

# 2024-2025 Student Services Program Review - CalWORKs Latest Version

Self-study template for Student Services Program Review process. Review period: 2021-2022, 2022-2023, 2023-2024.

## Student Service Program Review Overview & Timeline

### Student Service Program Review Purpose

## Section 1: Service Area Overview

### A. Service Area Mission and Alignment : Version by **Foley, Julia** on **01/13/2025 21:49**

**1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework** (<https://www.cerritos.edu/students-first-framework/default.htm>).

The primary goal within the Students First Framework is to ensure equitable access to education, aiming to graduate fifty percent (50%) of students within five years or less. The CalWORKs program plays a crucial role in this mission by offering comprehensive support, services, and resources tailored to the unique needs of parenting students on government assistance who are starting or returning to college. By addressing barriers and providing a wide range of support services, the CalWORKs team is dedicated to increasing economic mobility for our students and community, empowering CalWORKs students to achieve their educational goals in a timely manner.

### B. Service Area Description : Version by **Foley, Julia** on **01/13/2025 21:49**

Service	Description
Academic Counseling	Students meet with a CW counselor to complete the required comprehensive educational plan (CSEP) and review of their CSEP each subsequent semester. They can also meet for any other reason with their CW counselor (there is no limit on the number of appts). All services are offered in various modalities including in-person and virtual appointments.
Academic Supplies	Students can request from the CW office a variety of academic supplies at any point in the semester when needed, such as backpacks, notebooks, scantrons, pens and pencils, etc.
Community Resources	CalWORKs fosters connections with various county resources to provide referrals and assistance specifically aimed at addressing non-academic student barriers. These barriers can include challenges such as childcare needs, transportation issues, financial constraints, housing instability, and health-related concerns, all of which can impact a student's ability to succeed in their educational journey.
Computer Lab	CW students have access to a 14-computer lab in the Santa Barbara building, which they can access anytime during the open office hours.
County Partnership and Advocacy	Assist students with completion of the myriad of county-required forms. Staff keep current with legislation and policy to advocate for students' rights.
New Student Success Orientation	Students entering the program are provided a one-on-one New Student Success Orientation, where staff provides an overview of the CalWORKs program support/services, college/county requirements, as well as on/off campus resources that are beneficial to the student.
Pre-Employment Preparation (PEP) Workshops	All workshops are offered to all active CalWORKs students, to help support work force development of both hard and soft skills.
Priority Registration	CW students receive tier 1 priority registration appointments, allowing them to enroll the first three days of enrollment.
Printing, no-cost	CalWORKs students can print their academic assignments and schoolwork at no cost.
Tutoring	Math and English tutoring are provided free of cost to all active CalWORKs students.
Transportation Support	CW can provide transportation support in the form of gas cards and TAP (bus) cards.
Workshops	A variety of workshops are offered throughout the year focusing on scholarships, parenting, resources, county programs/requirements, etc.
Work-In-Progress (WIP)	The Work-in-Progress functions as both a counseling appointment and a form that students complete to assess their academic performance mid-semester. This initiative not only evaluates progress but also provides essential support and guidance for any courses where the student may be facing challenges.
Work-Study	The CalWORKs Work Study Program provides students with work opportunities to develop workplace skills while pursuing their education. This subsidized program does not affect cash aid, allowing students to earn extra income.

## B. Service Area Description Continued : Version by Foley, Julia on 01/13/2025 21:49

### 2. Describe efforts to promote the availability of your services to current and prospective users.

#### a. Describe the key methods used to assist users in getting information about your service areas programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

##### Current Students:

The Cerritos College CalWORKs Program communicates with current students regularly to inform them of any county updates, legislative changes, as well as important Cerritos College academic deadlines, or special college/community events. Communication is done through a CalWORKs Canvas page, Constant Contact email onto text messaging, flyers, and social media engagement via Facebook and Instagram. CalWORKs also utilizes the EAB Navigate system, to send text and email campaigns, as well as automated appointment reminders for our students.

##### Prospective Students:

The Cerritos College CalWORKs Program communicates with prospective students through our outreach and in-reach efforts and recruitment through community partners such as SELACO WIB, Pathways Mental Health, CalFresh, as well as various offices of department social services locations in Norwalk, Los Angeles, Orange County, San Bernardino, and Riverside. The Cerritos College CalWORKs Program has strong partnership connections to other community colleges and adult learning schools to assist potential new students with enrollment information and learning pathways. CalWORKs utilizes both virtual and print marketing materials, as well as offering informational sessions to community partners through outreach and faculty and departments through in-reach services.

##### Prospective and Current:

For both prospective and current CalWORKs students, we have a CalWORKs website and a Canvas page that we regularly maintain with information about our program, county forms, and services. Our website also offers contact information so that students know how to contact us via phone, email or by completing an interest form.

### 3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

#### a. How and why do these services/programs duplicate one another?

#### b. How do they complement each other?

The Cerritos College CalWORKs Program has established robust partnerships with various on-campus programs, including Falcon Nest, CARE, Re-Entry, Career Services, the Transfer Center, and Financial Aid. Our services complement those offered by these programs, enabling us to provide holistic support tailored to the needs of our parenting students. We collaborate closely with other departments to enhance resources and services for our student population through workshops, referrals, and work-study opportunities.

The CARE program on campus is for single parenting students on cash aid, and there is overlap with our student population; approximately 40-50% of CalWORKs students also participate in the CARE program. For those in both programs, they do have access to counselors in both programs, which is duplicative; however, we've streamlined the appointment requirements for CARE so that any first CalWORKs appointment completed can count toward the requirement of a first counseling appointment under CARE. Additionally, the programs complement one another in that CalWORKs can provide county support/working with the GAIN/DPSS offices and employees, while CARE can provide financial support/grants. Students participating in both programs benefit from a comprehensive range of support to help them achieve their educational goals.

### 4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

#### a. Advance achievement, learning, or completion.

#### b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).

#### c. Enhance the quality of services and programs provided.

#### d. Create greater operational efficiencies for the service area.

#### e. Identify how your partnerships can or have mitigated equity gaps.

The Cerritos College CalWORKs Program has strong relationships with various academic and student services areas. Through our partnerships we provide referrals, collaboration workshops, and work-study opportunities for our student population. The partnerships outlined below have helped us mitigate equity gaps for our CalWORKs students.

**Referrals:** We make regular referrals to our students with food and/or housing insecurities to Falcon's Nest, those with possible or reported disabilities to SAS, and those needing medical or psychological support/services to Student Health Services.

**Collaboration Workshops:** We collaborate with various departments on campus to arrange workshops and presentations to our CW students about the resources available to them (Falcons Nest, Financial Aid, Student Health, Title IX, Equity Center, Foundation Office, SAS, Human Resources, Re-Entry, Career Services and Transfer Center). We also work with a variety of programs to share their program information and ensure our students know they can participate in multiple programs on campus that they qualify for, so as to maximize the support and services they receive.

**CalWORKs Work Study Program:** The CalWORKs Work-Study Program connects students to job opportunities on campus, enabling them to earn a living while developing essential work skills. This program benefits students by providing flexible work schedules that prioritize their education, ensuring that academic commitments remain at the forefront. Employers also gain from this initiative, as they engage with motivated students who bring fresh perspectives to the workplace. Additionally, the program fosters community development by creating a workforce that is well-prepared and skilled, ultimately contributing to a stronger local economy.

## C. Service Area Organizational Resources : Version by Foley, Julia on 01/13/2025 21:49

### 1. Please describe your service area's organizational and personnel structure. Discuss:

#### a. Reporting relationships.

#### b. Distribution of responsibilities/authority.

#### c. Use of management or work teams.

#### d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).

##### CalWORKs Team:

- 1 Director, Special Support Programs
- 1 Program Facilitator
- 1 full-time Counseling Faculty
- 1 part-time Counseling Faculty
- 1 Administrative Services Technician (80% role, as of 1/2025)
- 1 Job Placement Technician (50% role as of 10/2025)
- 4-6 Short Term Hourlies (FWS/CW)

**Director, Special Support Programs:** Responsible for overseeing the entire CalWORKs team, including the management of schedules and personnel matters. This role entails the

creation and management of the program budget, as well as fiscal oversight, ensuring the effective monitoring of all resources. The Director also addresses student issues that may not be resolved by the Program Facilitator or counselors and leads the approval of all CalWORKs program improvements and changes.

**Program Facilitator:** Responsible for certifying student eligibility and enrolling participants in the CalWORKs program. This role includes overseeing and developing the early alert program within CalWORKs, organizing workshops and events, and collaborating with the Director of program development and improvement initiatives. Additionally, the facilitator connects students with essential resources and aid with any issues that may arise. The position also involves delegating tasks and projects to both the Student Adult Hourlies that work at the front counter as well as in the back office.

**Full-Time/Part-Time Counseling Faculty:** Provide academic counseling and assistance with educational planning, helps students understand the County requirements and help with the completion of County forms. Provide needed resources, both on campus as well as in the community.

**Administrative Services Technician:** Daily maintenance of the CalWORKs budget including entering and reconciling expenditures and payroll/fringe, completion of all fiscal forms (i.e., budget transfer forms, BP-7s, Budget Forecasting, Overseeing EAB Navigate schedules, change in account classification form, etc.)

*Note: This position as of January 2025 will be 80% working with CalWORKs (with the remaining 20% working with the Undocu program)*

**Job Placement Technician:** Responsible for overseeing the CalWORKs work-study program, including the recruitment and placement of eligible participants. This position verifies eligibility with the county and assesses financial aid or unmet needs. Additionally, the Technician conducts monthly Pre-Employment Preparation (PEP) Workshops for work-study students. The position also oversees the Student Adult Hourlies at the front desk.

*Note: This position as of October 2024 us 50% working with CalWORKs (with the remaining 50% supporting the Undocu and LGBTQ programs).*

**Short-Term Hourlies:** The short-term hourly employees work at the front counter, welcoming students as they come into our office and assisting them with any questions they may have or in making/checking in to their counseling appointments. They also help work on departmental tasks and projects assigned to them.

#### Meetings:

A variety of regular meetings are held, including bi-weekly one-on-one meetings with the Director, bi-weekly classified team meetings, and monthly or quarterly departmental meetings involving managers, faculty, and classified staff. These meetings provide a platform for sharing important updates related to CalWORKs, discussing any issues, and collaborating on programmatic improvements.

## 2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions?

### a. If applicable, what strategies has the area adopted to address staffing-related impediments?

The current CalWORKs team facilitates the program and campus's primary goal of serving students in a holistic approach to assist in increasing graduation rates and persistence. Every position within the CalWORKs team is tasked with providing support and resources, as well as helping to remove barriers so that CalWORKs students can achieve their educational goals in a timely manner.

#### 1. If applicable, what strategies has the area adopted to address staffing-related impediments?

The CalWORKs department has strategically reduced the overall salary and related fringe cost in the following ways:

1. Job Placement Technician went from 100% CW funded to 50%, with this position working now to support the Undocu & LGBTQ+ programs 50%.
2. Administrative Services Technician went from 100% CW funded to 80%, with this position now helping to support the Undocu program 20% of the time.
3. Part-time Counseling staff has been reduced from 2 PT totaling up to 25 hours a week to 1 PT staff totaling up to 10 hours a week in Fall 2024 and 6 hours a week in Spring 2025.

### 3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?

Due to the reduction in the CalWORKs categorical funding, we've needed to have two of our full-time classified team members work for other programs, as a way to decrease salary and related fringe expenditures. We've also had to decrease our PT counseling staff, eliminating one PT counselor and decreasing the hours of the other CW counselor. Due to the reduction of PT counseling staff, we have less counseling appointments available for students hence impacting the services we are able to provide to students. This change has also impacted on the morale of the remaining PT counselor.

Another significant change to the department was the merger/realignment of the CalWORKs program under the Director, Special Support Programs. Moving from having a FT Director for CW to a Director who has multiple programs to oversee means the current Director splits her time among the five programs she oversees. Having a CalWORKs Director in a limited capacity can impact the program in ways such as: limited leadership presence, reduced program development involvement, as well as staff morale/engagement.

## 4. How does the service area facilitate appropriate career development and progression for staff?

### a. Describe the service area's professional development resources, activities, and/or opportunities.

#### b. How does this engagement directly reflect on the direction of your service area.

The CalWORKs program has statewide yearly conferences put on by the Chancellor's office, and at least two of the CW team attend each year; participation is based on a rotation of the FT staff, to provide all the opportunity to attend. There are programmatic updates at the conferences as well as self-development/career development breakout sessions. Also, the team can network with others working in CW at various institutions and can potentially use this for a way to learn about other career opportunities/upward mobility.

#### 1. Describe the service area's professional development resources, activities, and/or opportunities.

- **CalWORKs Conference** – annual conference with an overview of legislation and state policies, best practices, and networking.
- **LAC-5 Consortium** – monthly meeting for county updates/changes and best practices
- **GRET** – quarterly County Region meetings, for updates, changes and outreach.
- **Region 8 Meetings** – Quarterly meetings for regional updates, legislation, policies.
- **SELACO WBD** – monthly meetings for networking opportunities within the community and student resources.

#### 1. How does this engagement directly reflect on the direction of your service area.

Participation in the meetings mentioned above by the Director, Program Facilitator, and, in some instances, the entire CalWORKs team, enables us to stay informed about the latest developments, regulations, and laws that impact our ability to serve the CalWORKs student population effectively. Additionally, these meetings provide an opportunity to learn best practices from other college CalWORKs programs, enhancing our overall service delivery.

## 5. Please describe the succession planning for your service area.

### a. What steps are in place?

### b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

#### 1. What steps are in place?

For the classified positions, we have created a list of all the duties that each position is responsible for so that it is clear who is doing each task. We also have Training Manuals, Standard Operating Procedures (SOPs), Resource Library, or learning platforms - specific for CalWORKs - that all staff can access. This is helpful in succession planning so that if/when a position is vacated/empty, we have a roadmap as to each position and the duties that that position was doing and will need to be done by the next person who fills that position (and what will need to be done by other team members until the position is filled).

As for the student and adult hourly employees, since we have a number that serve in this role and there is turnover in these positions, a Front Desk Manual also serves as a "how to" guide created to outline the tasks they are responsible for and procedure for doing the tasks assigned. This helps to onboard new STH employees have a resource they can read/refer to, as well as a guide for training purposes.

**1. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?**

The entire CW team (Director, classified and counseling faculty) have been working on cross-training one another on the most vital tasks/job duties in each of our respective roles. In this way, we can jump in and keep things running smoothly when someone leaves/retires, or even when there is an illness, vacation or extended leave of one of our staff – it allows us to continue the essential workflow of our program/area.

**6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?**

**a. How does the department use the findings from these assessment efforts to improve the work environment?**

The CalWORKs department as a whole has bi-monthly all-staff dept. meetings, where management, classified and faculty come together to discuss things related to the program/area. In these meetings, individuals can add agenda items that they may want to talk through/discuss, thus empowering them to address anything that might be on their mind with the group. Additionally, we always leave time for "items from the floor" so that there is the opportunity to share and talk through anything on their mind.

Additionally, the Director has an open-door policy, letting the team know that if they want to talk through anything, the director is there to listen and hear them out and help them work through whatever the issue is. The director also conducts 1-on-1 meetings with all team members, so that they can discuss more in-depth subjects and any specific work they are doing as well as get more in-depth personally about their performance, goals for their position, future aspirations they may have, etc.

**1. How does the department use the findings from these assessment efforts to improve the work environment?**

The meetings and open-door policy create a sense of community within the department, assisting in improving the work environment and addressing anything that needs to be addressed to improve staff well-being.

**7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?**

**a. How does this participation reflect on your service area's plans and integration with the college?**

Each position in the CalWORKs team is part of various community and campus workgroups and committees. Below are the various committees and workgroups each CalWORKs team member is a part of:

**Director, Special Support Programs: Dr. Patricia Robbins Smith**

- Professional Growth (classified) committee member
- Management Reclassification committee member
- Student Life committee member
- ACCME management member
- CARE Advisory committee member
- California Community College CalWORKs Association member
- LAC-5 member

**Program Facilitator: Blanca P. Gamez**

- Falcon Leadership 2023-2024
- CARE Advisory committee member
- Re-Entry Advisory committee member
- Falcon Nest Advisory committee member
- Resource Fair Partner with Re-Entry and Falcon Nest
- Resource Directory Founder with Re-Entry and Falcon Nest
- California Community College CalWORKs Association member
- LAC-5 member

**Administrative Budget Technician: Marina Rodriguez**

- California Community College CalWORKs Association member
- LAC-5 member

**Job Placement: Lorena Castellanos**

- California Community College CalWORKs Association member
- Selaco WDB- CCN Member
- Work-Study Collaborative with Career Services and Financial Aid

**Full Time Faculty: Nellie Hernandez-Garcia**

- California Community College CalWORKs Association member
- Student Life committee member (2023-2024)

**1. How does this participation reflect on your service area's plans and integration with the college?**

Participation in committees and partnerships significantly enhances the CalWORKs program by incorporating diverse perspectives and ideas, reflecting the rich diversity of the students we serve. These collaborations foster meaningful discussions and cross-program partnerships, enabling us to more holistically support our students' needs. By integrating these insights, we can create a more inclusive and effective service area that aligns closely with the college's mission.

## Section 2: Service Area Trends

### A. Service Area User Demographics : Version by Foley, Julia on 01/13/2025 21:49

**1. Whom do you serve?**

- a. Describe your primary and secondary user groups that the service area attracts and serves.
- b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).
  - 1. Describe your primary and secondary user groups that the service area attracts and serves.

The students that we serve in CalWORKs are parenting students that are economically disadvantaged (receiving cash aid).

- 1. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).

**CalWORKs Student Population Representativeness of the Population Served:**

- Primarily single parent households
- Average age: 25-34 years old
- Most common ethnicity: Hispanic/Latino
- Majority Female parenting students
- Majority first-generation college student

**CalWORKs Student Eligibility:**

- Be a parent (single or two parent)
- Be receiving the adult AND child portion of cash-aid
- Have an assigned social worker (LA County: GAIN service worker, Orange County: County service worker)
- Be enrolled in at least one class (credit/non-credit course)

**2. How do the demographics of your users compare with the college as a whole?**

**a. Are the trends within your program in alignment with the broader, collegewide trends?**

The charts below demonstrate the four largest ethnicities, age, gender, and retention rates of CalWORKs students in comparison to the Cerritos College student population.

- 1. Are the trends within your program in alignment with the broader, collegewide trends?

The data below demonstrates some of the alignment with the broader collegewide trends.

Ethnicity 2023-2024	CalWORKs	CC All Students
Hispanic	65%	65%
Asian	3%	10%
White	6%	12%
Black/African American	19%	7%

Age 2023-2024	CalWORKs	CC All Students
19 or younger	-1%	29%
20-24	9%	26%
25-34	56%	22%
35-49	31%	14%
50+	3%	9%

Gender 2023-2024	CalWORKs	CC All Students
Male	7%	42%
Female	91%	56%
Unknown	2%	2%

Cerritos College 2023-2024	Success Rate	Retention Rate
Cerritos College	61%	73%
CalWORKs student group	61%	74%

### B. Service Area Service Trends : Version by Foley, Julia on 01/13/2025 21:49

**1. Describe the usage trend for your service area in the last three years.**

- a. Has it remained steady, increased, or decreased?
- b. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth formally incarcerated, and first-generation status)?
- c. Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.
- d. Describe any factors that contributed to any change.
  - 1. Describe the usage trend for your service area in the last three years.

There is a plethora of services the CalWORKs office provides, including: priority registration, academic counseling, tutoring, and school supplies. We have made concerted efforts in the past few years to increase the utilization of our various services offered through the CalWORKs program. This effort was needed post-pandemic; to bring back our students and ensure they were utilizing all the CW support/services.

We use a variety of ways to engage our students – texting, email blasts/campaigns, phone calls, events focused on engagement of the students to create a sense of community, etc. We are doing these things more often with intentionality so that we can grow the number of students we bring into the program, and the number we retain in the program, and fully serve those in the program.

The pandemic brought unique challenges in terms of providing services in often different formats and in different ways than previously. But since the return to campus in Spring, 2022, we've been putting extra effort in working toward getting our students to engage more regularly.

**1. Has it remained steady, increased, or decreased?**

The number CalWORKs student population has increased over the last 3 years, our CalWORKs population has now reached pre-pandemic numbers.

CalWORKs Student Count	IER	PG	MIS
2023-2024	268	276	
2022-2023	203	210	
2021-2022	143	147	
2020- 2021	161	163	
2019-2020	241	243	

Academic Year	Number of Appts Annually
2023-2024	2,908
2022-2023	1,990
2021-2022	2744*
2020- 2021	4189
2019-2020	5538

\*22-'23 and '23-'24 appt count comes from EAB Navigate, '21-'22 is a mixture between EAB and SARS; CalWORKs began using EAB Navigate in the Spring of 2022. '19-'20 and '20-'21 come from SARS.

**1. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status)?**

Gender trends continue to be the same, however, there has been a slight increase in Black/African American students and a slight decrease of Hispanic students accessing CalWORKs services over the past three years.

Gender		
2023-2024	Male	7%
	Female	91%
2022-2023	Male	4%
	Female	94%
2021-2022	Male	4%
	Female	95%

Ethnicity		
2023-2024	Hispanic	65%
	Asian	3%
	White	6%
	Black/African American	19%
2022-2023	Hispanic	69%
	Asian	2%
	White	6%
	Black/African American	16%
2021-2022	Hispanic	73%
	Asian	4%
	White	6%
	Black/African American	11%

**1. Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.**

One trend that has remained in place over the past 2.5 years (post-pandemic) is the interest in remote/online access to services and courses. Our CalWORKs students can select virtual or in-person appointments and consistently our counseling appointments are by and large virtual. The desire/utilization for virtual tutoring is also there, although not nearly to the same extent as the counseling appts. Virtual events and workshops are also something that is requested and while we have brought back these things in-person to a large extent, we still will honor the desires of our students and when feasible, offer online events and workshops.

Mode of Instruction	Virtual	Traditional
2023-2024	Cerritos College	71% 64%
	CalWORKs	87% 72%
2022-2023	Cerritos College	70% 64%
	CalWORKs	90% 70%
2021-2022	Cerritos College	63% 82%
	CalWORKs	73% 93%

**1. Describe any factors that contributed to any change.**

California State legislation has made it easier for CalWORKs students to enroll and receive services online. Pre-pandemic students were not allowed to be enrolled in online courses; the county required them to only take in-person courses and receive in-person services. Also due to our CW students being parents, offering virtual appts/tutoring/workshops is necessary if we are to meet them where they are at, as they often struggle with childcare and coming to campus may not be an option.

**2. Describe your pattern of service. Include:**

- a. Standard hours of operations.
- b. Alternative modes (e.g., online, hybrid, etc.).
- c. Schedules of delivery (e.g., early morning, evening services, etc.).
- d. How your services meet the needs of the users.

**1. Standard hours of operations.**

The CalWORKs office is in the Santa Barbara building and offers the same hours of operation as all other services within the building such as Undocu, LGBTQ+, and the Office of International Students.

**CalWORKs Office Hours:**

Monday, Tuesday, & Thursday	8:00am – 5:00pm
Wednesday	8:00am – 6:00pm
Friday	8:00am – 4:30pm

**1. Alternative modes (e.g., online, hybrid, etc.).**

We offer CW counseling appointments, tutoring, and some workshops virtually via Zoom, as well as in-person.

**1. Schedules of delivery (e.g., early morning, evening services, etc.)**

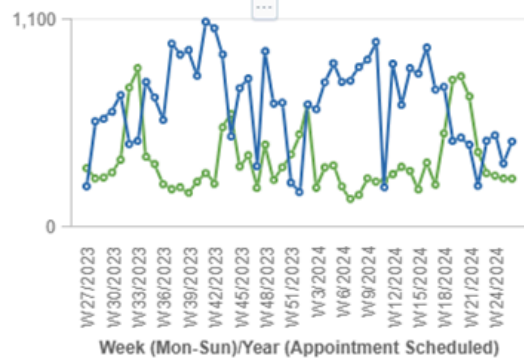
To meet the needs of our students, we offer counseling appointments later in the evening (up to 6pm) on Wednesdays.

**1. How your services meet the needs of the users.**

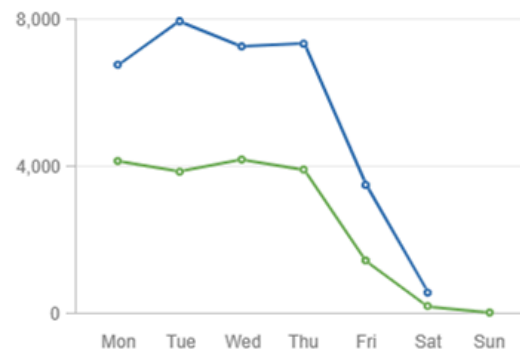
Our CW students can choose the type of appt (virtual or in-person) for any appt they schedule. We also ensure we offer both counseling and tutoring in the early AM and evenings, as well as full services offered on Fridays. Finally, based on when students are coming to counseling/tutoring, we are able to use this data to ensure we are fully staffed during those peak times.

**Attended**

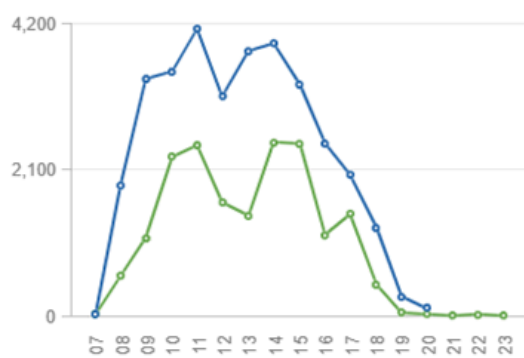
By Week



By Day



By Hour



■ Scheduled ■ Drop-In

\*EAB Screenshot demonstrating meeting the need of students by trend.

**3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.**

**a. How does this help inform future practices?**

**Modes of Services Offered:**

- All counseling/staff appointments are offered in-person and online (Zoom)
- English and Math Tutoring offered in-person and online (Zoom)
- Student Events offered in-person, and online (Zoom)

Academic Year	Virtual Appts	Traditional Appts
2023-2024	1,517	478
2022-2023	1,296	203
2021-2022	343	11

### 1. How does this help inform future practices?

We will ensure to continue to monitor the peak times for appts and tutoring, and what our CW students are requesting. We base our staffing to the extent possible around this.

## Section 3: Service Area Performance and Effectiveness

### A. Service Area Outcomes Assessment Process : Version by Foley, Julia on 01/13/2025 21:49

#### 1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

**SAO 1:** CalWORKs students will register during their Tier 1 Priority registration enrollment date.

**Data Collection:** Data was collected each semester by running queries in Peoplesoft to see the number of students who got an appt and compare the number of students who utilized and registered during tier 1 dates.

**SAO 2:** CalWORKs students will be provided with resources and additional support so that they can be more successful in completing their educational goal.

**Data Collection:** Calculate the number of student tutoring appointments and the number of CW students who utilized tutoring (unduplicated count) for Fall and Spring. See what percentage of CW students utilized tutoring. Using EAB Navigate reporting, calculated the number of appts completed, showing the number of those appts that were academic counseling and showing the difference, and these are all the other appointments that are conducted that help provide additional support and resources to our CW students.

#### 2. How are user needs assessed and considered in the development and delivery of programs and services?

##### a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?

##### b. What are the sources of information your service area uses to understand current needs?

##### c. How have the needs changed over time?

The CalWORKs department is intentional when addressing the needs of our students. For instance, we make our services (including our counseling appointments) easy to access and offer in the ways that are most convenient and wanted by our students. Students can book their counseling appointments themselves 24/7 or can come in person to book or can call our office. The same is true with other services/supports we offer, such as our tutoring and workshops; these are easy to access in a variety of modalities at the times most requested by our CW students.

##### 1. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?

The CalWORKs department assesses the students' needs by both qualitative and quantitative data. We ask/poll our students, as well as look at the data, and notice trends and patterns.

##### 1. What are the sources of information your service area uses to understand current needs?

The CalWORKs department uses EAB Navigate and PeopleSoft to query the data and track student trends and appt traffic.

##### 1. How have the needs changed over time?

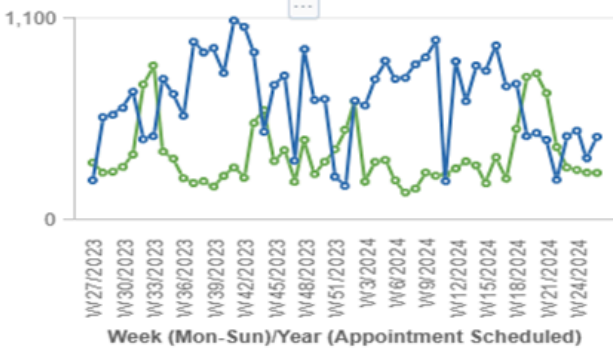
Students prefer quick communication such as texts as the preferred method of communication. Emails are still used and effective, but they are not always looked at/read by some of our students (or read on a regular basis). Also, as stated above, while all CW services are offered in-person and virtual, more often than not students choose to receive most of their services online.

#### 3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?

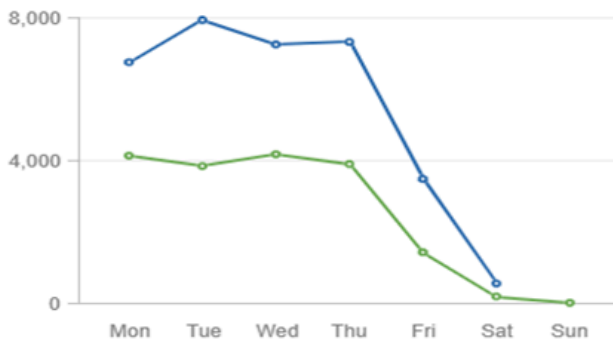
CalWORKs tracks our usage patterns with both counseling appointments and tutoring sessions. We track both the days of the week most utilized, the times we have the most appointments/sessions happening, and if there are any differences in the in-person vs. remote utilization of counseling appointments or tutoring sessions. Our usage patterns are looked at with regular frequency throughout the semester, and adjustments are made as needed, to better meet the needs of our students.

### Attended

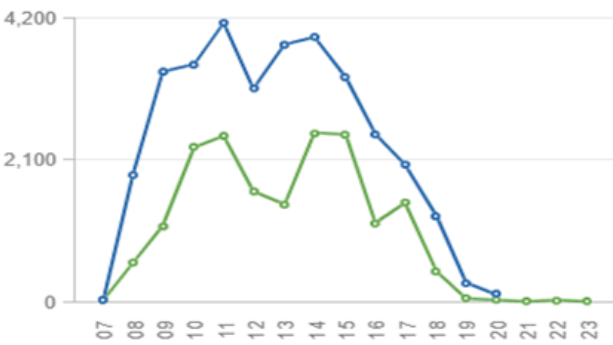
By Week



By Day



By Hour



Scheduled Drop-In

\*EAB Screenshot demonstrating meeting the need of students by trend.

**4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?**

It is important to know and be aware of the services being provided by our competitors (neighboring college campuses), as well as know and understand how the services are provided, as well as the types of resources they are providing to students. By knowing and understanding this can help guide us to adding/enhancing services or resources we offer our Cerritos College CalWORKs students. We learn about other programs at the monthly LAC-5 meetings, as well as conferences, where there are roundtables to discuss different aspects of our programs in depth and share ideas. We also get feedback/ideas from the monthly Region 8 meetings that our Director of Special Support Programs attends. Program improvements are shared at the management level, and these can be brought back to the others on our campus, to see if any/some of the ideas could work and be implemented at Cerritos College.

**5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?**

The Chancellor's office has very specific guidelines which each CalWORKs program must adhere to. The guidelines are detailed and explain exactly how we can spend the funding we receive, what requirements there are for students to be able to join CalWORKs, what support is required and what others are allowable (and what type of support is not).

At the beginning of each academic year, the Chancellor's office requires submission of the CalWORKs Program Plan, which outlines specifically what the program will be planning on doing, the support that will be given, and how the funding will be spent. At the close of the academic year, the SSARC End of Year report is completed, which details any/all expenditures in detail, showing exactly how all CW funds for the year were spent.

## B. Service Area Outcomes Assessment : Version by Foley, Julia on 01/13/2025 21:49

**1. What does the data say about the success of your service area with respect to the achievement of your service area outcomes? Identify and describe the data sources.**

**SAO 1 -** CalWORKs students will register during their Tier 1 Priority registration enrollment date.

**Success Indicators:**

- An increase of 15% or greater each term in the number of students who registered for classes using their tier one priority enrollment date.
- Previous year, percentage of students using tier I enrollment dates was 28% in the summer of 2022, 12% for fall 2022 and 31% spring 2023.

**Annual Data:**

**Summer 2023**

- CW students who received Summer 2023 enrollment priority appointments = 140
- CW students who enrolled in Summer 2023 using their priority enrollment date= 28
- Percentage of CW students in Summer 2023 who used priority registration: 20%

**Fall 2023**

- CW students who received Fall 2023 enrollment priority appointments = 147
- CW students who enrolled in Fall 2023 using their priority enrollment date = 49
- Percentage of CW students in Fall 2023 who used priority registration: 33%

**Spring 2024**

- CW students who receive Spring 2024 enrollment priority appointments = 183
- CW students who enrolled in Spring 2024 using their priority enrollment date = 80

- Percentage of CW students in Spring 2024 who used priority registration: 44%

**Annual Data Summary, SAO 1:** While there was an 8% decrease in the summer enrollment from the prior year, there was a 21% increase for Fall 2023 and 13% for Spring 2023.

**SAO 2 - CalWORKs students** will be provided with resources and additional support so that they can be more successful in completing their educational goals.

**Success Indicators:**

- Establishing tutoring specifically for CW students as a benefit of being a part of the program.
- Since it is the first year of CW tutoring implementation, a 15% or higher utilization of CW tutoring by CalWORKs students within the 2023-2024 academic year.
- Show the level of support and resources shared, as evidenced by the number of appointments made with our classified and counseling CW staff.
- Encourage all new CalWORKs students to attend a New Student Orientation to be better aware of the county and college resources available for them.

**Summer 2023 (148)**

- Number of CW student orientations: 37 students
- Number of ALL CW appointments: 595 appointments, 175 unduplicated
- Number of CW Counseling Appointments: 556 appointments, 173 unduplicated
- Number of New Student CW appointments: 85 appointments, 57 unduplicated
- Number of CW CSEP appointments: 167 appointments, 95 unduplicated
- Number of CW Support Staff appointments: 39 appointments, 33 unduplicated

**Fall 2023 (217)**

- Number of CW student orientations: 44 students
- Number of CW tutoring appointments: 2 appointments, 1 unduplicated
- Number of ALL CW appointments: 1,159 appointments, 228 unduplicated
- Number of CW Counseling Appointments: 1,062 appointments, 385 unduplicated
- Number of New Student CW appointments: 116 appointments, 84 unduplicated
- Number of CW CSEP appointments: 415 appointments, 161 unduplicated
- Number of CW Support Staff appointments: 97 appointments, 64 unduplicated

**Spring 2024 (246)**

- Number of CW student orientations: 28 students completed orientation
- Number of CW tutoring appointments: 8 appointments, 4 unduplicated
- Number of ALL CW appointments: 946 appointments, 231 unduplicated
- Number of CW Counseling Appointments: 909 appointments, 229 unduplicated
- Number of New Student CW appointments: 104 appointments, 71 unduplicated
- Number of CW CSEP appointments: 387 appointments, 172 unduplicated
- Number of CW Support Staff appointments: 37 appointments, 34 unduplicated

**Annual Data Summary SAO2:** There were 2,700 CW appointments completed, with 969 being appointments to complete the student's Comprehensive Educational Plan (CSEP). We also completed 109 new student orientations. These efforts provide academic and programmatic support to the CW students, as well as help to provide an academic roadmap of the students' individualized CSEP to help them achieve their educational goals more efficiently.

**2. What areas for improvement are suggested by the data?**

One area of improvement is an increase in communication with students so as to ensure all CW students have and are aware of their tier 1 priority registration enrollment appointments. We need to start early to inform our students, ensuring there is time for them to complete a counseling appt if they need guidance on class selection prior to registering.

Another area of improvement is increasing our utilization of CW tutoring. While CW tutors have been in place now for a year, they are vastly underutilized. We've increased our subject matter tutors, offered hours that are convenient to our students' schedules and added virtual tutoring, in an effort to increase utilization. More marketing efforts via texts through Navigate, email blasts via Constant Contact and posting on Canvas will be implemented.

**3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?**

The data on the utilization of the CalWORKs services helps us to see what areas we might be able to improve upon, and what else is needed from our department. The data allows us to come together as a team and come up with a plan on how to get higher student engagement and utilization of our support being offered.

**4. How has the assessment of the service area outcomes contributed to your service area's improvements?**

Being able to track and see the utilization of each service we provide and making that data available to our team helps us to see where we are doing well, and where improvements can be made. This type of assessment opens the dialogue between our team, to brainstorm how we might be able to offer more services or improve the services we have.

**5. How does the service area make needed data and information available to area stakeholders?**

Data and queries on CalWORKs services are shared with the whole CalWORKs team (manager, classified staff, faculty, and STH) in the departmental meetings. Feedback is solicited by all team members so that we can get input as to how to grow our utilization of the support we offer. This data is also shared by email to help brainstorm ideas and be ready for our monthly meetings.

## Section 4: Previous Three-Year Service Area Program Plan Reflection

### A. Service Area Three-Year Reflection : Version by Foley, Julia on 01/13/2025 21:49

**1. What are the primary strengths of the service area?**

**a. How have these changed over time?**

**b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?**

**1. What are the primary strengths of the service area?**

One major strength is how the department supports the students in a holistic manner providing the resources necessary to not only support them academically but also reducing some of the student's barriers by providing community and campus resources. Strong partnerships with on campus departments/programs as well as off-campus agencies allow us to provide a high level of referrals and connections to other resources that can assist the students.

Access to CW counselors in a variety of modalities (virtual & in-person) is also a strength of the program, as being seen by a CW counselor is typically much faster than with general counseling. Also, our CW counselors are knowledgeable about the program/County regulations and requirements of being in the CW program and can much better assist our students. Finally, having our own CW tutors allows our students to have easier access at a moment's notice (both virtually or in person) to help with any writing assignment or math assistance they may need.

### 1. **How have these changed over time?**

The primary evolution of the above support came about with the allowance of virtual counseling and receiving other support in this modality. This came about due to the pandemic and the need to go virtual at that time; new legislation allowed services to be provided virtually, which has allowed a greater level and number of services to our CW parenting students.

### 1. **What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?**

We not only offer both virtual and in-person counselling appointments, but we've extended these multiple modalities to our CW tutoring and workshops. This has allowed increased participation, and we are able to meet our CW students where they are holistically.

### 2. **Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.**

SAO 1 is to ensure that CalWORKs students will register during their Tier 1 priority registration enrollment date. SAO 2 is to support CW students by providing an increase in resources so that they can be more successful in completing their educational goal. Both are intended to move the needle in terms of supporting the campus's goal of 50% or more graduating in 5 years or less; as such, the CW department will continue to move forward with both SAOs.

### 3. **Please provide a financial overview of the service area.**

#### a. **How are resources allocated to support the mission, goals, and outcomes of the service area?**

#### b. **How are budget allocation/reallocation decisions made in your service area?**

#### c. **What factors influence the use of service area resources?**

##### 1. **How are resources allocated to support the mission, goals, and outcomes of the service area?**

The vast majority of the department's annual funding is allocated to the salaries of the department staff (a manager, counseling faculty, and classified staff). The staff directly provides academic support as well as connects students to services and resources that are needed to support parenting students who are in the CW program.

##### 1. **How are budget allocation/reallocation decisions made in your service area?**

The budget is developed by the Director under consultation and feedback from the department staff.

##### 1. **What factors influence the use of service area resources?**

Resource funding is informed by the identified needs of the students and the yearly allocation. The Director, in collaboration with the department staff, develops annual services and resources to be provided to the CW students, based on the goals and objectives of the department (with the annual allocation considered during the planning process).

### 4. **Describe resource changes the service area has encountered over the past three years and future anticipated changes.**

#### a. **Explain what circumstances prompted these changes.**

#### b. **How these changes have/will affect the service area operations and services.**

#### c. **How the service area plans to address these changes.**

##### 1. **Explain what circumstances prompted these changes.**

Over the past few years, there have been decreases in CalWORKs funding, both to the CalWORKs budget and the related TANF budget. However, as our resources/funding has shrunk, our personnel costs have continued to increase in the following ways:

1. A full-time Job Placement Technician was frown & hired, and this was placed at a higher pay rate than previously filled, to attract a higher caliber of applicants. This position had been open/unfilled for over a year but once it was filled, that increased our personnel expenses by one full-time salary plus benefits;
2. Increases in salary pay (due to step increases) as well as negotiated raises, like the 6% one-time payout at the end of 2024; and
3. Increases in fringe benefits costs, especially with health & wellness benefits.

The cuts to the budget were surprising due to the fact that the number of CW students served has risen in the past 2 years (and this is one factor in the formula the Chancellor's office uses to calculate funding). Because our numbers have remained high, we should not see another reduction in the CalWORKs budget and are hopeful that we may see an increase (as the funding formula takes into account prior prior years data). However, TANF budgets are expected to see a small decrease across the board at all colleges; TANF is a smaller budget however, so the decrease won't be as substantive as it would be if it were CalWORKs budget.

##### 1. **How these changes have/will affect the service area operations and services.**

We've had to be creative in terms of our staffing and ways we can continue to do our jobs and provide services to our CW students, while at the same time, having our team members working with other programs (that in turn, picks up a percentage of their salary and related fringe), to ensure the CW program comes under budget in terms of our personnel costs.

##### 1. **How the service area plans to address these changes.**

We will need to continue to find creative solutions to reducing personnel costs in ways in which we might be able to utilize our team members to provide our students with the same level of service/support.

We will also need to begin working with the Foundation and their grant writers to see what other funding/grant opportunities might be possible for this population, so as to increase our incoming revenue for the CalWORKs program.

### 5. **How effectively do the service area's current facilities, space, and equipment support area operations?**

#### a. **To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?**

#### b. **What strategies have been adopted or will be adopted to institute these changes?**

The CalWORKs office is currently located alongside the Student Equity group in the Santa Barbara building. Over the past three years, our team has experienced significant growth, expanding by approximately 25%.

Despite our diligent efforts to strategize and maximize every available office space, we have outgrown our current area. To address this, we are collaborating with other programs in the building to utilize unused spaces for CalWORKs needs, ensuring that all team members have adequate office accommodations.

Looking ahead, it is crucial that we actively engage in the planning discussions for the new Student Services building. This presents an opportunity to advocate for the inclusion of sufficient spaces that support our operations, including dedicated areas for counseling, tutoring, events and workshops, as well as student computer labs and workspaces. By prioritizing these needs in the new facility, we can enhance our capacity to effectively serve our students.

**1. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?**

We need to plan the new Student Services building that is being built, ensuring that we are all part of the planning discussions for the space that all combined departments will be moving into. We must ensure that enough spaces for adequate counseling, tutoring, events/workshops and student computer lab/work areas are part of what is developed in the new space. While some of these open/group areas can be shared with other programs, we need to ensure that they are in the building plans, so that we can continue to serve our students in the ways that we need to and have proven to be effective with our population.

**1. What strategies have been adopted or will be adopted to institute these changes?**

While there was initial conversations about the new Student Services building and that CalWORKs would join EOPS/CARE and LINC/NextUp in a shared space, and while initial office count and space utilization was discussed, this was over 2 years ago now, and it is time for dialogue to happen to ensure the interior space is mapped out and will be built to adequately meet the needs of our CW team.

**6. How has technology been integrated into the programs, services, and operating functions of the service area?**

**a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?**

**b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?**

**c. What are the service area's projected technology needs for the future?**

**d. What strategies have been adopted or will be adopted to address these needs?**

Technology has been integrated into the program and our services to a higher level over the past few years post-pandemic. It has made our department more accessible for our students and has allowed us to better record and access the data on the CW students.

**1. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?**

Currently, students are not only able to schedule their own appointments through EAB Navigate, but can also submit eligibility documentation, monthly reports, and other county paperwork online, mainstreaming the communication between the county and the Cerritos College CalWORKs department. Students can also view their educational plans through the Cerritos College Student portal, and message the staff using Canvas PRONTO messaging, and EAB Navigate. We've also implemented virtual counseling appointments and virtual tutoring (along with our traditional in-person offerings of these services) for our students. We communicate using EAB Navigate campaigns, Constant Contact, email blasts, and social media outlets such as Facebook and Instagram.

**1. How has the service area kept pace with the development of hardware, software, maintenance, and training support?**

The CalWORKs department follows the IT recommendation for updates, upgrades and replacement plans for monitors/computers. There are also strict guidelines under the County legislation and contract stipulations of encryption and security that we must meet.

**1. What are the service area's projected technology needs for the future?**

There are three areas where we have technology needs in our near future:

1. PeopleSoft queries: development of queries to be able to have better data on our CW population.
2. PeopleSoft Bolton Updates: having IT support to be able to update our CW Boltons would reduce the need for manual tracking on some of our data.
3. Printing services: An increase in the need for printing papers/assignments for our students, which is one easy way we can meet their request/needs.

**1. What strategies have been adopted or will be adopted to address these needs?**

Continued conversations and advocating for IT to put resources toward PeopleSoft development and support in the above forementioned areas.

**7. What major challenges face the service area?**

**a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?**

A major challenge continues to be the persistence for our CW student's semester to semester. These parenting students come to Cerritos College and the CW program with a multitude of barriers and are often in need of basic needs. We have to often meet their basic/fundamental needs before we can focus on the higher level/educational goals of the student.

**1. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?**

Continued collaboration on and off campus must continue to occur to keep resources readily available for our student population. Once their fundamental needs are met for themselves and their child(ren), they will be more prone to focus on their academic goals and hence be more successful.

**8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**

**a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**

**b. What specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?**

**c. What long-term impact would you like your service area to have on the College and the community?**

**d. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

**1. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**

A collaboration that the CalWORKs department will be working on is the relationship with the Cerritos College Foundation. This partnership will have a goal of continuing to assist students financially through scholarships or donations. It will also be a partnership that can lead to other grant possibilities that can help fund/support the CW program.

Student activities will be another collaborative in the future to promote on-campus and community events to build on networking opportunities and partnerships with other student populations on and off campus and create peer-to-peer outreach.

Strengthening our collaboration with the CARE program is the other area we'd like to see develop. Because we have a significant portion of our students in both programs, being more intentional about our supports and how we can stack services, and not duplicate services, will be one of our focuses for 2025.

**1. What specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?**

The Cerritos College CalWORKs department offers a multitude of resources to active CalWORKs students. We promote and assist students through strong partnerships and collaboratives on and off campus as well as through counseling and staff appointments. The Program Facilitator also leads new student orientations where new CalWORKs students are notified and made aware of the student's expectations along with a plethora of resources to assist them through their educational journeys. The program facilitator along with the CalWORKs counseling faculty track student success and eligibility through their course on campus to guide students through potential setbacks and support them when needed.

A future goal will be to create a campus wide campaign promoting student parents attending community colleges. This type of campaign will not only promote student parent resources but build a sense of community within student parent populations already attending Cerritos College.

**1. What long-term impact would you like your service area to have on the College and the community?**

**Collaborations/Partnerships:** Building more collaborations between departments and the community (via peer-to-peer marketing and word of mouth) would not only educate and bring knowledge about the student parent population that we can serve but can potentially attract more students to Cerritos College.

**Workforce Readiness:** By equipping students with the skills and knowledge needed for the job market, we aim to contribute to the local economy by producing a skilled workforce that meets the demands of employers.

**Self-Sufficiency:** By providing comprehensive support services, we aim to empower students to achieve financial independence, reducing reliance on public assistance.

**1. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

One of the opportunities we can work toward is building relationships/reinforcing partnerships we currently hold within the community and building on new collaboratives in the community for future work opportunities for our work-study students. All our work-study students currently work on campus, however, being able to offer additional positions outside of campus related to their field of study and future career would not only open more doors for them in the future but they can graduate with work-related experience.

## Section 5: Service Area Three-Year Action Plan

### A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

## Section 6: Service Area Program Review Process Reflection

### A. Service Area Program Review Process Reflection : Version by **Foley, Julia** on **01/13/2025 21:49**

**1. In what capacity were your service area staff, and/or users involved in the program review process?**

The Director and CW Program Facilitator lead the conversations involving the program review process. The team worked collaboratively to complete all sections/questions. Once a draft was completed, Zomaira Leon, EOPS Specialist outside of CalWORKs was brought in to give feedback and input. Zomaira was carefully selected, as she previously had been part of the CW team 5+ years ago, so her understanding of the department along with being outside of that department for ½ a decade would allow her to have an understanding of the program while not being intimately involved (and thus, being able to give an outsiders perspective). Finally, the Director and CW Program Facilitator input the suggestions from the outside reviewer, and both reviewed the complete document prior to our final submission of the review.

**2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?**

Discussions during departmental staff meetings allowed for discussions about our area goals, SAOs and subsequent actions and/or programmatic changes that we'd want to put into place to work toward those SAO's/goals. We also have had open dialogue with all classified team members and counseling faculty about our budget constraints and how we planned to meet those challenges, while still maintaining the level of service our students have come to expect. What came out of these discussions was put into writing by the Director and CW Program Facilitator. Upon completion of the draft, it was shared with other team members to ensure that the ideas/themes discussed in our meetings were reflected in what was written, and if there were things were missing or could be expanded upon that would make the report more complete. Having multiple people involved in the brainstorming and subsequent writing/editing of the CW program review has created a more robust and comprehensive review.