff, a youth will:

- 1) Express feeling acknowledged and valued and will gain confidence in her/his ability to access and be successful in the ILP program;
- 2) Demonstrate an understanding of his/her rights and responsibilities as a participant in ILP/EFC and in the Foster /Probation system of care;
- 3) Demonstrate knowledge, skills and behaviors that reflect self-sufficiency or the capacity to build self-sufficiency in the areas of housing, education, employment, life-long connections/relationships, and daily and community living;
- 4) Demonstrate the capacity to live inter-dependently; that is, the capacity to establish a balance between dependence and independence;
- 5) Establish a meaningful, long-term relationship with a caring adult, or, at a minimum, demonstrate an understanding of the significance of developing and maintaining a meaningful, long-term relationship with a caring adult, as well as identify relative or non-relative adults with whom he or she could establish a meaningful, long-term relationship.

As demonstrated by the youth's reported acknowledgement of each gain, by observed participation in ILP activities, through documented progress and accomplishments the youth has made towards attaining goals set out for each outcome, and through one-on-one interactions with staff.

○ **WIA Youth Program**

Outcomes in the format of SLOs will be articulated for the WIA Youth Program.

These will be based on Performance outcomes identified by the Federal legislation authorizing the program as well as the local outcomes identified in the contract with the Department of Social Services. These performance measures are:

- 67% of the total youth served being placed in employment or education in the first quarter after the exit quarter. (This includes employment, military, post-secondary education and/or advanced training/ occupational skills training.);
- 47% of youth attaining a diploma, GED, or certificate by the end of the third quarter after the exit quarter;
- 30% of youth participants increasing one or more educational functional levels.

○ **Bridge to Success**

- 1) Demonstrate knowledge of career exploration strategies and tools;
- 2) Demonstrate knowledge of job creation process, including labor market information and relationship between wages, education and qualifications

- 3) Demonstrate the ability to independently create and utilize effective job search strategies and techniques, including identifying employment opportunities, developing a job search portfolio and implementing job interview techniques
- 4) Demonstrate the ability to recognize and explain dynamics within a workplace environment and practice effective job retention strategies
- 5) Demonstrate knowledge of opportunities at community college and the processes involved in developing an Educational Plan, registering for classes, acquiring Financial Aid and other supportive services.

### **Wellness Arts**

Upon successful completion of this course, a student will:

- 1) Define wellness for the context of mental health in the college setting.
- 2) Apply and evaluate art as a tool for processing, expressing, and managing mental health issues in college.
- 3) Identify internal factors that affect wellness in the college environment.
- 4) Identify external factors that affect wellness in the college environment.
- 5) Identify, integrate, and apply ways to manage both internal and external factors as they relate to the college environment.
- 6) Assess and identify educational goals and opportunities for students with mental health issues.

## **II. Program Connections to College Mission, Vision and Values and College Master Plans**

- The Workforce, Economic Development and Community Programs (WED & CP) Supportive Services Programs offers services and resources to special populations of San Luis Obispo County (with the exception of Career Connections), including youth (including “at-risk”, foster and probation youth), low-skilled and low-income adults, students with mental illness, foster parents and relative caregivers. Career Connections serve all Cuesta College students. Each of the other programs was developed and is sustained with the involvement of numerous community partners, in particular the Department of Social Services. Community partners helped and continue to help clarify community need; identify program objectives; shape program content and delivery; provide funding and other resources; assist with outreach; and provide student referrals. The community members served by WED & CP Supportive Services programs reflect the great diversity of the county. A common feature of WED & CP Supportive Services programs is that each gives high priority to providing a safe and caring environment and addressing the particular needs of the population participating in the programs.
- Because of the populations served by WED & CP Supportive Services programs and the intensive support, resources and encouragement provided to participants, these programs help Cuesta fulfill **Strategic Direction Four : Student Access and Success**, which states that the college will “Ensure the highest level of access and success for students who require basic skills, desire to transfer and/or desire to pursue a career/technical education.”

- Because of the involvement of WED&CP Supportive Services programs with community partners, it promotes the fulfillment of **Strategic Direction Five : Advancement of Programs and Services** “Increase resources and foster community relationships as an institutional necessity to sustain and advance excellence in programs and services.” From its strong collaborations with community partners, WED&CP supportive Services programs receives regular input as to community need, vision, and receives funding and other resources that benefit the college and its ability to ensure access and success to students.
- Because WED&CP Supportive Services programs strategically provides services throughout he county, including on the SLO and North County campus, these programs help the college fulfill **Strategic Direction Six: Multiple -Site College**, “Ensure students, staff and faculty have access to appropriate levels of instructional and student support services at all College locations, including Distance Education.”

### III. **Appropriate Institutional Measurements/Data:**

#### Student Services

Program specific data

Program outcome assessment results

Other institutional measurements

References to relevant statutory program regulation and related compliance issues

Annual audits

#### **Career Connections**

Data has not been tabulated for the delivery of specific services. This historically is due to lack of support staff. The sign-in process at Career Connections will need to be more closely monitored and tabulated for reporting and assessment. A survey will be developed and ready for implementation starting July 2012.

#### **CalWORKs**

Students served 10-11 = 226 11-12 = Current uncuplicated headcount 183

Work study students 10-11 = 35 11-12 = 21 YTD still adding

Certificates and diplomas 10-11 15 Certificates and 13 AA/AS degrees

We also had a 84.9% Retention rate

#### **FKCE**

In 2010-12 FKCE provided workshops and trainings to 564 individuals (unduplicated)

Number of workshops in 2010-11 = 137

#### **ILP**

In 2010-11 ILP provided services to 168 eligible foster and Probation youth ages 16-21.

The ILP program prepares extensive reports for SLO County and the State of California. These reports cover the number and nature of services and activities

provided to eligible youth and the outcomes in terms of housing, employment, education attainment.

Four YESS assessments (Youth Empowerment Strategies for Success) in the areas of education, employment, financial literacy and daily living are administered to all active youth as a pre- and post- test. The outcomes of the assessments help determine which services and activities are needed by the youth or would be beneficial. The collective results of these assessments have been reviewed and have indicated the need for the development or addition of specific services and activities.

**WIA Youth Program**

For PY 2010/2011, we were contracted to serve 75 youth. We served 93 youth.

Of the 93 youth served, 66 were in-school and 27 were out-of-school.

The contract required the following for in-school youth:

Serve a minimum of 52 youth, 18 being new

Of the 66 youth served, 33 were new

Of the 66 in-school youth, 50 were exited (completed program)

Performance Outcomes	Contracted	Actuals
Entered into employment, post-secondary, advanced training, military	67%	46%
Earned a diploma or certificate	47%	90%
Increased their educational functional levels (basic skills)	30%	52%

The contract required the following for out-of-school youth:

Serve a minimum of 23 youth, 8 being new

Of the 27 youth, 17 were new

Of the 27 youth, 16 were exited.

Performance Outcomes	Contracted	Actuals
Entered into employment, post-	67%	63%

secondary, advanced training, military		
Earned a diploma or certificate	47%	13% *
Increased their educational functional levels (basic skills)	30%	30%

\*It is important to note that many out-of-school youth enrolled in the program entered with a diploma or certificate thus would not count in this category, even though we count them at exit.

**Bridge to Success**

22 students enrolled in Summer Bridge in 2011.

22 students completed the program.

**Wellness Arts**

Fall 2011 was a planning and development phase for the Wellness Arts course/program. 14 students enrolled this first semester. A survey will be administered to measure the Student learning Outcomes.

**IV. Program Outcomes Assessment:**

**Career Connections**

As part of the Self Study of 2012 a set of assessments will be established to assess the Career Connections Learning Outcomes.

**CalWORKs**

Outcomes have not been systematically assessed through a survey with CalWORKs participants. A monthly report on student data (units enrolled, units dropped, gpa, work study hours...) is developed. CalWORKs staff directly observe student attainment of student learning outcomes and some are documented within the files and case notes. These monthly reports are used at co-case management meetings with DSS to facilitate student success. Staff observations and reports have been reviewed informally by CalWORKs staff and used to revise program forms, services, communications.

**FKCE**

Workshop participants complete satisfaction surveys which are reviewed to identify program needs and improvements. A survey specific to SLO assessments will be devised and implemented.

**ILP**

Over the past year ILP staff have reviewed the ILP program structure, support services and activities in light of each of the Learning Outcomes (listed above). The program improvements that were implemented as a result are identified below.

**WIA Youth Program**

Cuesta has exceeded several performance targets established in the contract with the County. Moreover, in 2011 and 2012 Cuesta WIA staff reviewed outcomes in the process of reapplying for the WIA contract: total youth served (in-school and out-of-school youth, delivery structures, resources, action of services, scope and nature of services. Changes were made following the assessment and review process.

### **Bridge to Success**

Outcomes have not been systematically assessed through a survey with the youth. Successful course completion indicates a certain level attainment. A student survey along with other assessments will be administered in Summer 2012.

### **Wellness Arts**

The program began in Spring 2012.

## **V. Program Improvements**

### **Career Connections:**

A Career Connections team, which includes WED&CP Director, Job Developer, CWE Coordinator and CTEA Para-advisor, has been establishing structures and protocols for providing internships and career services support to Cuesta students, in particular to CTE students. In coordination with the Job Fair planning, outreach to employers has been focused on specific areas in order to expand the opportunities and contacts within these fields. In 2011-12 the focus has been on Hospitality/Tourism and Criminal Justice Career. Employer panels to present opportunities in these specific fields as well as employer expectations of potential employees are being offered. Career Connections Job Developer continues to facilitate off-campus Federal Work-study placements. This helps the college meet its targets for off-campus placements. Integrating Cooperative Work Experience into Career Connections in Fall 2010 has enhanced capacity to service students and helped align program services in this area. The lack of staff to provide one-on-one services to students, especially on a walk-in basis, has limited what is available to them.

### **CalWORKs**

The Program Plan for 2006-2007 involved a review and revision of program processes to comply with directives from the Chancellor's Office. Much of the focus was on case management, participant eligibility, job development and placement and counseling services. Establishing a permanent Caseworker position for CalWORKs in 2007 helped improve and stabilize services provided to participants. In 2011 the Caseworker position was re-classified to CalWORKs Coordinator to better facilitate the demand of compliance with state and federal regulations and meeting other departmental needs. The Coordinator continues to provide case management services. Improvement of program services is an ongoing enterprise. All forms (intake, referral, case management) have been revised multiple times to reflect changes in regulations and expanded vision and operations of the CalWORKs program.

### **Foster and Kinship Care Education**

Program improvements have involved developing and offering new workshops and serving more parts of the county, as well as offering more trainings in Spanish.

### **Independent Living Program**

The following areas have been revised based on the analysis of program data:

- Service delivery was restructured in order to provide youth more contact time with permanent ILP staff; (Cal Poly interns provide fewer direct services to youth and more support activities , including driving, planning and organizing)
- Services were modified to increase the number of activities that address the permanency component of ILP (establishing life-long relationships with caring adults);
- The number of individual and group activities that address self-sufficiency was increased considerably. Examples include a series of 8 Life Skills courses, a series of 15 sessions of a support group on the four pillars of YESS (education, employment, financial literacy and daily living), an Employment Night, College Night, Scholarship Night, Housing workshop and field trip, Health field trip.
- ILP services have been increasingly integrated with Cuesta academic and supportive services programs.
- The curriculum of formal Life Skills courses that serve the ILP youth were aligned with the objective of developing self-sufficiency and for effectiveness of meeting course outcomes.
- Improvements to the YESS program include more specific lessons.

### **Youth Employment Program (WIA)**

WED&CP is in its third year of the WIA Youth Program. In 2011-12 the program budget was doubled, which required the addition of numerous positions and contracts with outside vendors for special services. Despite the strain of the institutional process, the additional staff and services have allowed the program to both expand and strengthen services offered to youth. The flow of services has been streamlined resulting in a more effective and efficient progression of youth through the program components. Services were made available in the Coastal communities and doubled in the North County. Other program improvements include opening a comprehensive Youth One Stop in the South County.

### **Bridge to Success**

The revisions to Cooperative Work Experience of Summer Bridge in summer 2011 improved the learning outcomes of this component. The service component was strengthened from partnering with the City of Morro Bay. The Sustainable Landscape project has become a central feature of the program (thanks to funding from a grant by PG&E). A Native Plant Garden in front of 4700 is evidence of the effectiveness of this project.

### **Wellness Arts**



This program, which is funded by County Behavioral Services, consists of the development of a College Success course with an emphasis on using art. A primary value of the program is the support offered to participants regarding access and navigating in a college setting. The development phase began in July 2011. The first course started the fourth week of the Spring 2012 semester. Interest and response have been very strong which indicates that there is a need for such a course and services at Cuesta. During the fall, the course outline was developed and approved. The process involved extensive interactions with and input from a wide range of stakeholders, including mental health consumers, community agencies, schools and therapists. The program/course is funded for three years (six semesters of classes). The budget is being revised in order to be able to offer as sections as possible, including on the North County Campus and the South County Center.

VI. **Program Development/Forecasting:**

**Career Connections:** Budget uncertainty greatly affects the ability to forecast changes to the Career Connections program, unless it is to consider consolidating resources and reduction of services.

**CalWORKs:** Anticipated yet unknown changes in State regulations and budget allocations for the CalWORKs program affect the ability to forecast changes for the CalWORKs program, however, staff continue to assist students in meeting all their CalWORKs requirements and keep students apprised of regulatory changes as soon as the information becomes available.

**Foster and Kinship Care Education:** FKCE will continue developing and offering trainings for foster families and relative caregivers and well as for potential foster families. No new program components are planned for 2012-13.

**Independent Living Program:** Cuesta participated in the competitive application process with SLO county in order to continue operating the ILP contract. The college will be notified on April 13, 2012. If not awarded, Cuesta will no longer operate the ILP contract or deliver these services. If the contract is awarded to the college, ILP program will continue to improve services in permanency and mentoring, daily living skills training, high school success and transitioning into college. Grants will be pursued when appropriate to build capacity in these and other areas identified by staff or by the Department of Social Services.

**Youth Program (WIA):** The program contract will be renewed for three years (July 2012 through June 2015). This contract will be as a subcontractor to Shoreline (Goodwill Industries). This program is identified by the Federal legislation as an All Youth One System. This means that the program is expected to strive to respond to community need, identify challenges facing youth and propose solutions through program and resource development. New grants will be pursued to address needs such as mentoring and vocational training,

**Bridge to Success:** WEX 210 credit courses, which are a component of the Bridge to Success program, may be reduced as a result of the budget reduction. This would impact fulfilling the grant. Cuesta would renegotiate conditions of the grant in order to retain the Summer Bridge component.

**Wellness Arts:** Funding runs through December 2014. The contract involves delivering at least one Wellness Arts class per semester. A second class will be offered at least one semester per year beginning in 2012-13.

**VII. Anticipated Program and/or Scheduling Changes**

Any anticipated changes were identified in the above section.

**VIII. Facility changes**

**Career Connections:** No significant facility changes are anticipated for Career Connections.

**CalWORKs:** No facility changes are anticipated.

**Foster and Kinship Care Education:** No facility changes are anticipated.

**Independent Living Program:** No facility changes are anticipated.

**Youth Employment Program (WIA):** No facility changes are anticipated. The Youth One Stop Center in the South County will be still be located at 191 Oak Park, Unit #9.

**Bridge to Success:** No facility changes are anticipated for Summer Bridge. Budget reductions may affect access to high school classrooms for the Introduction to Workplace Readiness classes.

**Successful Launch:** No facility changes are anticipated.

**Wellness Arts:** No facilities changes are anticipated.

**IX. Staffing Projections**

**Career Connections:** The reduction of one WED&CP position in 2012-13 (if eliminated as part of budget reduction) would impact services available to students in Career Connections. Non District paid part-time staff (interns and work study) have helped keep services available. Job Developer position could be affected if CalWORKs budget is reduced significantly or if District cuts include the District funded-portion (50%) of the position.

**CalWORKs:** Budget uncertainties make it difficult to project staffing changes for 2012-13. Program requirements establish a priority of services, which determines the order in which positions would be reduced or eliminated. Counseling hours would be eliminated (currently 5 hours per week). Work study placements would then be reduced or eliminated. This then would reduce or eliminate the Job Developer position. Core services would provided by the Caseworker. Fiscal support and coordination would be reduced proportionately.

**Foster and Kinship Care Education:** No changes to permanent staff are anticipated. A reduction in the FKCE allocation would reduce the number of workshop hours offered.

**Independent Living Program:** Assuming contract is renewed, one caseworker position will likely become vacant. No other staffing changes are anticipated.

**Youth Employment Program (WIA):** This program is fully staffed. No staffing changes are anticipated.

**Bridge to Success:** No staffing changes are anticipated.

**X. Overall Budgetary Issues**

Budget issues for Career Connections and CalWORKs would essentially involve a reduction in staff, which is discussed above.

Funding for the FKCE and the grant-funded programs is expected to be stable for 2012-13. Contracts for Bridge to Success, CalWORKs, WIA are in the process of being renewed with the same allocation levels as 2011-12. Cuesta will be notified regarding the status of the ILP contract on April 13, 2012.

# Support Services Program Assessment Summary

[http://academic.cuesta.edu/slo/docs/Course\\_and\\_Program\\_Assessment\\_Summary\\_F\\_2011.docx](http://academic.cuesta.edu/slo/docs/Course_and_Program_Assessment_Summary_F_2011.docx)

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Workforce Economic Dev & CP** Program: **CalWORKs** Date: **8/31/12** v. 3 2012

Courses in program, or course: **N/A**

Staff involved with the assessment and analysis: **Matthew Green/Karen Reyes/Hunter Perry**

Course-to-program outcome mapping document\*\* is completed: **N/A**

1	Student Learning Outcome Statements <b><u>X Program</u></b>	As a result of interaction with the CalWORKs staff, the Student should be able to: <ol style="list-style-type: none"><li>1) Demonstrate the development of an educational goal and a plan to complete their education goal as well as demonstrate progress towards meeting the goals.</li><li>2) As a result of interaction with the CalWORKs staff, the student will have accessed and utilized campus and off-campus resources available to them, e.g. Financial Aid, Career Connections, Work Experience, Health Center, Tutorial Services, Mental Health, Behavioral Services, One Stop Centers.</li><li>3) As a result of interaction with the CalWORKs staff, the student will demonstrate the ability to remain in compliance with their Welfare-to-Work plan with the Department of Social Services and therefore continue to receive cash aid.</li></ol>
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2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	<p><b>SLO #1:</b> Demonstrate the development of an educational goal and a plan to complete their education goal as well as demonstrate progress towards meeting the goals.</p> <p>Assessments: Completion of a Student Educational Plan; documented successful completions of courses, certificates and diplomas.</p> <p><b>SLO #2:</b> As a result of interaction with the CalWORKs staff, the student will have accessed and utilized campus and off-campus resources available to them, e.g. Financial Aid, Career Connections, Work Experience, Health Center, Tutorial Services, Mental Health, Behavioral Services, One Stop Centers.</p> <p>Assessments: Completion of one or more of the following: the BOGW (Board of Governor’s fee waiver), FAFSA (Free Application for Federal Student Aid), accessing services at Career Connections, enrollment in Work Study and Work Experience classes, accessing on campus health services, getting support from Tutorial Services, Math or English labs. Self-reported use of off-campus services.</p> <p><b>SLO #3:</b> As a result of interaction with the CalWORKs staff, the student will demonstrate the ability to remain in compliance with their Welfare-to-Work plan with the Department of Social Services and therefore continue to receive cash aid.</p> <p>Assessment: Eligibility screens verifying that the student and a dependent are receiving cash aid.</p>
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	<p>Data collection has included:</p> <p>SLOA 1- Monthly review of student files for completed SEPs, Student Educational Plan; monthly tracking of student credit load status, once per semester review of completions certificates and diplomas.</p> <p>SLOA 2- Monthly review of student files for completed BOGW (Board of Governor’s fee waiver), FAFSA (Free Application for Federal Student Aid), use of services at Career Connections or other college resources, and enrollment in Work Experience classes.</p> <p>SLOA 3- Monthly review of student files for eligibility screens verifying that the student and a dependent are receiving cash aid.</p>

4	Assessment Results Summary (summarize Data)	<p><b>SLO 1:</b> Review of student files reveals that all students eventually establish an SEP. Staff observed that the process and timeline for obtaining an SEP for each student is in need of improvement, especially in light of the elimination of Counselor hours for CalWORKs. Case notes on students reveal that students who have not demonstrated progress towards meeting their educational goals are interacting with CalWORKs staff to clarify education plan and progress.</p> <p>CalWORKs student for Spring 2012 = 135  Number of students with active SEPs = 109  Number of students without SEPs = 26  Subsets: GED = 5 (don't need SEPs)*  Job Readiness = 10 (don't need SEPs)*  Need SEPs - 11</p> <p>*Of the 26 students without an SEP 15 were in either a GED class or a job readiness class (TEAM Cuesta) with the goal of finding employment rather than continuing education; therefore, only 11 students are deficient in not having an SEP.</p> <p>Stats: N=135 100%  81% have current active SEPs  11% do not have SEPs but are in GED/Job Readiness (not required)  8% deficiencies – do not have SEPs and should</p> <p><b>SLO 2:</b> Review of student files reveals that the majority of CalWORKs are successfully accessing campus resources and services. The identification of this SLO has increased the focus on linking students to other campus resources and checking on the students' follow through. This has consequently increased the number of students who access other resources.</p> <p>Stats: N=135 100%  100% of CalWORKs students applied for financial aid for the spring 2012 semester.</p> <p>Though some students were initially denied BOG waivers due to residency issues, the application process allowed us to advocate for the student and develop a plan for enrollment, e.g. We discovered that most of these students qualified for AB540 which resulted in in-state tuition fees (rather than out-of-state tuition) for the current semester and increased participation in classes when residency was</p>
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		<p>achieved.</p> <p><b>SLO 3:</b> Monthly review of student files and reporting to DSS staff reveals that all the vast majority of CalWORKs students are remaining in compliance with their Welfare-to-Work plan with the Department of Social Services. Monitoring of files and communicating with DSS to check for compliance has improved delivery and timeliness of CalWORKs support, such as work study, which has facilitated students maintaining their cash aid.</p> <p>Stats: N = 135 100% Active Students 100% of claimed CalWORKs students are in compliance with their Welfare to Work Plan. (There were no CalWORKs who were sanctioned during the spring semester).</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p><b>SLO 1:</b> CalWORKs is meeting this SLO as written. It was concluded that a more precise definition of “making progress towards meeting academic goals” is needed to better measure specific outcomes and timelines of progress.</p> <p><b>SLO 2</b> CalWORKs is meeting this SLO as written. Again, it was concluded that a more precise definition of “utilized other services” is needed to better measure specific outcomes and timelines of progress.</p> <p><b>SLO 3:</b> Review of files and student status has revealed students fall out compliance after dropping too many classes, failing classes, end their work, not communicating with their DSS worker in a timely manner, among other reasons.</p>
6	Recommended Changes & Plans for Implementation of Improvements	<p>Implementation of the following planned for Fall 2012.</p> <ul style="list-style-type: none"> <li>• <b>SLO 1:</b> CalWORKs will identify clearer criteria for assessing progress towards meeting educational goals and then review student files based on these criteria and then identify and provide the supportive services that facilitate more students meeting these outcomes.</li> <li>• <b>SLO 2:</b> CalWORKs has generally been successful in linking students to other campus resources. A more precise definition of what is identified as fully and successfully utilizing these resources will assist in determining what action might improve the outcomes of this SLO.</li> <li>• <b>SLO 3:</b> A procedure for more immediate communication with the student will be established for situations when a student is identified as being at risk of not being compliant (e.g. grades, credits, work hours, forms).</li> </ul>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>CalWORKs staff meetings where SLOS and SLOAS are reviewed and discussed, monthly tracking of student status (distributed to appropriate Department of Social Service staff)</p>

\*\*Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>