

Comprehensive Student Services Program Review Criteria- 2019/2020

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive student services program review. One of the major functions of Program Review is to ensure that all work units of Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

College data- 3 years- is provided in this template. If you need additional program relevant data, please email the Dean of Research, Planning and Institutional Effectiveness.

Additional information, including a submission timeline (**Due December 1st for feedback**) and samples of recent Program Reviews, are available on the college website <http://www.evc.edu/discover-evc/institutional-effectiveness/program-review>. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.
Areas of focus are:
 - Access
 - Curriculum and programs
 - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:
 - Increase visibility
 - Develop strategic partnerships
 - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
Areas of focus are:
 - Communication
 - Employee development
 - Transparent Infrastructure

Department/Program Name:

Year of Last Comprehensive Review:

Year of Last Mini Review, if applicable:

Preparers' Name(s):

Area Dean:

Overview of the Department/Program

1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.

The CalWORKs (California Work Opportunities and Responsibility to Kids) provides services to parents receiving TANF (Temporary Aid to Needy Families) or cash aid. The TANF Program is a federal assistance program that is administered by the Health and Human Services Department. It provides temporary assistance to help those who need it primarily through education and employment. Each state implements the TANF federal assistance program in a different manner and is given discretion as to how the program is executed.

The CalWORKs Program is the State of California's interpretation and enactment of the TANF requirements. The CalWORKs Program has specific rules and regulations that apply only to residents needing cash assistance within the State of California. The CalWORKs Program is administered by the California Department of Social Services and provides education, employment, and training programs to help families get jobs and move towards self-sufficiency. Child care, transportation, work expenses and counseling are available for families in work activities. There is a forty-eight month time limit for adults but the children can remain on aid if otherwise eligible under the Safety Net program.

Within the State of California, each County is responsible for carrying out the CalWORKs Program to residents that qualify for cash aid benefits. Each County also has its own interpretation of the CalWORKs State regulations, and develops programming to address specific needs of their County.

The County of Santa Clara has a good relationship with their CalWORKs educational partners. In the County of Santa Clara, the County contracts with both community colleges and adult education to provide on-site services at the educational provider for all CalWORKs students. The CalWORKs Program offers degree and vocational training programs for TANF students.

Based on a solid foundation of support services, the CalWORKs Program is specifically created to enable students to pursue both educational and career opportunities. The CalWORKs Program helps assist students to manifest economic self-sufficiency by pursuing a higher education at our college. Through the college's certificated and degree programs, students obtain directly transferable skills to the marketplace in a variety of disciplines. Our goal is to help students transition from gaining an education in an in-demand field, to finding and securing meaningful employment during their college experience and after they have graduated.

Through the CalWORKs Work/Study Program, we have a limited number of jobs on and off campus

to assist students in gaining hands-on experience during their education at the college. As part of our program, we offer cover letter preparation, interview techniques, workplace behavior, and managing work and home responsibilities.

To support CalWORKs student in their studies, the program provides a dedicated EVC CalWORKs Program Director, Educational Counselor, Program Assistant, and Community Engagement Specialist who work together to make each student's school to work transition a rewarding experience. Through funding from the County of Santa Clara, students receive: childcare support services, transportation, books, supplies, and other school-related expenses. This program also links with EOP&S/CARE, DSP, Financial Aid, Admissions and Records, Tutoring, and many other campus related services. Additionally, we provide links to county and community resources to assist students with many different kinds of needs such as: housing, counseling, childcare, and Second Harvest monthly food distribution.

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

While in my last program review specific goals were not set or required; however in the Program Review it asked for where would the program like to be three years from now, I had stated that we would like to grow the program back to previous numbers. The CalWORKs Program had already undergone a reduction in student numbers from a decade ago when we had nearly 200 participants in our program. We have had a continued struggle with County referrals for the CalWORKs program. That is caused by several factors.

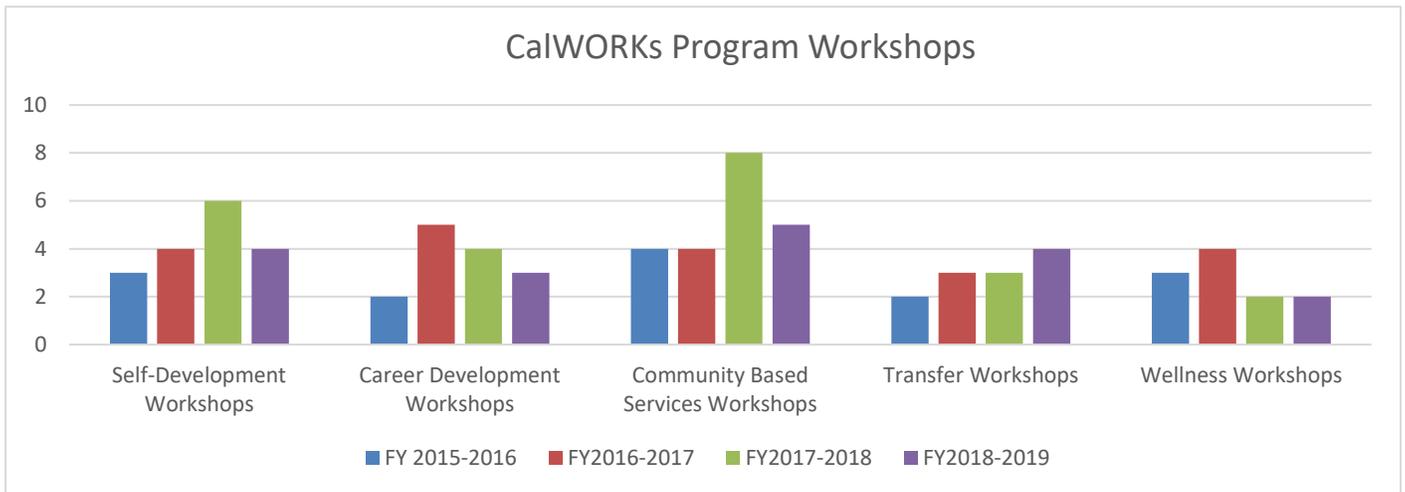
Work Participation Rate (WPR). An unfortunate side effect from the Federal TANF (Temporary Aid for Needy Families) reauthorization was that States (and therefore each County) has to meet a Federal Work Participation Rate. This has had a direct linear impact on all colleges (and adult eds) within the county of Santa Clara and their ability to receive CalWORKs participants from the County. After some time of the County being a "work first" model the County of Santa Clara through various pressure points, including that of the CalWORKs Statewide Association and various Anti-Poverty organizations, have exerted pressure on Santa Clara County to revise its policy on just placing cash aid participants into low wage jobs to get their WPR higher.

After continued struggle with receiving referrals, the County of Santa Clara is starting to reach out to its college partners to increase educational linkages through adult education partners. In the past, CalWORKs students who completed adult education were often referred to the colleges to continue their education. Because of the emphasis on WPR the County had been referring graduates of adult eds directly to work. Unfortunately, many times keeping CalWORKs families in low wage jobs. As of late, the County is revising its internal processes to better facilitate the natural progression of families through the educational system from adult ed to college. One example of this is new presence of a college representative at the adult ed meetings. Hopefully through this increased collaboration, the colleges, which of course includes Evergreen, will see additional CalWORKs participants being referred to our college programs for services.

The simple truth is though that the County of Santa Clara is a very expensive place to live, and CalWORKs families are priced out of living here. Many CalWORKs families have moved to locations such as Fresno or Merced to better afford rent, living expenses, and other needs for their families. All colleges and adult education numbers have decreased due to the cost of living in our County.

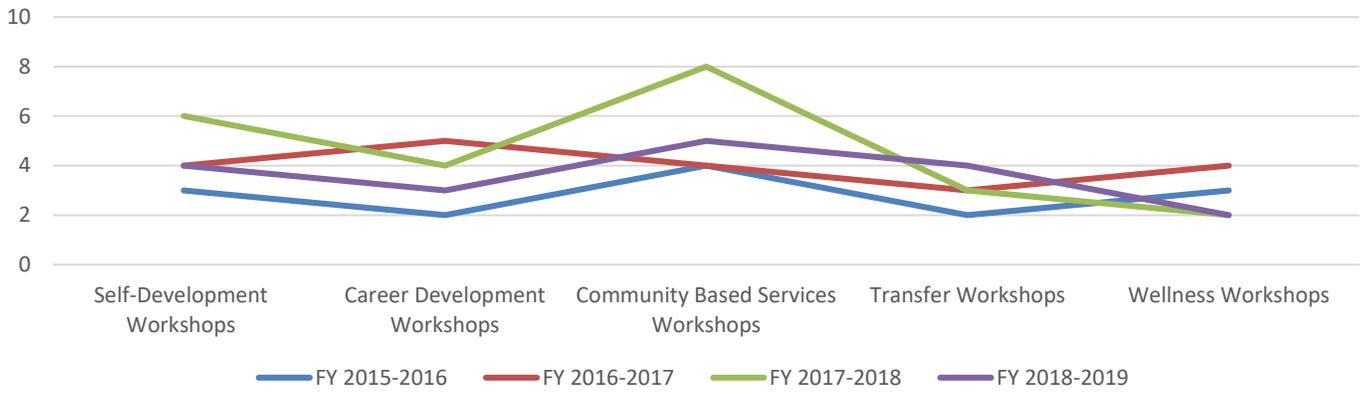
3. Please state any recent accomplishments for your program and show how it contributes to the College’s mission and success.

Our program has multiple accomplishments that assist with contributing the college’s mission and success. We have offered many different opportunities for students to participate in workshops over the last three years. These workshops can be grouped in three categories: self-development, career development, and links to community based services. In all three areas the CalWORKs Program has offered these as specialized workshops during the semester and also as a bridge to ensure that our students continue to receive their cash aid during time periods when college is not in session. All CalWORKs participants only receive Federal Holidays as “days off” and therefore the program has to provide them with curriculum and workshops to ensure that students are participating in their required hours to receive both childcare and cash aid.



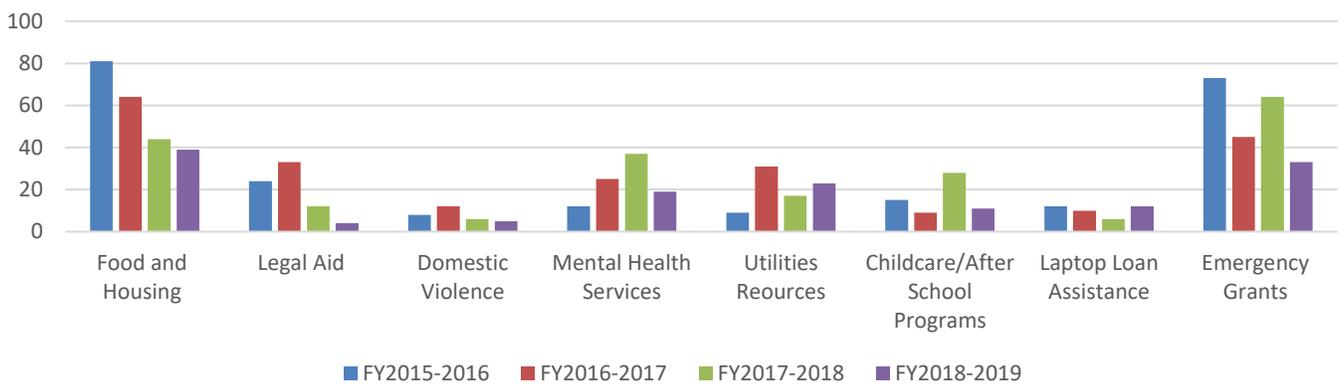
The CalWORKs Program hosts workshops for our students that serve to broaden their knowledge of career, self-development, community-based services, transfer opportunities, and health and wellness. The EVC CalWORKs Program believes in educating the entire student, and knows that CalWORKs students have a host of reasons why they could stop attending college. We work to address as many of those issues in advance as possible, so that our students can focus on school and not get caught up in other life issues that could derail their education.

CalWORKs Program Workshops

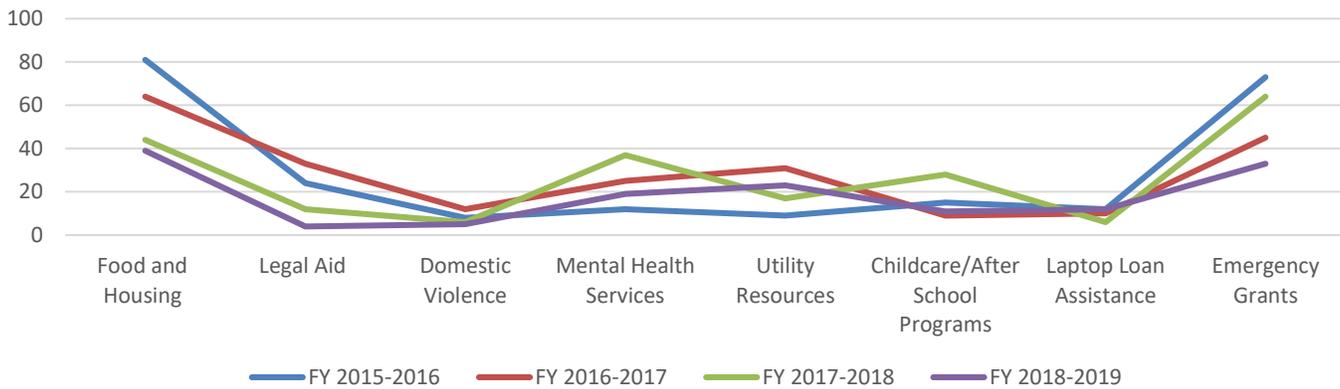


IN CalWORKs we work very closely with a wide number of community based organizations to offer our students support throughout their education at our college. The CalWORKs students have so much that they are responsible for and our Program tries to the fullest extent possible to address everything from: rentals, to rental assistance, legal issues and connections within the legal community for free legal aid, domestic violence referrals and family support, mental health services through many different providers through the County, childcare since all clients have children and many have children who need care, laptop loan programs, and emergency grants for all the life issues that arise.

Community Resources Referrals



Community Resources Referrals



4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.

The goal of CalWORKs is to provide our students with the support and guidance they need to obtain their educational goal. The County dictates that each student has an educational goal that they work towards in order to continue to participate in the CalWORKs Program. We focus on ensuring that students maintain a 2.0 GPA, follow their educational plan, and maintain their required participation to receive their cash aid. To work towards this goal, we carefully monitor the classes they take, what classes they add or drop, and have Progress Reports to follow up on academic issues. When grades come out, we submit those to our County, which actually has more stringent regulations on grades than does our college. Therefore, we are working with each student to try to promote their successfulness through: counseling meeting with our Counselor, follow up on grades, follow up on Progress Report, and ensuring monthly participation that must be completed on our campus. This assists the district with the Student Success Initiative as we are already working on many of the key points that will be affecting colleges across the state.

Strategic Initiative: Community Engagement

The CalWORKs Program provides services to the both the EVC and larger community by continuing to support and host the Second Harvest Food Bank on our campus. Every Friday we have on our campus around 175 EVC students and community members picking up much needed healthy groceries for their family, we have grown the program by over 100% in the last two years. Each family receives over 100lbs of groceries to assist their family with food and food costs for the month. This is a program that CalWORKs has hosted for the campus and community for over 10 years. This speaks directly to the Community Engagement that the district fosters.

In future years we intend to continue to grow the Second Harvest Food Bank Food Distribution Program to include additional community members. To this this we will actively market within the community leveraging CalFresh outreach to target those who qualify for the CalFresh Program and those who do not – all can participate in the Food Distribution. CalFresh is a program that qualifies students and community members to receive food aid benefits at their local grocery store.

Strategic Initiative: Community Engagement and Student-Centered

The CalWORKs Program works directly with students, linking them to the larger community. The CalWORKs Program knows that often students do not end up being successful in college because life happens. Issues with housing, relationships, childcare, food, mental health, or other important life circumstances arise and sometimes students cannot get the support they need to resolve those issues and have to drop out of college. That is why the CalWORKs Director developed the CalWORKs Community Engagement Specialist Position that directly triages student issues with community resources. This was a position that was created expressly to link students to the necessary community and County resources that can best support their success. To that end, our program has developed relationships and increased our knowledge and understanding of what is

available to our students to assist with their success. While the details of our many partnerships are outlined in C5, we strive to proactively meet with our students to understand what their issues are to assist them in providing resources from which they can directly benefit. This addresses Student-Centered successes.

In three years, we hope to further strengthen our student to community links by continuing to engage in monthly Santa Clara County Advisory Meetings where community based organizations present useful community programs and qualifications for our students. To the extent possible, we will also share our community based programs that the general student population can qualify for through sharing with the Director of Student Life and also through publicity on boards around campus. These efforts can further strengthen ties to community resources for our students.

Strategic Initiative: Student Centered

Through our counseling services by our Counselor, we intent to further explore next step 4-year universities through university presentations, visits to 4-year institutions, and information sharing about family oriented programs and services at 4-year universities. Our Counselor has done a great job at starting this exploration of 4-year campuses with our student population, so that they have a much clearer idea of opportunities for transfer. Through her work with the Transfer center and with other college-based students programs such as EOPS, we will continue to increase our visits to 4-year campuses. We also will continue to increase our knowledge of family housing, cost of living, and the like to ensure our students can make appropriate best-choices based on a solid foundation of 4-year possibilities.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Position type	Number of positions
Full time faculty	1.0
Part-time faculty	0
Full time Classified	
Part-time Classified (permanent)	.85/FTE and .49/FTE
Part-time Classified (hourly)	
Administrators	.25 FTE
Student workers	27

We do not have any current vacancies.

A. Program Quality

1. Describe the impact of the program's service offerings to the students and the campus.

The CalWORKs Program centers on connecting our students with much needed community and educational resources so that the student can focus on their education. The CalWORKs Program ties very closely with the District's mission of Opportunity, Equity and Social Justice. CalWORKs students are all low-income, many are first generation, and most resources to address all the issues that can prevent a mom or dad from completing college. With all of the intensive services that CalWORKs provides our students and families, we are often the extra assistance and lifeline to our students actually completing and transferring to 4-year university. The services we provide extend way beyond those offered by most CalWORKs Programs which of course include: all required books being paid, all required supplies paid, childcare referrals and assistance with childcare payments, monthly cash aid, and monthly food benefits. We also have all of the background services depending on what a client needs that is often very instrumental in their success.

Our Counselor works with all students on both their educational plan and the County's matrix of approved majors. She ensures not only the client has access to all educational resources, but ensures compliance with the County regulations and time limits.

As described elsewhere, the CalWORKs Program works with underrepresented groups, which fits with the District's mission of Equity, Opportunity, and Social Justice.

2. Describe recent local, State and/or Federal changes that significantly impact the services to students.

Our program would like to increase our CalWORKs student numbers with the County of Santa Clara. An unfortunate side effect from the Federal TANF (Temporary Aid for Needy Families) reauthorization was that States (and therefore each County) has to meet a Federal Work Participation Rate. While the intention was to get people off cash aid and working, the reality has been that counties who do not meet this federal mandate will be financially punished for not meeting the expected Work Participation Rate (WPR), which is 50%. That means that 50% of the people on cash aid from any given county are supposed to be working and getting off cash aid. Predictably, adult education and colleges were squeezed out as the counties are trying to meet their WPR to ensure their funding stream from TANF. Even more disheartening is that instead of people having the opportunity to get an education to advance themselves and their families, they are instead most often kept in low wage jobs, having to work 2-3 jobs just to pay bills. The cycle of poverty remains unbroken and many people are stuck in a low socio-economic status with little way out.

Different Counties have implemented the WPR mandates in differing ways. The County of Santa Clara went ahead and implemented an aggressive WPR campaign to achieve the WPR rate of nearly 80%. This has had a direct linear impact on all colleges (and adult eds) within the county of Santa Clara and their ability to receive CalWORKs participants from the County. After some time of the

County being a “work first” model the County of Santa Clara through various pressure points, including that of the CalWORKs Statewide Association and various Anti-Poverty organizations, have exerted pressure on Santa Clara County to revise its policy on just placing cash aid participants into low wage jobs to get their WPR higher.

Therefore, the County of Santa Clara is starting to reach out to its college partners to increase educational visibility by featuring the colleges in its orientation through a video and through other promotional materials, including posters on the doors of the CalWORKs Eligibility and Intake Buildings. Through this increased collaboration, the colleges, which of course includes Evergreen, will see additional CalWORKs participants being referred to our college programs for services. I would expect to see a more robust program with additional students and increased numbers of CalWORKs on campus.

To increase both our graduation and transfer rates as CalWORKs moves forward is important. While our transfer rates have already increased, we need to work on graduation rates to ensure that students are reaching their goal and if they falter that we are providing every available resource for them to succeed.

3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.

Not applicable

4. Describe how the program measures success.

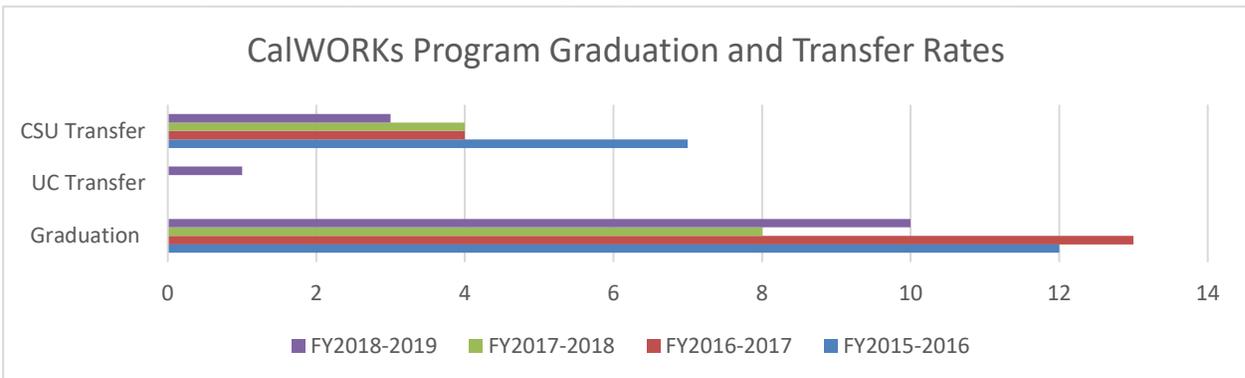
CalWORKs is the County funded program designed for the low income clients with children/dependents under 18 years old. Each client gets financial support for a limited amount of time (it had changed from 60 months to 48) while participating in the County approved activity such as a job search, part time employment, medical services, vocational training, job skills development, etc. The Evergreen Valley College is the County’s community partner that provides the vocational training. EVC CalWORKs program is the part of CalWORKs Employment Services. We are working under the supervision and in close contact with the CalWORKs Employment Services employees who are also our student’s caseworkers.

The success, graduation and rate of transfer of students in our program depend heavily on few CalWORKs program specifications such as:

1. Eligibility for CalWORKs program: if ineligible (determined by income, age of dependents, time left on benefits, paperwork timely submission, compliance with other county regulations, etc.) a student’s enrollment for EVC CalWORKs Program must to be terminated at any time.
2. Hourly requirement: each student signs a contract (WTW2 form) with the County and has to participate in vocational training and sometimes part-time employment (each student’s

situation is different). The failure to comply with the WTW2 regulations usually results program termination.

3. Each student has to keep passing all classes with "Pass" or a letter grade and GPA 2.0 and above. After the end each semester we submit an End of Term Report to the County. Depending on the each student caseworker and circumstances, unsuccessful students could be pulled out of the Vocational Training at EVC or allowed to continue for one more semester.
4. EVC CalWORKs students are highly motivated to succeed: to graduate, find an employment and support their family. However; their first priority is employment, the education comes the second. Because, with all support from various resources such as a school and community services very often they cannot afford going to school without the County assistance.



EVC CalWORKs graduation rates decreased during the reporting period. This change reflects the recent change in CalWORKs Santa Clara County program policies: the students can continue their education in a 4 year schools as soon as they are ready to transfer from a 2 year college (60 transferable units necessary, but not a degree completion). Previously, the County only supported their clients (who are also EVC CalWORKs students) until they complete only one certificate or degree of their choice. After graduation, CalWORKs students must start looking for job in order to continue to get support from the County.

Also, because the pull of data for the reporting period is getting smaller, it's very difficult to identify the true correlations and tendencies.

5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?

We are mandated to collect data through our datatrel system for the Chancellor's Office. The data we are mandated to collect is the following:

- Eligibility Status
- Case Management Services
- Other Service Referrals

- Other Support Services
- On Campus Childcare
- Off Campus Childcare
- Dependents Receiving Childcare
- Dependent Children
- Family Status
- Employment Assistance
- CalWORKs Work Positions
- Start/End Date
- Position Title
- Employment Status
- Work Placement
- TOPS Code
- Average Hours per Week
- Highest Wage

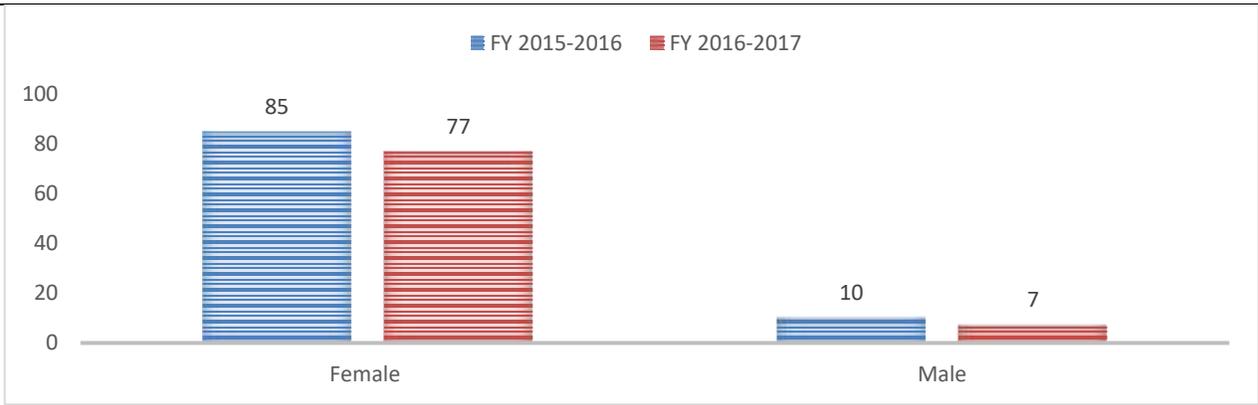
The Program Staff ensure that the website, catalog, schedule of classes, and brochures are kept up to date by revising them yearly or on an as needed basis.

6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students). CalWORKs students are a very diverse group, in terms of both age and ethnicity.

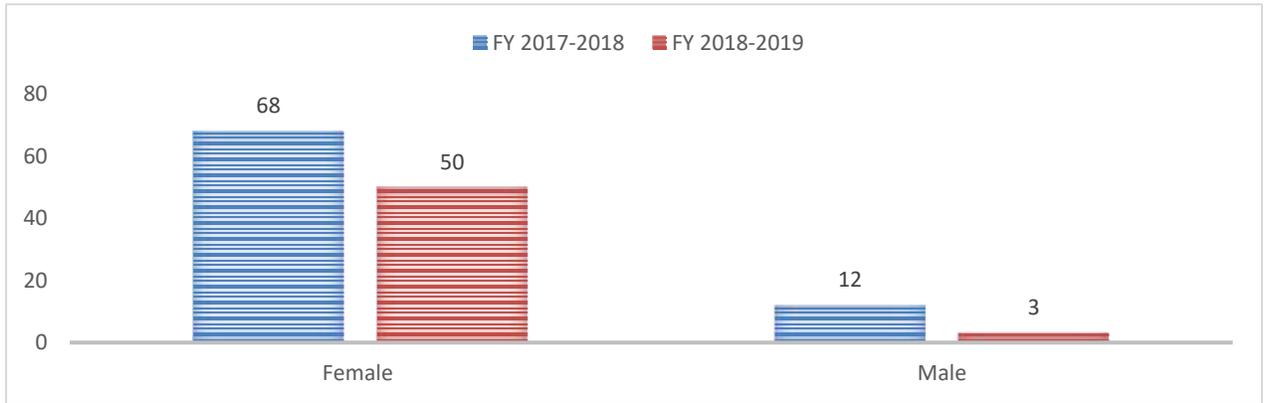
The CalWORKs Program is primarily comprised of females, at around 85% as compared to Evergreen’s population of 54%. Additionally, the CalWORKs Program has more Hispanic/Latino participants than the college at large. Overall the CalWORKs Program over the years ranges from 67% Hispanic/Latino to 34% at Evergreen, meaning that the CalWORKs Program serves many Latino families. Our age of student is traditionally higher than for the general college, since most of our students for CalWORKs fall within the 25-39 age range as compared to Evergreen.

Gender

EVC CalWORKs 2015-2016	Total Student Count : 95	Percentage %	EVC CalWORKs 2016-2017	Total Student Count : 84	Percentage %
<i>Female</i>	85	89.47	<i>Female</i>	77	91.67
<i>Male</i>	10	10.52	<i>Male</i>	7	8.33
<i>Unknown</i>	0	0.00	<i>Unknown</i>	0	0.00



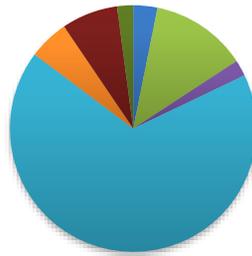
EVC CalWORKs 2017-2018	Total Student Count : 80	Percentage %	EVC CalWORKs 2018-2019	Total Student Count : 53	Percentage %
<i>Female</i>	68	85.00	<i>Female</i>	50	94.34
<i>Male</i>	12	15.00	<i>Male</i>	3	5.66
<i>Unknown</i>	0	0.00	<i>Unknown</i>	0	0.00



Ethnicity

EVC CalWORKs 2015-2016	Total Student Count : 95	Percentage %	EVC CalWORKs 2016-2017	Total Student Count : 84	Percentage %
<i>African American</i>	3	3.16	<i>African American</i>	3	3.57
<i>American Indian/Alaska Native</i>	0	0.00	<i>American Indian/Alaska Native</i>	0	0.00
<i>Asian</i>	12	12.63	<i>Asian</i>	12	14.28
<i>Filipino</i>	2	2.11	<i>Filipino</i>	2	2.38
<i>Hispanic</i>	64	67.36	<i>Hispanic</i>	56	66.66
<i>Multi-Ethnicity</i>	5	5.26	<i>Multi-Ethnicity</i>	5	5.95
<i>Pacific Islander</i>	0	0.00	<i>Pacific Islander</i>	0	0.00
<i>White Non- Hispanic</i>	7	7.37	<i>White Non- Hispanic</i>	6	7.14
<i>Unknown</i>	2	2.11	<i>Unknown</i>	0	0.00

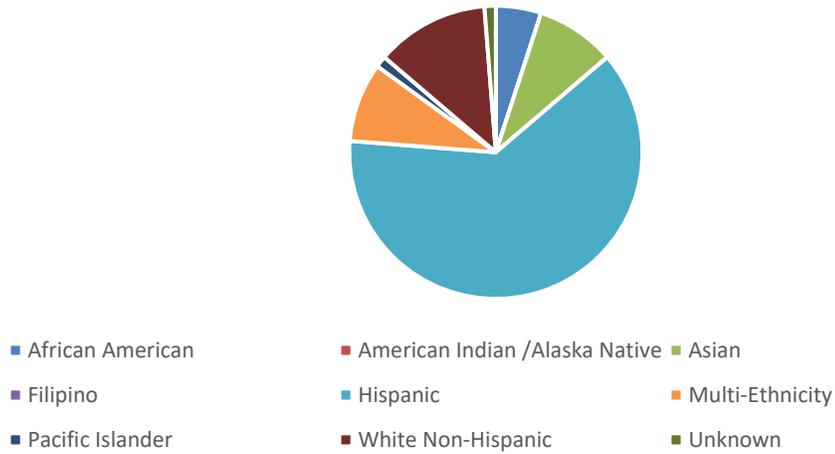
**ETHNICITY
CalWORKs Students
FY 2015-2016 & 2016-2017**



- African American
- American Indian /Alaska Native
- Asian
- Filipino
- Hispanic
- Multi-Ethnicity
- Pacific Islander
- White Non-Hispanic
- Unknown

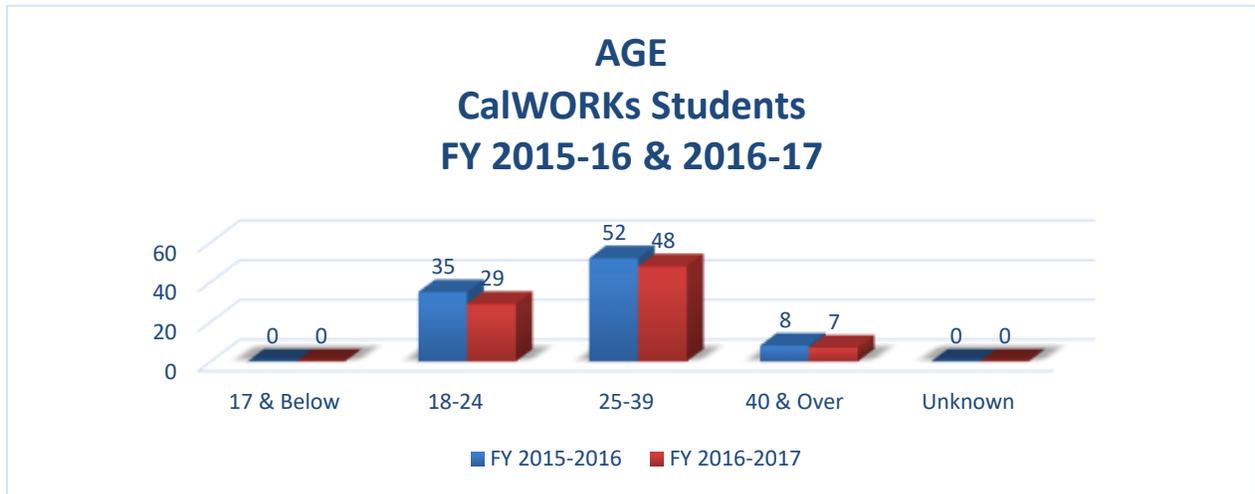
EVC CalWORKs 2017-2018	Total Student Count : 80	Percentage %	EVC CalWORKs 2018-2019	Total Student Count : 53	Percentage %
<i>African American</i>	4	5.00	<i>African American</i>	2	3.77
<i>American Indian/Alaska Native</i>	0	0.00	<i>American Indian/Alaska Native</i>	0	0.00
<i>Asian</i>	7	8.75	<i>Asian</i>	8	15.09
<i>Filipino</i>	0	0.00	<i>Filipino</i>	0	0.00
<i>Hispanic</i>	50	62.5	<i>Hispanic</i>	30	56.60
<i>Multi-Ethnicity</i>	7	8.75	<i>Multi-Ethnicity</i>	1	1.89
<i>Pacific Islander</i>	1	1.25	<i>Pacific Islander</i>	1	1.89
<i>White Non- Hispanic</i>	10	12.5	<i>White Non- Hispanic</i>	7	13.21
<i>Unknown</i>	1	1.25	<i>Unknown</i>	4	7.55

ETHNICITY
CalWORKs Students
FY 2017-2018 & 2018-2019



Age

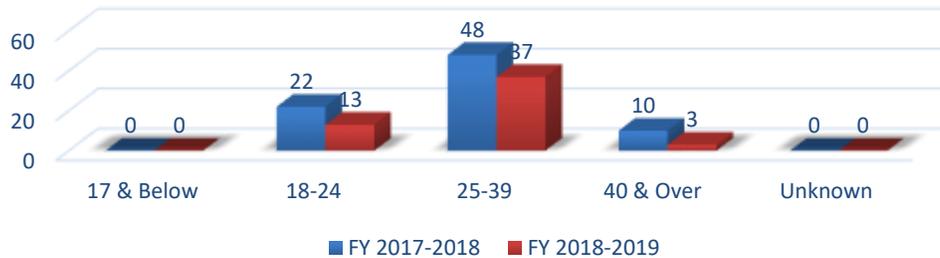
EVC CalWORKs 2015-2016	Total Student Count : 95	Percentage %	EVC CalWORKs 2016-2017	Total Student Count : 84	Percentage %
<i>17 & Below</i>	0	0.00	<i>17 & Below</i>	0	0.00
<i>18-24</i>	35	36.84	<i>18-24</i>	29	34.52
<i>25-39</i>	52	54.73	<i>25-39</i>	48	57.14
<i>40 & Over</i>	8	8.43	<i>40 & Over</i>	7	8.34
<i>Unknown</i>	0	0.00	<i>Unknown</i>	0	0.00



Age

EVC CalWORKs 2017-2018	Total Student Count : 80	Percentage %	EVC CalWORKs 2018-2019	Total Student Count : 53	Percentage %
<i>17 & Below</i>	0	0.00	<i>17 & Below</i>	0	0.00
<i>18-24</i>	22	27.50	<i>18-24</i>	13	24.53
<i>25-39</i>	48	60.00	<i>25-39</i>	37	69.81
<i>40 & Over</i>	10	12.50	<i>40 & Over</i>	3	5.66
<i>Unknown</i>	0	0.00	<i>Unknown</i>	0	0.00

AGE CalWORKs Students FY 2017-18 & 2018-19



7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?

CalWORKs strives to work closely with other Student Services Programs throughout campus, as well as Academic Programs. We have collaborated with SEAASE and the International Program on multiple campus visits to 4-year institutions across the state of California. EOPS/CARE and CalWORKs collaborated on CalWORKs designed workshops such as transfer, self-esteem, banking, personal finance. CalWORKs has also closely collaborated with Financial Aid, inviting the Director or other Financial Aid staff members to present at orientations and for specialized workshops. We work with DSP to ensure that any students needing extra time or specialized services get the assistance they need through our DSP. We also work with Health Services to ensure that we share information on community based health program and services. The CalWORKs staff members also contributed to hosting the Historically Black Colleges and Universities event on our campus.

The CalWORKs Director participates in the Student Services Council which ensures that the information that is happening on our campus is shared with those in CalWORKs and that whether they be events or meetings, that CalWORKs is represented and that information between departments is shared.

On the Academic side, CalWORKs is striving to work with various academic departments to strengthen our linkages. For the summer in 2019, CalWORKs endeavored to work with the Business and Workforce Department on summer required workshops; however we were never able to solidify any presentations. Therefore, I think especially with Business Workforce we could better and more closely collaborate on bringing business and industry partnerships possibilities to our very low-income students here at EVC.

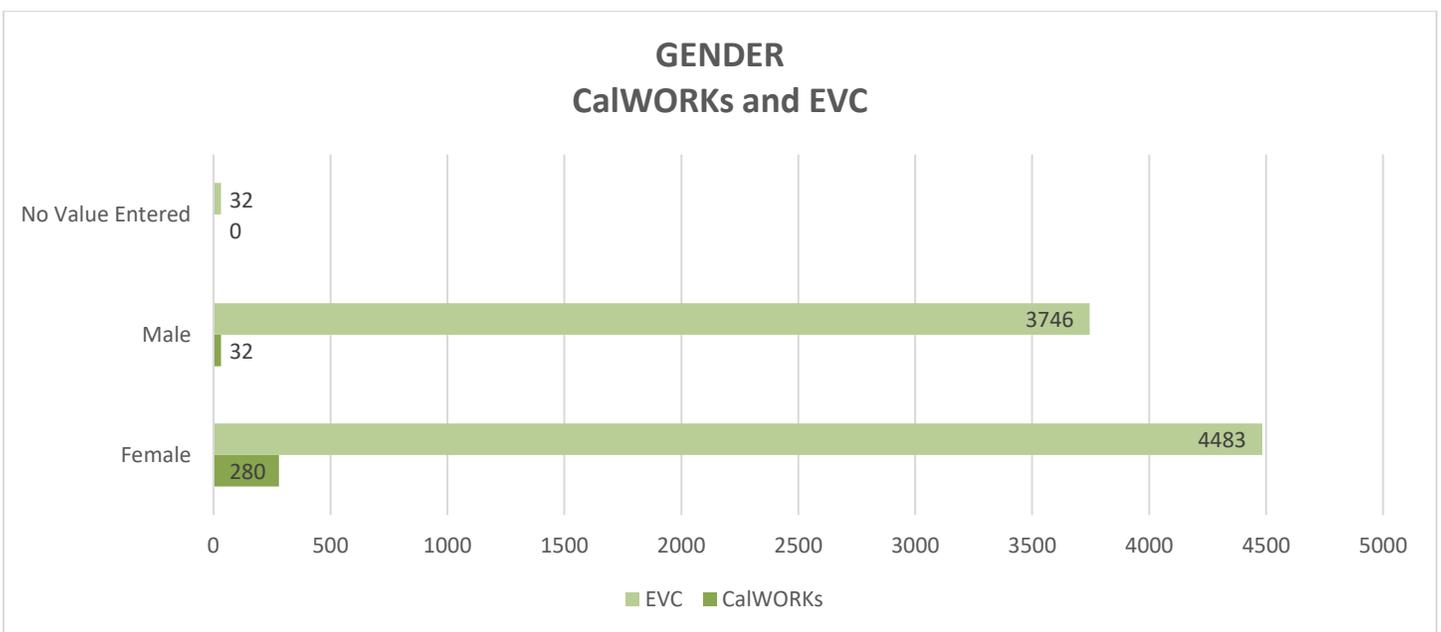
The Workforce/Business, Library, and Nursing Departments have collaborated with us on welcoming County workers for the last years to our campus. Specifically, the Auto, Translation and Interpretation, and Nursing Programs have welcomed groups of around 30 County workers once per semester for the last several years to give them information and demonstrations of their particular programs. The library has also participated numerous times to give Workers an overview of our research and library networks. This helps County Workers with making referrals to our college and has been a very positive collaboration.

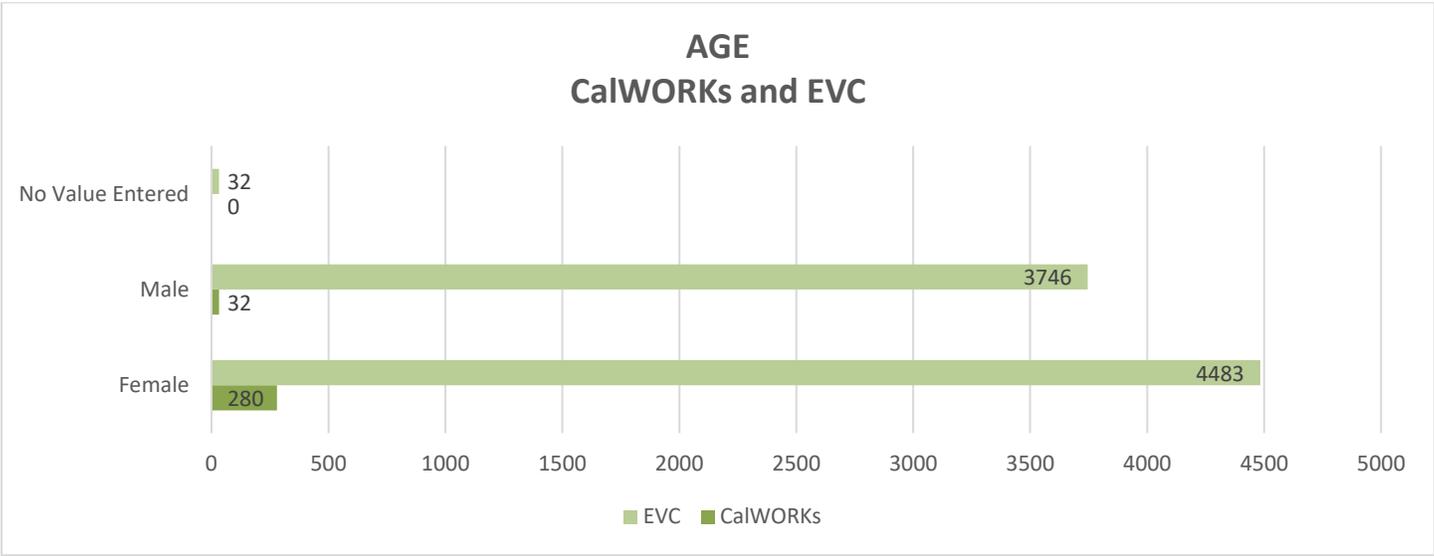
B. Program Access

- How many students received program services between F15– F18? Use the table below to review the demographics of students served and how these compare to campus demographics.

1. Student Demographics- Headcount (average F15-F18)

Program Total Headcount			Headcount & Pct of Total	
Gender	Headcount	Pct of Total	EVC	
Female	280	6.25%	4483	54.3%
Male	32	0.85%	3746	45.3%
No Value Entered	0	0.00%	32	0.3%
Age	Headcount	Pct of Total	EVC	
17 & Below	0	0.00%	361	4.3%
18-24	99	1.95%	5070	61.4%
25-39	185	9.49%	1949	23.6%
40 & Over	28	3.21%	871	10.5%
Unknown	0	0.00%	9	0.1%
Race/Ethnicity (IPEDS Classification)	Headcount	Pct of Total	EVC	
American Indian	0	0.00%	51	0.5%
Asian	39	1.12%	3475	40.3%
Black or African American	12	5.36%	224	2.3%
Hawaiian/Pacific Islander	6	15.79%	38	0.4%
Hispanic	200	5.78%	3463	39.1%
Two or More Races	18	7.53%	239	2.7%
Unknown	7	0.87%	806	8.4%
White	30	5.15%	583	6.2%





a. Based on the **students served** and Pct change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?

The CalWORKs Program is declining for a couple of reasons. As described elsewhere, the County has met the Work Participation Rate (WPR), which has direct implications for the Program. The County has concentrated on increasing the number of CalWORKs participants in work programs, therefore lessening the referrals to the adult education and colleges.

Additionally it is very challenging for families to survive in Santa Clara on public assistance. Therefore many families are moving or have moved to Fresno or Merced to better afford the cost of living.

Additionally the OU County had stopped referring from adult eds to the colleges; however now the County is endeavoring to refer to colleges by allowing a better hand off between the two systems for those families still on CalWORKs.

b. Are there any gaps in the students served compared to the college demographics?

In general, the CalWORKs population has more barriers that can prevent them from being successful. They are parents, which means that they have childcare issues, children's health issues, custody issues, and a host of other issues that can make attending class and being a successful student challenging. Often our students are single head of household and are responsible for the child/ren and all the home issues that come up. Many of students do not have transportation, or at least reliable transportation and that can have negative consequences on their ability to participate. We see that some students do not have good family or relative support, and they are really alone in managing the stresses of child/ren and home life. With the limited amount that students receive from monthly cash aid, it is very difficult to find a reasonable room for rent that is also a safe place for children. For parents who have more than one child, the apartment rates can really go up astronomically to being unaffordable. That's why it is so important for many of our students to have family assistance. For those who do have family assistance, some who rely on their families would prefer not to. Unfortunately, some have to rely on them due to the cost of living here in Silicon Valley. There are students who are stuck in poor living situations because it is what they can afford. Being poor affects access to college. We all know that poverty is hard, and can be consuming. Since all of our students are financial poor, we know that they have hurdles in front of them that many in our general student population do not.

All of the above issues affect students' access to college and their ability to complete their classes and educational goal.

c. Based on your findings, what interventions can the program implement to address any gaps in services?

Because the CalWORKs student population often faces many barriers to education, our Office and Program Staff work very hard to triage issues that come up. The Community Engagement Specialist position was specifically designed to provide direct assistance to CalWORKs students through our knowledge and connection to community resources. Examples of such resources are as follows:

- The Bill Wilson Center is for teens who are experiencing homelessness or other issues. Catholic Charities, Gardner, Asian American Recovery Center for mental health services such as personal and family counseling and therapy.
- For eldercare and disabilities, we refer to In Home Supportive Services for disability
- Bay Area Legal Aid for those who need assistance with custody battles or other legal issues.
- The County has specific Housing Programs, such as Abode and the Family Stabilization Program and other short-term programs.
- When students are homeless we refer them to homeless shelters such as InnVision and United Way.
- We are also linked with childcare depending on the different stage needed and type of service needed for the student. For example, we refer students to 4Cs, Choices for Children, Paceapp Program, and CalWORKs County subsidized childcare. We also refer them to low income preschools such as HeadStart.

- We also refer children with special needs to organizations such as Parents Helping Parents.
- For domestic violence we work with Next Door Solutions which has housing, therapy, shelters, legal assistance, and an intensive program to assist individuals and families.
- JumpStart for those students who need assistance with buying vehicles and repairs.
- Outreach for clients who need rides to specific services, appointments, jobs, or sometimes school.
- Self Help Center in the Family Court to resolve family custody issues and Family Konnections for supervised visitations.
- For families who want their children to go to camps we work with various camp organizations and the local government such as YMCA, San Jose Recreation, CityTeam.
- The Public Library for literacy assistance, tutoring, ESL, and summer reading programs for kids.
- We also have hosted Second Harvest on our campus for over 10 years, this is a monthly food distribution to families with children who are low income. We serve both students and the community.
- For PG&E we refer to LiHeat, for cell phones the County has a free wired program.
- The Salvation Army, Goodwill, and Sacred Heart all assist with First and last months rental deposit.
- For clothing we refer students to Career Closet for professional wear.
- For Tatattoo Removal we refer to CleanSlate, a County tattoo removal program.
- Job Corps for is for students under 25 years old who want job experience.
- YearUp for students who want to work in technology and have internships with high technology companies.
- For free tax assistance and preparation, United Way has representatives all over the South Bay to assist low income people file taxes.
- We refer students to job fairs at the County for the CalWORKs clients.
- We also have a laptop loan program where we loan laptops and tablets to students to increase their access to technology.
- We also give gas vouchers to students to help with their transportation costs.
- We have book vouchers for Safety Net families (for former CalWORKs clients, who may have used up their CalWORKs time allotment but have not finished college).
- We offer backpacks, school supplies, and USBs to assist with costs related to college classes that the County does not cover.

These are the agencies that we refer students to on a regular basis; however if a student comes in and we do not know which program or organization would be able to assist, we work with the student to triage their situation and find an organization that will be responsive to their needs. We follow up with our students to ensure they do have access to what services they need to help them be successful.

C: Curriculum- If applicable

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six year timeline for scheduled course outline revision.

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real life experiences for students. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.
3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?
4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.
5. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)
6. If external accreditation or certification is required, please state the certifying agency and status of the program.

PART C: Student Learning Outcomes and Assessment

1. List the Program SLOs, and how they relate to the GE/ILOs (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29>).

SLOs 2015-16

The SLOs in 2015-16 centered around personal development and inquiry and reasoning for the students. We achieved good results with the assessment through tutoring and increased the GPAs of our tutored students. We also increased the value of health and wellness through workshops specifically designed for our students.

Program/Service: Calworks/Win Program							
	Core Activity or Service	Target Population	Student Learning Outcomes Acquired from core activity	Assessment Tool Pre/post test or survey; focus groups; student transfer rates...	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What changes will be made to program, service or SLO and when?
1	Tutoring	Students who need or seek tutoring	Students will recognize the benefits of coming in and receiving tutoring assistance from CalWORKs student-led tutors	Grades will be used to compare tutored students with non-tutored students.	Fall 2015	From the tutored students: 29% had a GPA between 3.5-4.0 45% had a GPA of 3.00-3.49 14% had a GPA of 2.00-2.99 14% had a GPA of 1.00-1.99 Of the NON-Tutored students: 0% had a GPA between 3.5-4.0 57% had a GPA of 3.00-3.49 0% had a GPA of 2.00-2.99 43% had a GPA of 1.00-1.99	WE will publicize the results of tutored vs. non-tutored students in our CalWORKs orientation. WE will also require that any student taking a class for the second time complete their lab hours for the class with our CalWORKs Tutor. This will begin in Fall 2016.
2	CalWORKs Student Growth and Learning	All CalWORKs students who participated in pre-summer workshops	Students will gain additional skills and strategies in mind-body wellness.	The assessments will be based on student workshop pre and post assessments and workshop packet responses.	Pre-summer workshops 2016	Q1. Do you value health and wellness? Pre-44% people said yes, post 64% said yes Q2. Will you meditate to lower stress? Pre- 22% said yes, Post 39% said yes. Q3. Will you make health a priority? Pre- 33% said yes, Post- 73% said yes Q4. Will you exercise with your family to stay healthy and active? Pre-28% said yes and Post 50% said yes Q5. Will you/Did you challenge yourself during the Mind and Body Wellness workshops? Pre-50% said yes, Post- 83% said yes. More detailed result can be found in pre and post survey results.	Students like and personally gain from workshops on the mind-body connection. We will look to incorporate more of these type of workshops and physical activity as part of their mandatory participation for hours as required by CalWORKs.

* Modified from Bakersfield College. Approved by SLD Sub-committee 3/9/12

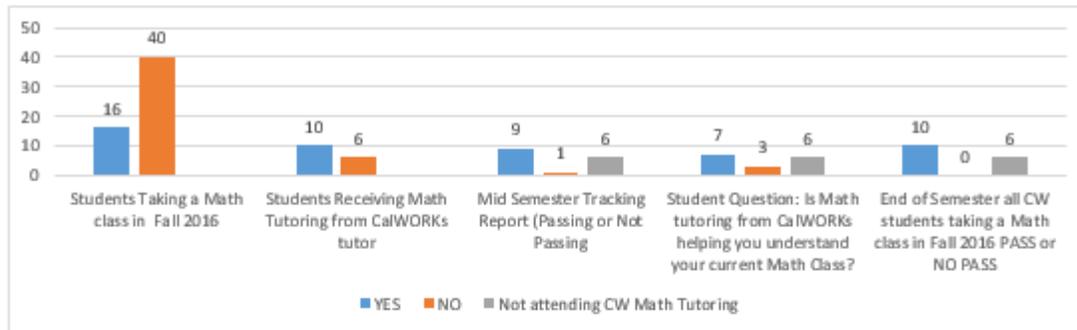
Program/Service: **International Student Program (ISP) –Fall 2016 –Spring 2017**

	Core Activity or Service	Target Population	Student Learning Outcomes Acquired from core activity	Assessment Tool Pre/post test or survey; student transfer rates...	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students	Analysis/Action Plan and Timeline What changes will be made to program, service or SLO and when
1	Transfer	International Students	Transfer EVC International students to 4 year universities and colleges	The number of students requesting to transfer to a 4 year school	Fall 2016 and Spring 2017	Fall 16: 4 students transferred (Loma Univ , Politech , Canada, CSU Hayward, Univ. of Utah) Spring 17: 10 students transferred (Brandis, Univ of Hawaii, 2 CSU Dominguez Hills, 3 SJSU, SFSU, USF)	EVC ISP will work to continue to make linkages to 4 year institutions through our newly hired Counselor and will schedule 4 year campus visits and coordinate with other programs, including the transfer center. Also we will be hosting specialized workshops to increase our students' transfer knowledge and opportunities.
2	International Student Involvement in Campus Activities	International Student Association (ISA) club	Increase international student involvement on campus through new events initiated and organized by ISA club	The number of events organized and student participation	Fall 2016 and Spring 2017	ISA and ISP hosted 15 events on and off campus and also shot a promotional video which is on the ISA f/b page (see Excel spreadsheet)	We will work to host events to ensure that students are welcomed and feel integrated into our campus community. ISA will continue to assist with planning and hosting events in conjunction with the ISP. We are striving for more fun events in the coming year.
3	Growth of International Programs and Services	International Students	The Program Learning Outcome was to increase international student population year over year to raise the profile of the International Student Program (ISP) within EVC	The number of F-1 students enrolled in full time (12 units and more per semester) of study and visiting students enrolled in part time (less than 12 units)	Fall 2016 and Spring 2017	Fall 16: 148 F-1 students and 7 visitors Spring 17: 165 F-1 students and 10 visitors	The ISP continues to strategically grow. ISP Director is planning growth to match staffing levels to ensure that we continue to serve students well and grow the program at a level that is sustainable. This SLO will continue to remain for 17-18 to compare results.

Evergreen Valley College

CalWORKs Student Learning Outcomes 2016-2017

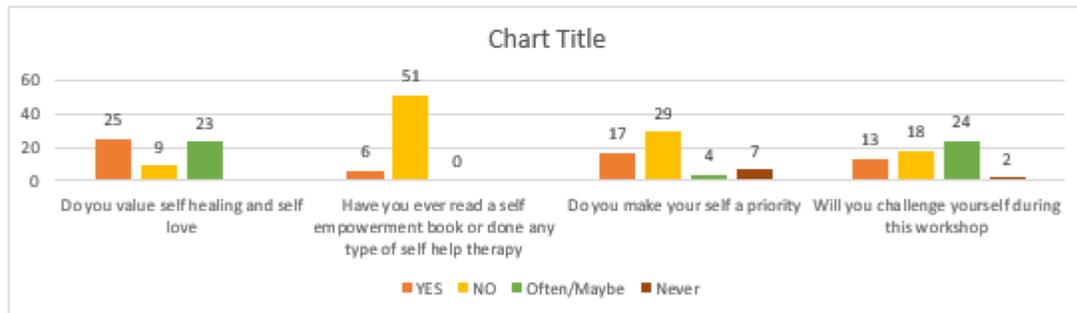
CalWORKs Tutoring (Math) Fall 2016



CalWORKs Mid-Winter 2017 Workshop Self Help

"Love Yourself, Heal Your Life Workbook" by Louise Hay

(Pre-Assessment)



"Love Yourself, Heal Your Life Workbook" by Louise Hay

(Post-Assessment)

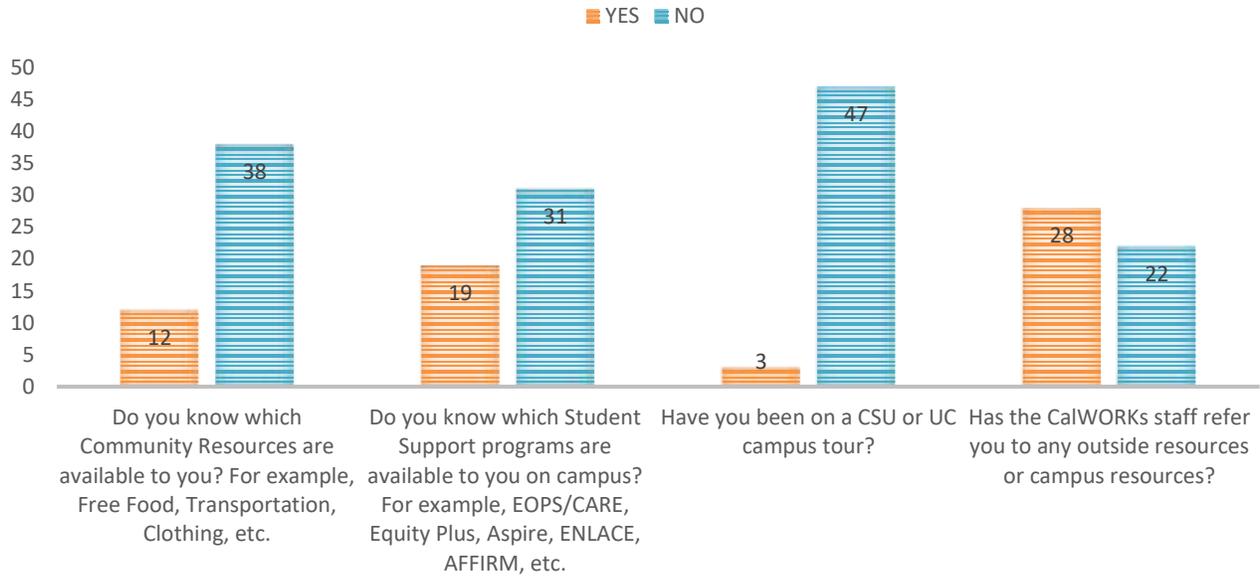


SLOs 2017-18

CalWORKs Student Growth and Learning SLOs

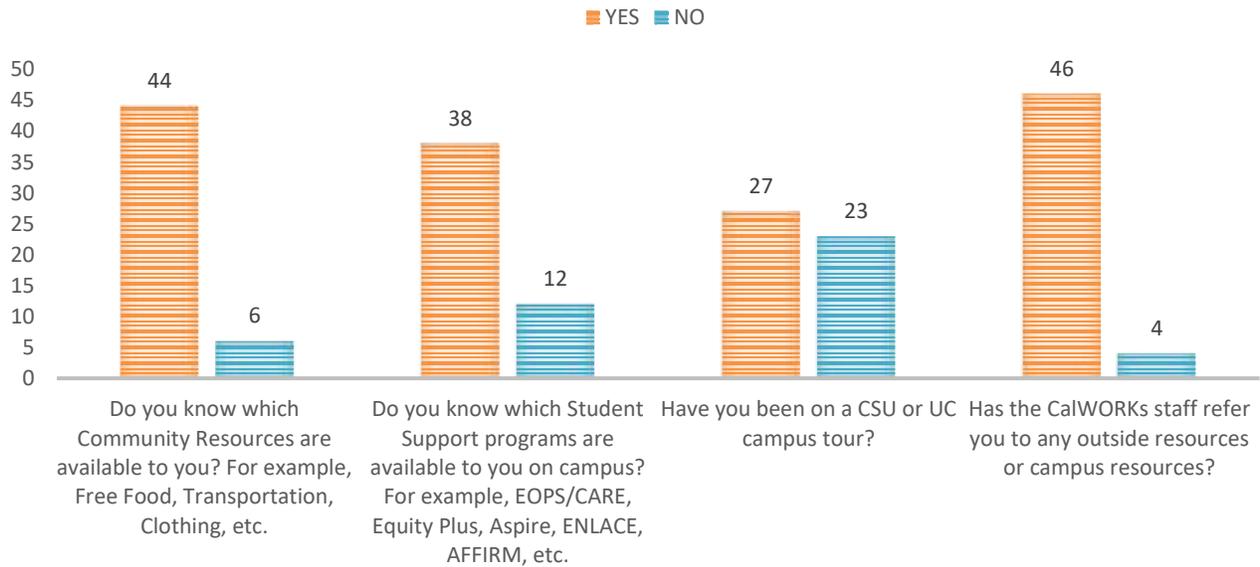
(Pre-Assessment Fall)

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(Post-Assessment Spring)

CHART TITLE



CalWORKs Program Growth SLOs Spring Student Survey Office Performance

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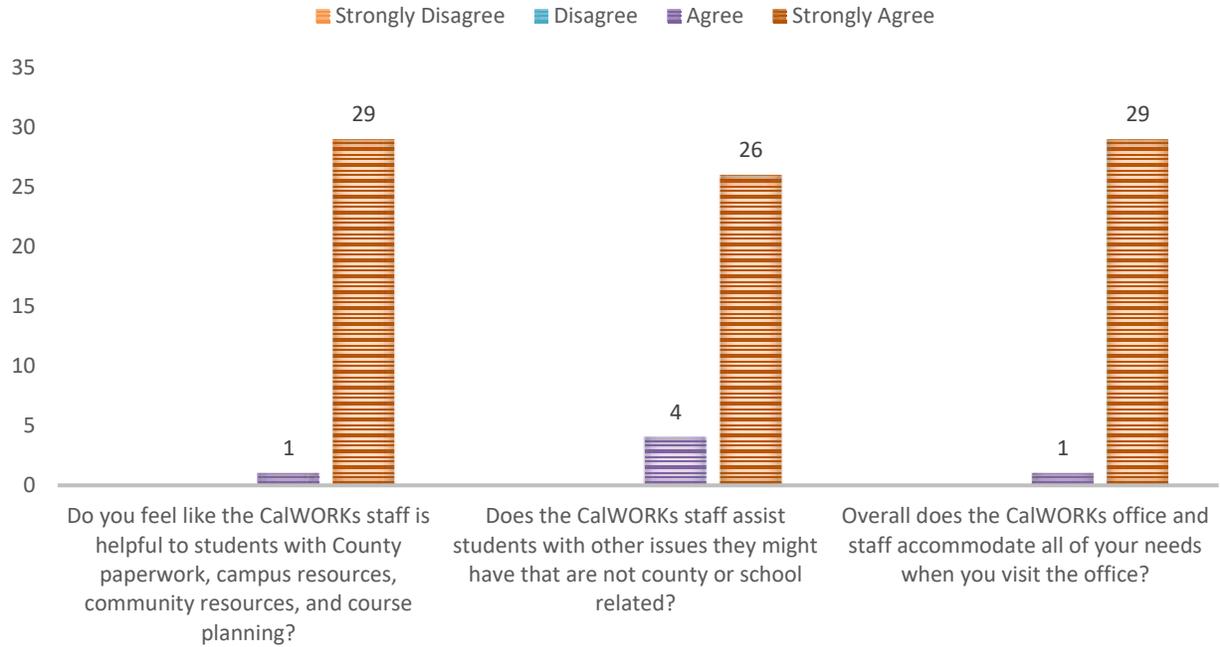
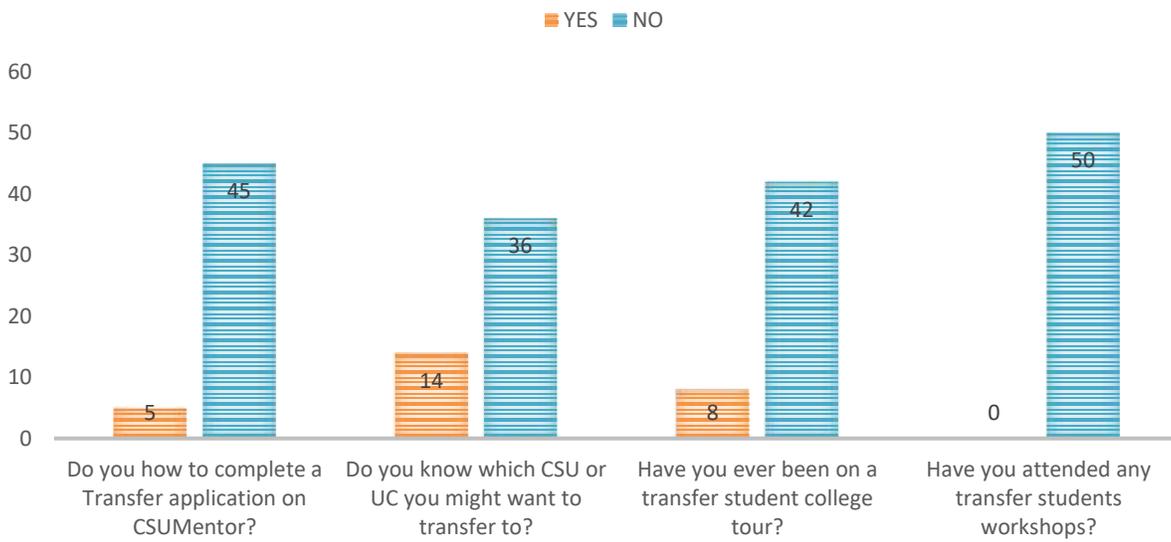
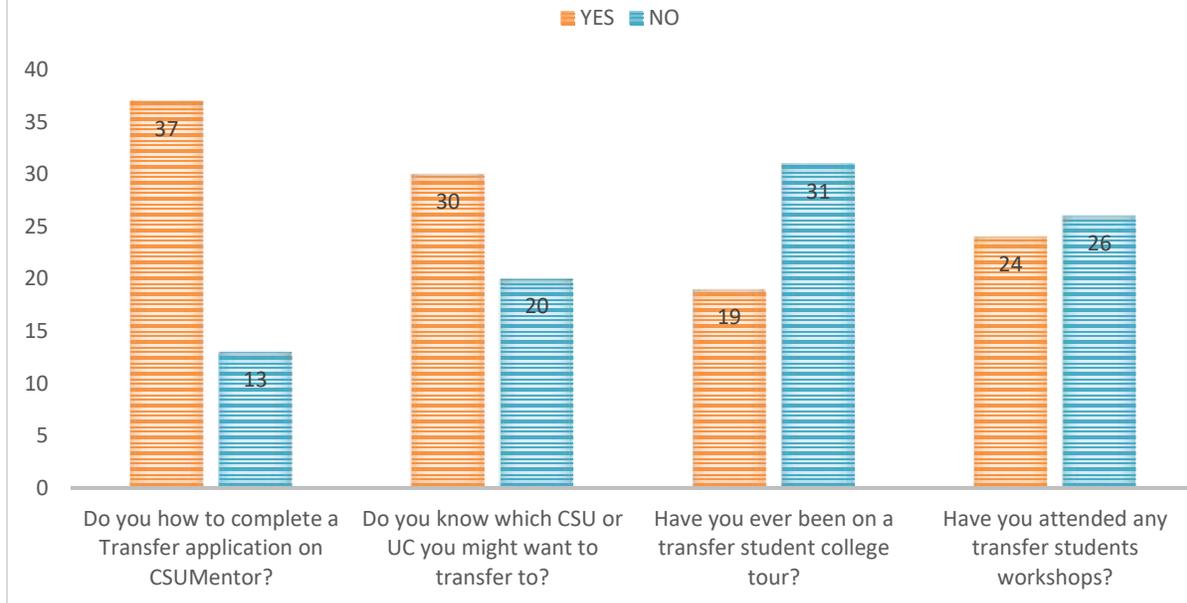


CHART TITLE



(Post-Assessment Spring)

CHART TITLE



2. Since your last program review, summarize SLO assessment activities and results. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)

Our department collaborates on each cycle of SLOs to measure what seems most appropriate for that year. We meet as a group to go over what SLOs to track and how best to measure them on a yearly basis. We use last year's results and information to inform the current year's SLOs.

3. What plans for improvement or changes have been implemented to your program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

We have increased access and information about community resources to our students. That is a large focus of our program based on the number of referrals and the success of referring students to rental assistance programs throughout Santa Clara.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.

We have a Counselor who assists students with specialized counseling duties such as educational planning based on specific County guidelines and approved lists of majors. The Counselor has to work closely with the County Employment Workers to ensure excellent communication between the County and the college.

The Community Engagement Specialist works with each incoming client to ensure access to college and all of the programs. She also ensures links to the community resources. She is the primary signer of all the required monthly paperwork from the County.

We have a Program Specialist who also works on program paperwork and eligibility for students.

The Direct works the program reports for the County and State to ensure compliance with all regulations.

2. List major professional development activities completed by faculty and staff over the last six years. In particular with regards to students success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

Office of Women's Policy Santa Clara County Domestic Violence conference, Child Abuse Mandated Reporter Training, Second Harvest Food bank Insecurities Training, California Community College Chancellor's Office Basic Needs Training in Sacramento, Real #114 Food and Housing Insecurities Conference, Santa Clara County Social Services Advisory and Consortium, CalWORKs 2.0 Trainings, Welfare to Work Trainings, and Community Engagement.

PART E: Budget Planning

1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.

n/a

2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

We receive CalFresh funding that assists the college with providing food benefit resources to our students and community. CalFresh is funded through the Federal Government, USDA Program and is managed by CSU Chico, we are a sub grantee of that program.

PART F: Technology and Equipment

1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology of equipment needs since the last program review.

n/a

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

n/a

PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Faculty and staffing requests	<p>Ongoing Budget Needs: n/a</p> <p>One-time Expenditure:</p>	<p>Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:</p>
Facilities	<p>Ongoing Budget Needs: n/a</p> <p>One-time Expenditure:</p>	<p>Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:</p>
Technology	<p>Ongoing Budget Needs: n/a</p> <p>One-time Expenditure:</p>	<p>Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:</p>
Equipment/Supplies	<p>Ongoing Budget Needs: n/a</p> <p>One-time Expenditure:</p>	<p>Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:</p>