
Access Programs

Program Review

Spring, 2016



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Executive Summary

Access Programs (formerly known as Special Services) provides services to students who qualify for one or more of four categorically funded programs: Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources in Education (CARE), Disabled Student Programs and Services (DSPS), and California Work Opportunity and Responsibility to Kids (CalWORKs) that fall under the regulations and guidelines of Title 5. Funding is provided through the California Community Colleges Chancellors Office. Since the 2008-2009 academic year there have been continued decreases in funding for all of the Access Programs which has led to a decline of staffing between 2008-2009 through 2012-2013 and a decrease in the number of students that could be served. When California's economy started to improve, funding was restored to some of the programs starting in 2013-2014. The continued improved funding has allowed all Access Programs to stabilize and increase staff to deliver student services.

There was a decline in retention and success rates for Access Programs students during the time of decreased funding. Access Programs are focused on developing services and activities that will increase student resources and engagement so they have the best chance for success at the college. Currently Access Programs' main objectives are to continue to hire sufficient staff to manage the four programs and increase overall number of students served in each of the programs, to develop more educational activities and events that will enhance student learning and provide additional resources, promote student and staff awareness of Access Programs services, and create experiential opportunities for students that encourages personal growth and aspiration of higher levels of educational goals including transfer to four year colleges.

Access Programs staff are dedicated and focused on providing quality services to students. The staff work as a team to ensure that every student who calls or walks through their doors receives the respect and help they need to attend college. Staff create a positive and encouraging environment in the offices that contributes to students feeling welcome and comfortable to ask for assistance.

Access Programs is focused on reaching greater numbers of potential students as well as developing new resources. Technological advances present the opportunity to promote program services to more students. Technology also provides the opportunity to develop more supportive services for disabled and online students. The overall college focus on providing access to all students fits with the mission of Access Programs to provide above and beyond services to students who are socially, economically, and educationally disadvantaged. Staff are committed to seeking out more successful ways to serve students who have the most need.



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Part 1 Relevance

1. Department Mission

Access Programs (formerly known as Special Services) provides services to students who qualify for one or more of four categorically funded programs: Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources in Education (CARE), Disabled Student Programs and Services (DSPS), and California Work Opportunity and Responsibility to Kids (CalWORKs). All four programs are funded by the California Community Colleges Chancellor's Office as a result of Title 5 provisions and regulations to provide increased support and services to students who experience additional barriers to education including economic, language, disability, educational, and social disadvantages. Access Programs uses an integrated approach in serving each student by housing and staffing all four programs in the same office.

Access Programs services are regulated by the State Chancellor's Office. Specific regulations, requirements and implementation guidelines have been established for each categorical program. Although there are some differences in how funding can be used for each program, there are also common implementation requirements that include providing specifically trained and dedicated staff to serve students, increased funding to provide individual students with the materials and resources they need to enroll and stay in college, and funding to promote transfer and completion of educational goals as well as transition into employment. The combined program maximizes funding by avoiding duplication of resources and services and provides a central location where students can easily access all the services they need to successfully complete their goals.

Access Programs provides the following services that supports the college's overall mission and strategic goals articulated in the 2012-2014 Strategic Plan. *#1: Foster student success through sustained continual quality improvement of instructions and student services. #2: Provide a quality learning environment which enhances student engagement. #3: Improve our response to community needs through transfer programs, area workforce development, quality student services, and provision of customized educational opportunities. #4: Operate at the level of continual quality improvement for strengthening institutional effectiveness.*

- Expanded counseling and support services are offered to encourage the enrollment of students who experience barriers to the process. Specially trained counselors and staff are available to provide one on one assistance to students who may need additional help in problem solving how to pay for college costs, navigate the campus, choose the appropriate classes for their educational goal, and develop a time management plan that may need to include family, work, and other personal commitments.



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- Access Programs funds support services that assist students in staying in their classes and facilitate the successful completion of their educational goals. Services offered include bus passes to meet transportation needs, free printing on campus, and loans of laptops, books, and other equipment necessary for completing coursework. EOPS, CARE and CalWORKs provide funding to purchase college materials for students such as required course texts and class resources, as well as supplies like notebooks, calculators and planners. Additionally, DSPS funds services for individual students who require accommodations while attending college based on their educational limitations. Accommodation services commonly used by DSPS students includes conversion of written materials into alternate formats, interpreters, assistive software, and adapted equipment.
- All Access Programs students are required to determine an educational goal and fully develop an educational plan and timeline to reach that goal. Specialized counseling is provided to work one on one with each Access Programs student so their individualized needs can be assessed and plans developed to meet the students' specific needs.
- All Access Programs provide funding to promote employment readiness and support transitional services into the working world. Work study opportunities are funded by the EOPS and CalWORKs programs to assist students in acquiring work experience opportunities.
- The EOPS and CARE programs promote transfer assistance to four year colleges including fee waivers for college applications, field trips to four year colleges, and specialized counseling services related to transfer programs.
- All Access Programs serve high risk populations of students that include the socioeconomically disadvantaged, first generation, and disabled students. Funding is provided by the EOPS program to provide activities that promote cultural enrichment, transfer, employment, and leadership opportunities. Annual activities include field trips to four year colleges, a summer institute at the UC Santa Barbara campus, and opportunities for students to attend conferences held by the different Access Programs.
- Access Programs focus on targeted outreach activities to recruit non-traditional students such as first generation, low income and educationally disadvantaged students, ethnic or cultural minorities, English as second language learners, and disabled persons. Outreach presentations are given to the continuation high school, to ESL high school parents, to high school classes serving disabled students, the women's shelter, English as a second language learners, and other community groups that service non-traditional populations.
- Advisory boards for Access Programs meet at least once a semester. Representative students, local educational representatives, and relevant service agency representatives are invited to participate in the advisory board meetings to ensure a broad base of input regarding program policies, processes, and activities. Advisory board members assist by identifying community resources available to students as well as identify community populations that can benefit from Access Programs and college services. Members are invited to participate in celebratory program events.



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- All programs require students to determine an educational goal and develop an educational plan by the end of their first semester. Goals can include certificate and/or degree completion, as well as transfer preparation. Program services offered to support successful completion of the student educational goal include specialized tutoring as needed, workshops and activities to inform and direct students to academic resources, an open (dropin) study hall for all program students, a peer mentor program that promotes student to student support, and an end of the year award ceremony to acknowledge and inspire the completion of students' academic goals.
- Access Programs staff meet regularly to assess services and activities offered to students. Program outcomes, including persistence, retention, and success rates, are regularly reviewed and analyzed to determine efficacy of services. Annual unit plans are submitted by the Director as part of the institutional planning cycle and reviewed with program staff. Staff participate in the development and implementation of current initiatives, as well as with the collection and analysis of data to determine if initiatives meet desired outcomes.

2. Department History and Description

All Access Programs fall under the guidance of the *California Code of Regulations, Title 5. Education, Division 6. California Community Colleges, Chapter 7. Special Projects*. During the civil rights era a legislative act in 1969 established the EOPS program so those who were socioeconomically disadvantaged would receive above and beyond services to promote successful participation in college. A supplemental program to the EOPS program called CARE was established in 1982 to provide single parent welfare recipients with additional support services while attending college. The DSPS program guidelines established by Title 5 provided funding and opportunities for California Community Colleges to provide support services, specialized instruction, and implementation of accommodations for students with disabilities so they could fully participate in and benefit from college. And the California Community Colleges CalWORKs programs were established in 1997 in response to the welfare reform act in 1996 known as Temporary Assistance to Needy Families (TANF). TANF enacted time limits on welfare benefits and required welfare recipients to participate in activities that would lead to self sufficiency which included educational training. The college CalWORKs programs were funded to assist the State of California in meeting the new TANF regulations by providing short term training programs and work study opportunities that would lead to full employment. All of the Access Programs were established to serve specific groups of students who face additional barriers to education with the ultimate goal to increase student retention and success rates in classes and increase student rates of completing certificates, degrees, and transfer to four year colleges

The EOPS program at Cerro Coso College has traditionally provided the following supportive services: specialized counseling to address career, personal, and transfer needs, academic monitoring, student success classes taught by program counselors, book vouchers, class supplies, grants to defray the costs of college, work study opportunities, bus passes or gas cards, book loan library, priority registration, campus activities that inform students of campus resources, transfer and cultural activities, program



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recognition activities, and a dedicated space with trained staff to deliver services in a supportive environment. Additional services added during the past seven years have included laptop loan services, purchase of parking permits, free printing on campus, and the purchase of student body cards.

Since CARE is a subset of EOPS, CARE services must be above and beyond EOPS services offered. Traditionally Cerro Coso has provided CARE students with additional class materials, additional educational supplies, grants, child care funding, specialized activities that focus on employment preparation, car maintenance funds, workshops on self reliance and other issues pertinent to single parents, and community resource referrals.

DSPS services include bus passes, book loan library, priority registration, specialized counseling, adaptive equipment, assistive technology including software programs, interpreter services, self advocacy, and alternative media support. Grant funding provided the opportunity to establish a High Tech Center at Cerro Coso Community College in the 1980's. During this time the program also funded specially trained learning specialists to assist disabled students in developing alternative learning strategies. A Learning Disabilities Specialist was funded to assess college students for learning disabilities. The learning specialist positions were eliminated in the late 1990's, but DSPS funding continues to support a Learning Disability Specialist position.

The CalWORKs program provides students with advocacy and liaison services between the Department of Human Services, specialized counseling and educational planning services, child care funding, employment readiness training, work study positions on and off campus, and career assessment and development. In the past three years additional services have been offered including a laptop loan program and a book loan library. A three year grant helped establish a Job Development Specialist position for the program, which was later institutionalized and continues to be partially funded by the CalWORKs program. The Job Development Specialist position helped to reestablish a Career Center at the college.

Major events that have impacted changes in Access Programs include funding reductions and enrollment fluctuations. Categorical funding cuts started in the 2008-2009 academic year and impacted all four Access Programs. The cuts were the result of the overall State budget deficits and continued up to 2013-2014 academic year when some funding was restored to EOPS. CARE and DSPS increased funding starting the 2014-2015 academic year. Cuts in funding resulted in decreases in staffing. Because Access Programs mission is to deliver student services, decreases in staffing greatly impact the delivery time of services and overall number of students who can be served. With the restoration of funding, all Access Programs have goals of increasing and stabilizing staff and increasing the number of students served. There has also been an overall decline in general student enrollment at the college for the past few years which also has impacted Access Programs numbers. CARE and CalWORKs had additional issues that have resulted in the decline of eligible students for the two programs due to Department of Human Services (DHS) changes in practice. In the past years the number of referrals of welfare



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recipients to the college has dropped. The policy of work first by DHS means clients are being placed in paid or voluntary work sites instead of educational programs.

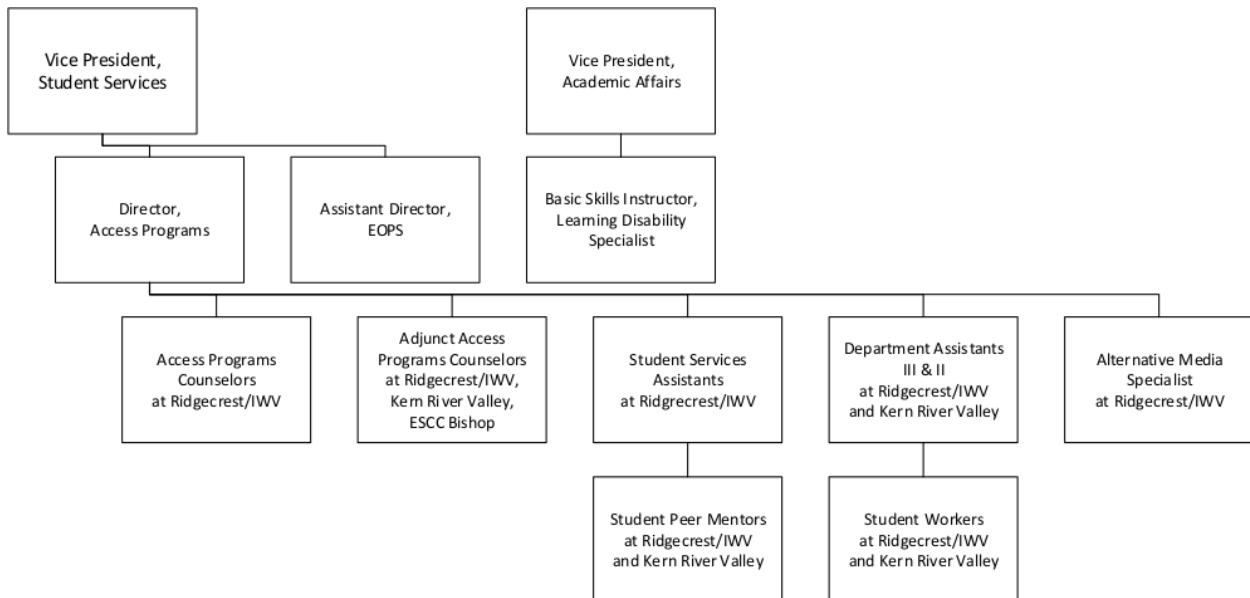
Demographic changes have also occurred with the college's overall student population. The number of Hispanic students attending Cerro Coso College has doubled since 2003-2004. The need to provide better services to this population resulted in hiring of an adjunct counselor who was bilingual in Spanish. More outreach activities and materials are now focused on providing presentations in Spanish to assist in bringing students into Access Programs.

The overall financial status of incoming students has also dropped in the past few years causing greater need of our students. In response, book vouchers and grants have increased in EOPS, and all programs have spent funds to increase their book loan libraries for student use. All programs purchase classroom supplies to help students, more funding is now spent on transportation costs.

The college has been increasing its electronic capabilities to develop more effective tracking of student data over the past four to five years. This has led to better understanding of institutional changes in student outcomes, and identification of gaps in student progress. Several of those gaps include poorer performance in lower income students to complete English and math sequences, gaps in specific ethnic group completion outcomes, and lower completion and transfer rates for disabled students. Access Programs works specifically with these groups of students and has been focused on developing services to assist the targeted groups to increase their overall completion and success rates.

Part 2- Appropriateness

1. Organizational Chart





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2. Determination of Student or Service Recipient Needs

The Access Programs Director participates in multiple college committees that review college performance of functional processes and student outcomes. The Director participates in the Student Services Executive Committee (SSEC), the Student Success and Support Programs (SSSP) committee, and the Administrative Cabinet where college information is shared and discussed. The Director is also provided with yearly data provided by the Institutional Research staff that shows student outcomes including retention, success, and completion rates. For the past three years, expanded research (a result of the college's participation in the Achieving The Dream initiative) has provided data that is more specific to student demographics and has focused in on some college trends. Relevant data and other information specific to Access Programs is brought to the weekly staff meetings for review, discussion, and to problem solve issues needing to be addressed by the group. For example, during a SSSP meeting data was presented that identified a gap that economically disadvantaged and disabled students show lower success rates in completing math and English sequences. This information led to Access Programs staff developing and implementing a Study Hall where students could drop in and receive assistance from math or English tutors, obtain study supplies, and meet with a Peer Mentor.

Access Programs is included in the college cycle of assessing overall satisfaction of Student Services every year through the use of the Community College Survey of Student Engagement (CCSSE) or the Student Experience Survey (given on alternating years). Student feedback from these assessments is reviewed by the Executive Board of Student Services, and then again by Access Programs staff to identify any areas of concern or need.

Access Programs staff work as a team to develop, implement, and assess program learning outcomes. For example, several years ago CARE students received a survey to determine what additional services would assist them with college expenses. Students indicated in the survey that free printing on campus would help them financially. The staff used this suggestion to investigate whether the program could offer free printing. The end result was that all EOPS/CARE and DSPS students now receive printing on campus sites at no cost to the student. Several years ago when EOPS separated mandatory workshops for students who were on either non-compliance program probation or academic probation, the staff wanted to see if holding separate workshops for the different program concerns resulted in better success rates. After conducting the research, data supported that separate workshops resulted in better persistence and higher success rates.

Advisory Board meetings for all Access Programs are held every fall and spring semester. The fall Advisory Board meeting is held in Ridgecrest and the spring board meeting held in Lake Isabella. This provides community input from the surrounding areas so more resources specific to where students live are identified and the staff are kept aware of local community concerns and needs. CalWORKs partnership meetings between DHS and the college CalWORKs staff also occur two or three times a



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year. During these meetings mutual issues and concerns are raised and addressed by both partners serving CalWORKs students.

As Access Programs expands its services to new campus sites like Tehachapi, Bishop, and Mammoth Lakes, it will need to develop additional Advisory Boards in order to identify local resources, input on community needs related to our services, and broaden the overall discussion of ways to better serve our students.

3. Department Function

All four Access Programs must adhere to the Education Code and Title 5 regulations. Implementing guidelines are updated and provided to Directors each fall at the California Community Colleges Chancellor Office (CCCCO) technical conference. New Directors and other program staff are invited to attend the yearly technical conferences. Updated handbooks are distributed and posted on the CCCCCO website under the specific program webpage. EOPS, DSPS, and CalWORKs have designated CCCCCO staff dedicated to processing all annual program plans and budgets, associated reporting, and ongoing access to individual college staff regarding specific program questions. All four programs also use a listserv to share individual college questions and answers to assist in adherence to procedures and regulations as well as share ideas in how to serve the specific population of students. The Director of Access Programs subscribes to all listservs and attends the fall conference or sends other staff. By allowing different staff to attend the technical conferences, broader knowledge and understanding of the complexities of program eligibility and allowable services is developed.

All four Access Programs also offer an additional conference during the year where best practices are shared and program staff network to assist in developing resources and new services at the individual colleges. Students are also invited to participate in these conferences to provide insight to staff and present or attend conference workshops. Students report that they are inspired by the conferences to assist other students and learn important skills like leadership and individual efficacy. EOPS/CARE offers a three day workshop in the fall semester for staff and students that is coordinated and financed through the EOPS Association. CARE used to also hold a conference in the spring semester where a group of CARE students with one or two staff members attended. The focus of that CARE workshop was to build personal skills that would lead to career, educational, and transfer success. This annual event stopped in 2009-2010 due to lack of finances. (There are plans to reinstate this conference in fall 2016.) CalWORKs holds a spring conference coordinated and financed by the CalWORKs Association. DHS partners as well as CalWORKs representatives from every college attend to share best practices and updates on legislative changes and DHS implementation practices. DSPS college staff have the ability to attend the California Association for Postsecondary Education and Disability (CAPED) conference each fall. At this conference new technologies, practices, and adaptive equipment are introduced as well as best practices shared. It is noted that DSPS at the Chancellor's Office has been involved in changes to Title 5 regarding services to disabled students for the past two to three years as well as developing new



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procedures for colleges. During this time they have solicited input from college staff by offering webinars and discussion groups via CCCConfer.

Region 9 meetings are held for all four Access Programs bi-monthly. Regional colleges meet to share their program practices and address policy changes and issues that come through the CCCC. Our Region 9 partners are all located south of Cerro Coso College which requires a minimum of a 4 to 5 hour round trip in order to attend. As budgets decreased as well as staff, program staff tried to attend via teleconference. This has been challenging due to many of the colleges not being inclined to facilitate this type of meeting. During the last year or so, our staff have begun to attend Region 9 meetings in person again. Regional meetings provide a way for colleges to provide input to the CCCC program office. Regional representatives take feedback from the Region meetings to the State program meetings which has been important during the time of decreasing funding and more legislative changes and implementation of increasing institutional requirements. Regional meetings have allowed us to be better informed of changing program issues as well as how our programs will be impacted by community colleges institutional changes like the implementation of the Equity funding and how it can partner with Access Programs to serve students.

The physical location for Access Programs has changed several times in the past 6 to 8 years. The goal of the program is to maintain services for all Access Programs students within the same space as much as possible. Due to many college issues including renovation of facilities, program services have been moved several times necessitating reconfiguring the location of staff, equipment, book loan library, student supply storage, counseling offices, and other staff offices. The program has focused on maintaining one contact point, the reception desk, so students can be directed to all other services from there. Because the reception desk is a hub for students to receive services, it was determined that a second full time Department Assistant would help direct students more quickly to needed services and allow the opportunity to increase the number of students who could be served. The reception desk staff are trained to be friendly, inviting, well informed of program services, and can skillfully direct students to services. A second Department Assistant was hired in 2015. This additional position assists all other program staff in working as a cohesive unit.

All Access Programs require a Director to coordinate services and staff, and provide a central contact for the CCCC. The Director is responsible for day to day program operations as well as required program reports such as the preliminary annual program plans and budgets, the end of the year final accounting budget, as well as other mid year reports. Starting in 2008, continued decreases in overall counseling and categorical programs resulted in a new Director being hired in 2012-2013 to not only coordinate all Access Programs but the general counseling office as well. This resulted in less dedicated time for Access Programs operational coordination. But as funding began to be restored in 2014, the Director position was reassigned to serving only Access Programs starting 2015-2016 and provided more opportunity to hire and train new staff to increase the number of students served.



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Annual data obtained from the district Institutional Research staff as well as data posted on the CCCC website under DataMart is reviewed by the Access Programs staff to determine changes and progress made by students. Annual data includes student demographics, retention and success rates, completion rates, and the total number of students served in each program for the year. All Access Programs have allocations based heavily on the number of students served from the previous year. One goal for Access Programs and the CCCC is to increase the number of students served as funding increases. There has been a decline in overall numbers since funding for programs started decreasing in 2008-2009. In 2008-2009 EOPS total unduplicated number of students was 546 and CARE students were at 116. By 2013-2014 EOPS total number of students served was at 257 and CARE at 38. CalWORKs student numbers were at 105 in 2009-2010 and dropped to 30 in 2013-2014. We are unable to determine if there has been a decline of DSPS students served due to a miscounting process used by our district MIS staff up to 2012-2013. Since 2012-2013 DSPS student numbers are relatively unchanged. Another goal that Access Programs set was to increase retention, success, and completion rates to demonstrate services being provided are assisting students in being more successful in their educational goals. The trend for all of the Access Programs is that retention, success and completion rates are increasing, and CalWORKs and CARE retention and success rates exceed those of the general population and DSPS and EOPS rates are close to or just over general population rates.

4. Department Relationships and Impact

Access Programs students are some of the most high risk students the college serves. Additional funding is allocated to provide above and beyond services for these students to deal with the costs of going to college, provide materials as well as personal support to persist in classes, provide resources and accommodations, and develop additional ways to encourage student participation at the college that will lead to increased retention and success. They are a subset of the general population of students attending Cerro Coso Community College. Access Programs partners with the general counseling staff to be sure students are referred to EOPS, DSPS or CalWORKs services as needed. Counseling supports Access Programs by partnering on outreach activities, increasing core component completion through development of new strategies, collaborating on complying with college processes, sharing information regarding transfer requirements, and working together to offer field trips to four year colleges. Collaboration with the Counseling Office is essential to increasing the number of Access Programs students served and maintaining updated knowledge and procedures in servicing students.

Access Programs also collaborates on a regular basis with the Financial Aid Office. Part of the eligibility documentation needed for EOPS and CalWORKs students comes out of the Financial Aid Office and requires collaboration in determining program eligibility. The Financial Aid Office provides processing of work study positions on campus so CalWORKs and EOPS students wanting work study positions must meet with Financial Aid staff as well as the Job Development Specialist and Access Programs staff. And finally, all additional services such as book vouchers, grants, work study, and other expenses made on behalf of students must be reported to the Financial Aid Office and added to their total institutional



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resources, as required by Title 5. Access Programs would like to increase the collaboration with the Financial Aid Office to obtain student information regarding eligibility for Board Of Governors (BOG) grants A and B as well as TANF recipients to assist in reaching out to potential EOPS/CARE and CalWORKs students.

The DSPS Program relies on faculty to work with the student and program staff in developing and implementing accommodations for students. Title 5 requires an interactive process between the student and faculty member, aided by DSPS staff as appropriate, to determine accommodations appropriate for class content and setting. DSPS staff spend a great deal of time communicating with instructors regarding individual student's needs for their class.

Access Programs must work with the college and district business offices to be sure that all purchases and expenses are properly processed and documented. All program plans and CCCCO reporting must also go through the district office for district approval. The end of the year audits and budget reports require district collaboration in order to complete the processes. Other Directors at the other district colleges also provide support by answering questions and sharing ideas.

5. Service Recipients

All Access Programs are based on voluntary participation by the students and require students to apply for each program and complete the program intake and orientation process. EOPS/CARE, DSPS, and CalWORKs have different eligibility requirements. EOPS students must provide evidence of an economic need (usually determined by whether student receives a BOG A, B, or C with 0 Expected Family Contribution (EFC) as well as evidence of an educational disadvantage which can include non-high school graduate, first generation student, math and english skills below college level, ethnic or cultural background with a specific group that has been identified as having historically poor educational opportunities. And those EOPS students who also qualify for CARE must demonstrate they receive welfare benefits, are a single parent, and have at least one child 13 years or younger. CalWORKs student eligibility is determined by currently receiving CalWORKs benefits and the student must meet work or educational participation hours. DSPS students must provide documentation they have a disability that impacts their ability to fully benefit from college classes without some accommodations. These eligibility criteria are determined by Title 5. All Access Programs services are based on providing services to qualified students.

6. Usage and Satisfaction Data

The following chart indicates the number of annual unduplicated students participating in each program for the past seven years (taken from DataMart at CCCCO website).



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	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
EOPS	546	376	255	305	260	257	254
CARE	116	86	68	69	39	38	32
DSPS	*	*	*	*	179	190	179
CalWORKs	105	105	74	46	33	30	26

*data incorrect due to errors in reporting

The decreases in EOPS total number of students served correlates to the cuts in funding starting in 2008-2009 and continued through 2012-2013. The decreases in CARE and CalWORKs students is a reflection of DHS policy changes, one being 'work first' that impacted the number of clients referred to the college for services. There were also legislation changes to welfare benefits that decreased the amount of time welfare recipients could receive aid and increased work participation requirements which led to many recipients being sanctioned from benefits. DSPS numbers based on the past three years show relatively little change. As the program stabilizes staffing and expands services to other campus sites there is the expectation and program goal that the overall number of students served in Access Programs will steadily increase.

The campus librarian presented a summary of the CSSEE (completed in spring 2013) and the Student Experience Survey (done in spring 2012) as part of the Achieving the Dream data compilation process. The surveys gathered data on student engagement and students social and academic experience at the college. Highlights from the summary that were of interest to Access Programs (formerly known as Special Services) are provided below.

CCSSE data summary:

"Many of the questions seem to suggest that the following activities are important for student engagement and a positive student experience: group work; peer tutoring; discussing course ideas with instructors, peers, family; engaging with instructors on activities other than coursework; having serious conversations with students from diverse ethnicities, cultures, religions, political frameworks." This data reinforces Access Programs decision to increase EOPS campus activities, provide cultural enrichment field trips, rebuild the Peer Mentor program, and develop a Study Hall opportunity.

"In terms of students' perception of how well our college helps them in a variety of areas, our college scores fairly high except in the areas of: helping students cope with non-academic issues and providing support to help students thrive socially." Access Programs uses a case management model to provide academic and personal support to Access students. The increase in staffing the past two years will provide more opportunities for students to meet one on one with counselors and counseling assistants and increase the number of students who can be served.



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"Our students report that they rarely or never: participate in the Honors program; participate in college orientation." Access Programs students are encouraged to apply for the Honors program and the application fee is reimbursed for EOPS students. All Access Programs students are required to attend college orientation as well as required to attend EOPS, CalWORKs, and DSPS program orientations. A DSPS orientation was developed online in the past two years to increase the accessibility of the orientation to all DSPS students.

"In section 13 students were asked how often they use a variety of college services. Overall students rarely used or didn't know about these services but reported that the following services are very important: Financial Aid, and Disabled Student Services." This information was part of the consideration to develop an online DSPS orientation and update the DSPS website for ease of applying for services.

Student Experience Survey data summary:

"Student use of college services like tutoring, job placement, child care center, library, student activities, special services, financial aid, career services, counseling, computer labs, etc.-students either never use or almost never use." Again, this information reinforced the need to provide easy access to information regarding all Access Programs and disseminate information about programs and contact information on how to obtain services. The Access Programs website was updated to be more comprehensive and user friendly.

"Suggestions given for improved student activities included: study groups, more staff involvement in student activities." This student feedback contributed to the decision for Access Programs to develop and implement a study hall program for students to be implemented in spring 2016 semester.

One set of Student Experience Survey questions asked 'How often have you used Special Services (EOPS-DSPS-CalWORKs)?' The break down of answers indicated that 439 students answered the question out of 474 who started the survey. 76.8% of those students marked they had no contact with Special Services. 4.8% marked Special Services not available to them. 5.5% had 1-2 contacts. 5.5% had 3-5 contacts. 7.5% had 6 or more contacts. Students were also asked to rate their satisfaction with Special Services. 180 students responded to this follow up question. 40.6% very satisfied with services. 50% satisfied. 4.4% dissatisfied. 5% very dissatisfied. Other information of interest to the program was that 89% respondents stated they did not have a Coyote Card. This data provided the opportunity to investigate if EOPS could pay for student body cards and found that this was an allowable EOPS expense. The program began paying for student body cards for EOPS students in spring 2014. This data also reinforced that more information about Access Programs needs to be available to all students.



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7. Department Costs

Funding to conduct day to day functions and provide student services in the Access Programs offices comes directly from the CCCCO annual allocation provided each fall for each program. Those allocations are based on the number of students served plus a baseline amount awarded to all colleges with a program. There are match requirements for the EOPS and CalWORKs programs that can come from the college general funds, VTEA, federal funding, and some other non-categorical funds. DSPS takes into consideration college effort as part of the formula for the annual allocation.

Access Programs uses an integrated model for delivering services and as a result, many of the staffing positions have multiple funding sources which means staff are cross-trained to serve students from all four programs. There are some positions that also receive general college funding that is used as match including the Director of Access Programs position, the Assistant EOPS Director, the Job Development Specialist position, and the adjunct counselor at the KRV campus. The Director and Assistant Director positions are paid from the general college funds. The Job Development Specialist became a full time position when VTEA provided additional funding in the 2013-2014 academic year. The adjunct counselor has some general funding on the position so that he can also see general students as needed. Access Programs are all limited to funding only staff positions that deliver services to program students and other costs of services that are delivered to students such as books, materials, student travel, bus passes, grants and activity costs. Staff training can be paid for out of Access Programs funds if the training is specifically about a program the staff provides services for. At the end of the fiscal year all allocation funding must be spent and accounted for in a final budget report. If there are unspent funds they must be returned to the CCCCO before the end of the fiscal year. Any funding left over that is larger than 5% of the final allocation can result in a penalty for the next fiscal year. Allocations over the past years have fluctuated as seen below. EOPS and CARE allocations began to rise in 2013-2014 and continue to do so. DSPS allocations began to rise in 2014-2015 and there are expectations that this trend will continue. CalWORKs (state funds) and TANF (federal funds that are given to the state based on the state meeting federal TANF guidelines) funds are in question as to funding increases or decreases in the coming years.

Access Programs funding for past 5 years

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
EOPS allocation	\$670,249	\$522,086	\$513,236	\$633,184	\$633,184
CARE allocation	\$129,514	\$96,512	\$82,631	\$96,512	\$96,512
DSPS allocation	\$235,889	\$224,518	\$213,972	\$202,804	\$256,144
CalWORKs allocation	\$147,161	\$140,029	\$133,028	\$126,376	\$126,617
TANF allocation	\$44,675	\$42,214	\$40,103	\$38,098	\$29,633



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Based on Title 5 regulations, Access Programs cannot pay for furniture, facilities or maintenance of facilities, or equipment that is provided for other non-Access Programs college staff, without special permission from the CCCC. Facilities and maintenance costs for housing Access Programs must be provided by the college. Office supplies can be paid out of program allocations.

Part 3 Currency

1. Staffing

Staffing positions have been added in the last few years including an additional Department Assistant II at the Ridgecrest and Kern River Valley (KRV) campuses. These positions assist in maintaining required files and required documentation, answering phones, scheduling appointments, providing new students with first steps to receiving services, providing continuing students with resources and setting up appointments with counselors and support staff, and collecting student data for reporting. The Job Development Specialist position became full time in 2013-2014 to better serve CalWORKs and other Access Programs students with job preparation, career development, and work study positions or employment in the community. Two adjunct counselors were hired in 2013-2014 for the Ridgecrest and KRV campuses, and an additional part time Special Services Assistant (SSA) position added in 2014-2015. Starting 2015-2016 the Director for Access Programs will be reassigned and no longer provide coordination for the Counseling Office. There are plans to hire an adjunct counselor for the Bishop campus in order to establish program services at the site which allows EOPS to be offered to students at that campus. The goal is to offer all Access Programs services to students at both the Bishop and Mammoth Lakes campuses, and establish site services at the Tehachapi campus in 2016-2017. Depending on the number of students served at the new Bishop, Mammoth Lakes, and Tehachapi sites, and continued increase of Access Programs budgets, more staff may be needed to adequately serve students at these sites.

Demographic data shows a definite increase in Hispanic students attending Cerro Coso. Access Programs hired an adjunct counselor who is bilingual in Spanish as a means to recruit more Spanish speaking students into the programs in response to this growing population needs. College demographic data also indicates a need to address gaps in success for our African American (males in particular) and Native American students. Access Programs will consider new initiatives and outreach plans to recruit and support these students and will work with the new Equity Director in developing services to assist these populations of students.

2. Professional Development

Access Programs staff are alternately invited to attend the two annual conferences offered through the different Programs. These conferences are informational and provide networking opportunities with



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other campuses. Staff enjoy the conferences and bring back new ideas on how to serve students. During weekly meetings staff are also welcome to bring training opportunities to the group for discussion. Funding is available through each program as long as it pertains to the staff members assignment within Access Programs.

College training opportunities are also provided on a yearly basis for staff. Joint Student Services meetings have been held in the past years that provided the opportunity for all Student Services staff to cross train, discuss and problem solve mutual issues, and allow for guest speakers and joint presentations related to issues that pertain to staff or students. These all day meetings offer the opportunity for all site staff to come together, get to know one another, and exchange information about procedures and issues specific to their individual campuses. Counselors may attend Flex day activities that occur each semester, and recently, classified staff have been invited to Flex day activities with prior approval of their supervisor. Access Programs also holds end of the semester all day meetings so all staff from different sites can attend. During these end of the semester meetings, staff review required documentation, problem solve any issues that came up during the semester, discuss more efficient methods of doing business, and set calendar dates for Access Programs activities, field trips, and other events for the next semester and year.

3. Physical Resources

There have been three different moves of Access Programs housing since the last Program Review. Each move requires a total reconfiguration of staff offices, reception desk, consideration of flow of traffic for students, easy access (wheelchair accessible) to the office, adequate housing for the High Tech Center, and storage for book loan library and other student supplies used almost on a daily basis. The moves inevitably require the purchase of some new storage units, file cabinets, and support walls to create small offices in open spaces. In order to purchase such items a special request must be made to the CCCC justifying the costs. Also, moves end up with some furniture not holding up to a move and so new furniture must be located from M&O extra supplies or a special request to the CCCC must be made for furniture purchases and can be denied. The IT staff relocate office equipment and install in new facilities. Equipment like computers, printers and scanners can also be damaged and then require replacement. Obviously, moves can result in disruption to providing students with services, potentially impacting their success in classes. The college does have a long term plan to provide a one stop center for all Student Services programs. At that time new furniture and sufficient office space should be available to accommodate Access Programs staff and student needs.

Since Access Programs is dependent on the college for providing facilities it is important to maintain clear communication with the Maintenance and Operations (M&O) and the Information Technology (IT) staff to be sure Access Programs staff has enough space to function, maintain file security, maintain student confidentiality, and provide adequate equipment so day to day operations can be completed. The other concern Access Programs has is being sure that the disabled students we serve have



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adequate access to campus facilities. Again, this requires open communication between student and Access Programs staff so staff can then relay student needs to M&O staff. Access for mobility impaired students can be frustrating when there are facility break downs and it takes time for the problem to be fixed. For instance, when elevators break down there are no alternative ways for students to travel to second level floors to attend classes or go to Learning Assistant Center. Open collaboration with all staff to problem solve student access is required to ensure adequate facility accessibility.

4. Technology

The college website has gone through several major changes that have required updated formatting by staff as well as updated information as it relates to procedures, facilities, and services. The website is more user friendly and has been helpful in referring students to webpages on how to complete specific processes, applying for any of the Access Programs, and finding campus resources. Students also have internal access to the web site that facilitates registration and accessing their individual transcripts, financial aid information, and other business functions students need to complete. The application and intake process is still difficult to navigate for new students. Student Services has invested in developing a linear intake process for new students that will provide step by step completion of processes required for new students to get registered. The process will be named Navigate, and assistance in the development of Navigate comes from the Education Advisory Board, a non-profit agency. Access Programs has program information incorporated in the Navigate process.

Technology continues to evolve and change which requires upgrades and some relearning of new programs for staff. IT staff have been responsive to Access Programs staff needs and requests when there are break downs with printers, computers, fax machines, and scanners, all of which are used on a daily basis. There is a need for more computer access for students within the Access Programs office so staff can assist students in registering, provide hands on training to students related to online classes, assistive software, and navigating college resources. Additional computers for student workers and Peer Mentors would also be beneficial to assist them in completing their job tasks.

Access Programs supports a High Tech Center for disabled students to provide on campus and online assistive technology and adaptive equipment services. When the High Tech Center was first developed there were multiple staff who were available to assist students in the center by showing them how the different technologies worked, providing support in use of technology, and problem solving additional student needs. For the past four years or more, a part time Alternative Media Specialist has been maintaining the Center and providing support to students. With additional funding from other college budgets, the Alternative Media Specialist position will become a full time position which will greatly assist students to take full advantage of the center's technology and equipment. The new position will allow time for investigation of new learning aids for disabled students and collaboration with the online support staff and the IT staff in pursuing accessible and supportive online classroom resources.



5. Marketing

Based on past survey feedback it is clear that Access Programs can do a better job of letting college students know about the different Access Programs available to them. Although the programs have been updating their websites with current information, students who do not know what Access Programs provide may never visit the website. Access Programs has been promoting events and services on the college landing page to increase awareness. The staff have also developed a listserv to send notices to continuing program students about program events and requirements. This has been effective and more students are attending program sponsored events than before. The new online intake process called Navigate will bring attention to new students about the Access Programs and services.

In Spring of 2014 a free mobile app, Grad Guru, was initiated through Student Services to help inform students of college events, deadlines, and other college services with the intent to incorporate more ways for students to hear about college functions. Student Services office staff worked together to develop an announcement calendar for the academic year that included financial aid information and deadlines, registration, drop dates, and other college information. Additionally, three Student Services staff members can add announcements at any time as requested by any college staff.

In the past few years a more robust and active Public Relations and Marketing department has developed. Regular publications of the Coyote Howler that includes Access Programs events and activities have helped to bring notice to the program’s accomplishments, reminding all college staff of what Access Programs offers. We still need more outreach materials to use during recruitment time, and better signage of where Access Programs is located. We are still struggling to reach new, incoming students to the college to let them know about our services. We will work with the Financial Aid Office to be more targeted in referring students to EOPS and CalWORKs based on their BOG and TANF benefits.

Part 4- Achievement of Administrative Unit and Student Learning Outcomes

1. Achievement of Administrative Unit Outcomes (AUOs)

The following AUOs are from the annual unit plan for 2014-2015 (planning year 2013)

AUO 1:	
Target:	Develop more comprehensive EOPS orientation that includes interactive activities to establish relationships between students and staff at the entry of a new student into the EOPS Program. Student success and retention rates have been trending down. Strategy designed to increase rates and help students achieve greater success as soon as they enter the EOPS Program.



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Assessment Method:	Use annual statistical data on retention and success rates for program provided by institutional researchers.
Assessment Date:	Annual data on retention and success rates from 2012-2013 and 2013-2014, reviewed the following fall semesters.
Recent Results:	Orientation was redesigned and contains two activities requiring student participation with facilitator and other students. Students required to address reasons for attending college through writing exercise that helps them identify their educational and personal goals. Staff encouraged to attend orientation so students can meet them and immediately establish relationship with them. Both retention and success rates increased in 2012-2013 compared to 2011-2012 rates. Both continue to increase since 2012-2013.
AUO 2:	
Target:	Increase in EOPS/DSPS students completing semester following workshop attendance and higher overall GPA. Separate mandatory probation workshops will be held for EOPS students who are on academic/progress probation and students who are non-compliant with EOPS requirements. Academic probation students struggle with different issues than students on program non-compliance. By requiring students to attend probation workshops that address their specific probation status students will be better informed of strategies to help improve status and consequences of continued probationary status.
Assessment Method:	Compare data of students who attended separate workshop in the spring and summer 2013 semesters with students who attended combined workshop during the fall 2012 semester.
Assessment Date:	Reviewed completion and GPA data in fall 2013. Comparative data of students who attended separate workshop in the spring and summer 2013 semesters with students who attended combined workshop during the fall 2012 semester indicated greater success. Workshops found to be more effective separated. Overall percentages of completers higher following separating workshops. Overall percentage of GPA higher than 2.0 increased with separation of workshop.
Recent Results:	Workshops found to be more effective separated. Students were required to attend the appropriate workshop for their specific type of probationary status. If a student was on both types of probation they were required to attend both workshops. Academic probation workshops focused on incentives to succeed in classes whereas non-compliance probationary students needed to be connected to resources. No significant data showing increase in GPA.
AUO 3:	
Target:	Increase the number of student Peer Mentors. Reestablish Peer Mentor program to increase student engagement of all Access program students.



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Assessment Method:	Compare number of Peer Mentors from previous year.
Assessment Date:	Fall 2013. Five Peer Mentors were employed for the 2011-2012 academic year. Three were employed for the 2012-2013 academic year.
Recent Results:	There were no increases in Peer Mentors for the 2012-2013 year. Since then, there has been a change in who attends Peer Mentor training. Staff request students to participate in Peer Mentor training based on staff observation of student communication skills, overall success in classes, and interest. Orientation meeting held first to explain to prospective Peer Mentors what the position entails. Those students still interested participate in a follow up training day.

The following AUOs are from the annual unit plan for 2015-2016 (planning year 2014)

AUO 1:	
Target:	DSPS students will establish an educational goal by the end of their first semester. DSPS students will have a better understanding of how to complete their educational goal after participating in all of the matriculation components including completing a long term educational plan with a program counselor. 100% completion of matriculation components by all DSPS students.
Assessment Method:	Improve retention and success rates for DSPS students by assisting students in determining educational goal and developing educational plan.
Assessment Date:	Fall 2014. Compared retention and success rates from 2012-2013 to 2013-2014 rates for all DSPS students.
Recent Results:	All DSPS students enrolled for the semester were checked to see if they had completed the core components of matriculation. Those students who still had outstanding components to complete were called and informed on how to complete the component. Since the development of an online DSPS orientation and more on ground DSPS orientations offered, DSPS students followed through on this component. The assessment component was difficult to determine since some of the students had multiple measures used by counseling staff for assessment but counseling staff did not enter confirmation of assessment in the system, but students related process completed. Resulted in working with counseling staff to be sure and enter assessment when done through multiple measure process. Educational planning and counseling has become a built in step to the intake process for Access Programs students.
AUO 2:	
Target:	EOPS students in work study positions will have higher retention and success rates. EOPS students employed in work study positions will be more engaged



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	with campus programs, staff and other students. Work study will provide additional incentive and skill building that leads to greater retention and success.
Assessment Method:	Compare overall EOPS retention and success rates with those of EOPS students employed by college as student workers.
Assessment Date:	Fall 2015.
Recent Results:	Not assessed due to limited staff and limited work study funding, there were few EOPS students in work study positions. Decided to use different methods of student engagement to reach goal of increased retention and success rates.
AUO 3:	
Target:	Identify processes, activities and services that best serve students' needs. Obtain current feedback from all Access students regarding program processes, activities, and services relevant to meeting their needs.
Assessment Method:	Review results of Student Experience survey from fall 2013 and Community College Survey of Student Engagement (CCSSE) done in spring 2014.
Assessment Date:	Review results fall 2014.
Recent Results:	<p>Relevant feedback related to all Access Programs below:</p> <p>Student Experience Survey: Reflected overall satisfaction with student services including counseling. Students responses indicated never use or almost never use Special Services (Access Programs now). Suggestions for improved student activities included study groups, more clubs, entertainment activities such as concerts and dances, more sports, more staff involvement, more staff access by phone, and online activities such as treasure hunt.</p> <p>CCSSE: Use of the Special Services program (Access Programs now) was reflected by most as never used or almost never used, but reported services as "very important". Activities identified as important to students and a positive student experience included group work, peer tutoring, peer and instructor discussions related to coursework, and student interactions with other students with diverse backgrounds. Feedback suggests college scores fairly high except in helping students cope with non academic issues and in providing support to help students thrive socially. Use of the Special Services program (Access Programs now) was reflected by most students as never used or almost never used, but reported services as "very important".</p>
AUO 4:	
Target:	CARE students will identify resources and support services most useful to them, how their childcare needs are being met, and be assessed on their knowledge of CARE services by means of a survey.



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Assessment Method:	Survey all CARE students in fall 2013 semester. Survey will list services most useful to CARE students to be prioritized.
Assessment Date:	Summer 2014.
Recent Results:	45% of CARE students participated in answering survey questions. The survey responses indicated a need for funding for on campus printing services. This service was researched as to viability, a process developed, and the services will be provided starting the spring 2015 semester to all EOPS and DSPS students. The survey also indicated that CARE students do not have a clear understanding of what services the CARE program provides. In response to trying to inform and connect students to CARE services program staff started offering one CARE activity each month in the semester where CARE services are related to attending students, as well as informational workshops and guest speaker presentations. Staff also plan to provide written list of services available to both EOPS and CARE students and hand out during program orientations, post in program office, and promote services using electronic means like emails and Grad Guru.

2. Gaps Identified

In the Unit Plan 2014-2015, AUO 2, the initial assessment method was to compare the rate of students persisting to the next semester instead of completing the semester. But when it was determined that the Institutional Researchers could not provide this information semester to semester, the method of assessment was changed to comparing students' semester completion rates. Current data does capture retention rates (student persistence within the semester) and success rates (completion). Requests have been made to the Institutional Researchers to include data on students who continue to the next semester.

In the Unit Plan 2014-2015, AUO 3, it was determined that the program needed to reassess how to target potential Peer Mentors since the student self identification of interest in the program did not result in more applications submitted. There were no increases in Peer Mentors for the 2012-2013 year. Five Peer Mentors were employed for the 2011-2012 academic year. Three were employed for the 2012-2013 academic year. Since then, there has been a change in who attends Peer Mentor trainings. Staff request students to participate in Peer Mentor training based on staff observation of student communication skills, overall success in classes, and interest. An orientation meeting is first held to explain to prospective Peer Mentors what the position entails. Those students still interested participate in a follow up training day.



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3. Revise and Update Administrative Unit Outcomes

Department	Service	AUO	Improvements to Be Made	Reassessment
EOPS/CARE	Provide more activities to engage students.	Increased engagement will lead to better use of resources, build helpful and supportive relationships, and increase persistence, retention, and success rates.	Survey students more frequently within semester regarding specific activities and events to get feedback. Use multiple survey methods such as online surveys or at the time surveys following an event or activity.	Review survey data to evaluate student interest in activity: did activity lead to new skill, satisfaction with activity, and collect ideas for offering different types of activities.
EOPS/CARE/CalWORKs	Develop more work study opportunities.	Provide more job training opportunities and financial support for students while attending college.	Job Development Specialist with Access Programs staff will seek and promote more work study positions on campus. Job Development Specialist will work with CTE staff in development of internships and off campus employment opportunities.	Increase number of students in work positions. Compare retention and success rates of students who get work study positions with overall Access Programs rates.
EOPS/CARE/DSPS CalWORKs	Promote student awareness of availability of all Access Programs to increase	More students will apply for Access Programs.	Online process called Navigate will lead more students to learn about and apply to Access Programs. More outreach materials and presentations will	Use orientation survey to find out how students learned about Access



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	student use of Access Programs services.		result in more applications to program. Develop orientation survey that asks new students the question of how they learned about Access Programs.	Programs.
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4. Achievement of Student Learning Outcomes/Gaps Identified

Student outcomes for the past 5 years demonstrate increases in retention and success rates and completion rate. Increased student engagement activities in the past few years have been the major change to program services. Additional services have been added in the past few years that include purchase of parking passes, student body cards, bus passes that are good for rides throughout town for a month (instead of just bus passes that were only for coming and going to college site), free printing on campus, use of a learning aid that is internet based called Firefly that reads text, expanded book loan library, and open access (as available) to the High Tech Center for all Access Programs students. More staff have been hired to support students in the past two years. All of these factors most likely have helped improve rates.

Access Programs needs to continue to grow and be more inclusive of diverse populations of students. College data indicates pockets of students who are not performing as well as others such as disabled students, African American males, and low income students in the area of finishing math and English sequences. Better outreach strategies need to be identified and implemented.

Part 5- Future Needs and Planning

1. Effectiveness and Efficiency

Access Programs goals are to provide quality services needed by the students from the beginning when they enroll in classes to the end of the semester. Services should be focused on helping students successfully complete their classes. Retention and success rates are ways to review how our students are performing as compared to the general student population. Another measurement is persistence rate since the goal of Access Programs services is to get students set up with materials and resources needed for classes and support them during the entire semester so they successfully complete their classes. District Institutional Researchers have been asked to include this measurement in annual data to help Access Programs better evaluate services.



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Staff meet every other week at a minimum to coordinate services, activities, and discuss current program needs. All staff at the sites are included in meetings via teleconference or phone conferencing. The unit plan is brought up for discussion at least once a semester in staff meetings to discuss data collection and outcomes, discuss how to use the information to increase quality of program services, or assess if new services are needed. A minimum of two advisory board meetings take place each fall and spring semester, as well as regular meetings with DHS staff, and participation in monthly community collaborative meetings.

2. Current Strengths

Access Programs staff work well as a team to provide efficient and quality services to students. Staff are cross-trained to be sure if one staff is unavailable to a student, another staff will be able to provide the student with support. The office environment is friendly and nurturing, and students often hang out in the office to discuss personal issues or receive positive feedback and support. Staff apply these same skills when working with other college departments and staff which has led to successful collaboration and advocacy for programs students.

3. Improvements Needed

Location of Access Programs office and facilities is an ongoing problem. There are a large number of staff including student workers compared to other offices, plus the need to house materials and supplies for students. For many years now there have not sufficient facilities to house all program staff, equipment, and supplies. Staff are split up into separate spaces which students find intimidating and time consuming to go from one office to another to obtain all of their services. The anticipated One Stop shop where should facilitate better services for students.

Another ongoing issue has been the lengthy hiring process to hire new staff. Because categorical budgets must be spent out by the end of the fiscal year, trying to reserve funds for staff for long periods of time before the staff are hired makes budgeting a challenge.

4. Response to Previous Action Plans

Action Plan	Action Taken and Date
Continue training all college staff and faculty on Title 5 guidelines for disabled students.	All Access Programs staff were given Title 5 guidelines for implementation of DSPS in spring 2014. Reviewed as group. Current program documentation was reviewed to be sure it is in compliance with Title 5 regulations. Changes to Title 5 guidelines anticipated in 2015. Will have Access Programs staff participate in trainings offered through CCCCO and other advocacy groups to continue to develop understanding of how to better serve disabled students.



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	Provide training activities for all college staff and faculty.
Increase High Tech Center resources. Develop Centers at other sites like KRV and Bishop.	Progress made at KRV and Bishop sites. Some adaptive equipment delivered to sites for student use during 2013-2014. Updated Kurzweil software at Ridgecrest/IWV, KRV and Bishop. Provided scanners for use with Zoom Text at KRV and Bishop sites. College staff identified to assist in use of equipment. Need to continue training staff on use of equipment in order to promote and teach students about service and use. Will continue to increase assistive and adaptive resources at all sites as funding and need grows.
Provide outreach to growing Hispanic population at Ridgecrest site.	Adjunct counselor hired in spring 2014 who is bilingual in Spanish. Presentations in Spanish provided to high school seniors and their parents to promote enrollment at college and application to EOPS. Some materials developed and translated into Spanish. Continue outreach to Hispanic populations to promote college participation.
Increase collaboration with DHS to promote referrals of welfare clients to CARE and CalWORKs programs.	Have maintained continual contact with DHS staff servicing welfare recipients. Legislative changes and DHS policy changes continue so will stay informed of new regulations in order to advocate and promote educational training for welfare clients. On-going goal.

5. Three-Year Department Goals

Objective: Develop a Study Hall model to address gaps in completion of English and math sequences with low income and disabled students. (Strategic Goal 2 – Advance Student Equity Measures (Strategic Plan 2015-2018))

Action: Locate dedicated space where Study Hall can be held during semester. Identify tutors and Peer Mentors to attend Study Hall. Promote to students.

Persons Responsible: Director of Access Programs, Tutoring Coordinator, Access Programs staff

Resources Needed: Study supplies, math and English tutors for Study Hall, dedicated space, laptop computers

Timeline: Begin implementation spring 2016/Assess in 2017-2018

Objective: Fully implement Peer Mentor Program. (Strategic Goal 2 – Advance Student Equity Measures)

Action: Develop recruitment plan, collaborate with Student Activities and faculty to identify students for Program, provide training, hire students for Peer Mentor positions.

Persons Responsible: Director and Counselors for Access Programs, program staff

Resources Needed: Funding for positions, Counseling staff for training

Timeline: Implementation 2015-2016/Assess 2017-2018



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Objective: Continue to develop engagement activities that promote cultural enrichment, leadership skills. (Strategic Goal 1 – Increase Student Engagement)

Action: Collaborate with Student Services staff in development activities and initiate plan to offer activities

Persons Responsible: Access Programs staff, Director of Student Activities, Equity, Counseling

Resources Needed: Feedback from students regarding desired activities, collaboration with Student Services Directors and faculty

Timeline: Review activities offered and survey students regarding activities to assess satisfaction, interest, and application of activity to educational goals

6. Six-Year Department Goals

Objective: Continue to develop services at Bishop, Mammoth Lakes, and Tehachapi sites. (Strategic Goal 3 – Ensure Student Access)

Action: Hire staff (as funding allows) to work at new sites to provide consistent and reliable services to students. Obtain dedicated space for new staff. Provide training to site staff on eligibility, benefits, and goals of Access Programs.

Persons Responsible: Access Programs Director and staff

Resources Needed: Dedicated space and staff at site. Funding for expansion of services.

Timeline: Hire staff in 2016 through 2018, promote Access Programs on new campus sites, begin accepting new applications from student.

Objective: Work with other Student Services staff to develop outreach plans to connect with underserved populations. Promote Access Programs for these populations. (Strategic Goal 3 – Ensure Student Access)

Action: Coordinate outreach activities with other Student Services efforts. Participate in outreach activities.

Persons Responsible: Director and counselors of Access Programs

Resources Needed: Promotional materials.

Timeline: 2016-2018

Objective: Increase and promote college and community awareness of Access Programs available to students. (Strategic Goal 2 – Advance Student Equity Measures)

Action: Provide trainings for staff at all sites. Integrate more Access Programs information into college website, online class platform, and new Navigate intake process.



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Persons Responsible: Director of Access Programs, and collaboration with Web Content Editor, Manager of Public Relations and Marketing, and Director of Distance Education.

Resources Needed: Understanding of how different college media is used.

Timeline: Implement starting spring 2016.

Part 6-Supporting Documentation

- 1. Quantitative Performance Measurements of Unit**
See attachments
- 2. Qualitative Performance Measurement of Unit**
See attachments
- 3. Copy of the Department's Most Recent Unit Plan.**
See attachments

Access Programs Department

Annual Planning for Academic Year 2015-2016

Planning Year 2014

Description Of Department/Unit

Mission/Connection to College Mission

Access Programs supports students with additional barriers to education by providing services that address individual student needs. Access Programs includes Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and Disabled Students Programs and Services (DSPS), and uses an integrated program model to support student retention and promote student success. Access student barriers include financial need, educational and social disadvantages, and all types of disabilities that impact a student's ability to fully engage in college educational programs without accommodations or additional resources. Program staff deliver additional services that enhance students' financial resources, expand academic support services and experiences, provide case management support services that increase one on one counseling time for students, and support career preparation and personal growth opportunities. Staffing and additional services are supported by the State Chancellors Office by means of categorical grant funding with the intent to provide equity for those students who have been underprepared, disenfranchised and/or underrepresented in California Community Colleges. The goal of Access Programs is to facilitate students' successful completion of their educational goal and prepare for employment or transfer to another college.

Student Equity

Student Equity

The Achieving the Dream data team identified similar disproportionate impacts for DSPS and economically disadvantaged students in their movement through three college experience milestones; transfer and progress in completing the remedial english and mathematics courses. DSPS students showed a greater impact in all three milestones than economically disadvantaged students, yet both gaps are notable and raise concerns for our DSPS and EOPS students. Access Programs continues to find ways to assist students with the costs associated with going to college by increasing services in the areas of transportation and on campus services. Bus passes now provide more comprehensive services throughout the month, student body cards can be purchased for EOPS students, meal vouchers have been increased for CARE students and parking permits can be purchased for both EOPS and DSPS students. Extended tutoring services are also available through Access Programs as needed by the individual student. Both EOPS and DSPS orientations have recently been extended (in past two years) to incorporate more information and engagement between students and staff to encourage better understanding of what services are available to students.

Demographic information compiled by the district institutional researchers confirms that in both our EOPS program and our DSPS program there is an increasing number of students identified as Hispanic which mirrors a rise in our community demographics. Access Programs will seek effective ways to address english as a second language needs and increase cultural awareness of issues that may impact how our Hispanic students access services.

Review And Planning

Progress Made on Program Review

Special Services (now known as Access Programs)

Year of Last Program Review:

2005

Progress in the last year on Three-Year Strategies:

Goal/strategy: Continue training staff on implementation of Title 5 regulations and Continue to review and update files for efficient documentation of services.

Progress: During the past three years there has been significant turnover of staff. This has required training of staff in program goals

and regulations. This past year the Director reviewed DSPS regulations with staff during regular staff meetings. DSPS Title 5 regulations distributed to all staff for reference. Will continue to provide staff training on Title 5 regulations and program responses to regulations. During the past three years Director has sent certificated and classified staff to State Chancellor Office training events and conferences to help staff better understand EOPS/CARE/DSPS regulations and compliance requirements. This will continue to be an on going practice so all staff have comprehensive knowledge of Access Program compliance issues and program goals.

Goal/strategy: Improve availability of High Tech software at KRV and ESCC sites.

Progress: During the past three years there have been purchases to update most software regularly used by DSPS students. In the past two years the Director, an Access counselor and the Alternative Media Specialist identified needs at the KRV and ESCC campuses related to increasing High Tech resources. Scanners and updated software were delivered to both KRV and Bishop sites with instructions on use and a DSPS orientation. East Kern site was provided with head phones to use on local computer for students taking college placement exam. On going assessment of site needs will continue and the Alternative Media Specialist with an Access counselor will continue to visit KRV and ESCC sites at least once a semester to review High Tech equipment and provide instructions on use and offer DSPS orientations.

Goal/strategy: Extend outreach to Hispanic population and feeder High Schools.

Progress: Hired an adjunct counselor who is bilingual in English and Spanish. Adjunct counselor will participate in outreach activities. Plans underway to determine community services that would benefit from presentations and materials offered in Spanish.

Progress in the last year on Six-Year Strategies:

Goal/Strategy: Continue self-study of program and develop student learning outcomes for the new accreditation process.

Progress: Completed. Previous SLO recorded in past years AUP.

Goal/strategy: Improve availability of mobility assistance at KRV site.

Progress: Since this goal KRV has undergone a remodel of the site. Access Programs purchased new chairs for students needing an accommodation related to having a free standing table and chair or padded chair. Chairs and tables were inventoried and placed where needed. Site updated bathroom facilities to improve accessibility. Entrance to site more accessible due to assigning smoking area away from front door access. Wheelchair available on site for use.

Goal/strategy: Work with Student Services to develop a permanent one-stop center for all student support services.

Progress: Access Programs moved twice since last program review. Space was reconfigured in each move to accommodate student accessibility and create confidential offices for students to meet with Access counselors. Last move allowed for more space to incorporate separate room for counseling assistants, a conference room, and a workshop room that includes projector and computers. College current plan underway to create One Stop Center that includes Access Program staff and services.

Goal/strategy: Re-align staffing to improve availability of Special Services counseling at all sites.

Progress: Hired a full time educational advisor at the KRV site who can provide support services to Access program students. Lost the full time counselor position at KRV site since last program review but have hired adjunct counselor who meets requirements to serve EOPS and DSPS students. Support staffing has changed to include two DAIII positions at IWV site dedicated to budgetary support, data entry, and MIS tracking and input. Two DAII positions are now located at IWV site to provide support at reception desk for students requesting services, file maintenance and security, student data input, and maintenance of scheduling of counselor appointments. Lost DAII position at KRV site that provided file maintenance, intake support, and scheduling of counseling staff support. Requesting DAII position reinstatement at KRV site to assist in student data entry and file maintenance.

Trend data over the past five years shows increases in the retention and success rates for all program students including DSPS, EOPS, CARE and CalWORKs students. In the past two years the EOPS budget has had substantial funding increases from the State with the focus on increasing the number of students that can be served. We do expect to have an increase of EOPS students served at the end of this year. This would be the first increase in the number of students served in the past three years.

Progress Made on Outcome Assessment

Goal: Improve persistence and completion rates for DSPS students by assisting students in determining educational goal and developing educational plan. DSPS students will establish an educational goal and will have a better understanding of how to complete their goal after participating in all of the matriculation components including completing a long term educational plan with a Program counselor. Targeted performance level was 100% completion of matriculation components by all DSPS students. Completion rates from previous year, 2012-2013, to 2013-2014 rates for all DSPS students to be assessed.

Results: Success and retention rates for the DSPS population continued to increase in 2013-14 and were higher than the overall student population.

In process: Data related to completion of matriculation components, orientation, assessment, counseling and educational planning, will be completed for analysis by the end of fall 2014.

Type:

PLO

Semester Assessed:

Fall semester, 2014

Target Missed/Gap Detected:

Analysis and Plan:

Goal: EOPS students employed in work study positions will be more engaged with campus programs, staff and other students, will develop work experience and help student stay focused on educational goal. Students in work study positions will have higher persistence and success rates when compared to overall EOPS rates. Determine if student work study provides additional incentive and skill building that leads to greater persistence and success. Compare persistence and success rates of work study students with overall EOPS student rates. **Action:** Develop more work study positions and opportunities for EOPS students. **Timeline:** Begin work study project spring semester 2014 and run through end of fall semester 2014.

Type:

SLO

Semester Assessed:

Planned to be assessed fall semester, 2014. This initiative has not been fully implemented. Continue initiative for another annual cycle before assessing outcomes of initiative.

Target Missed/Gap Detected:

Analysis and Plan:

Goal: CARE students will identify resources and support services most useful to them, how their child care needs are being met, and be assessed on their knowledge of CARE services by means of survey. List of services most useful prioritized by CARE students will assist staff in allocating CARE resources based on student need. Determine if CARE students are fully aware of CARE services available to them. Survey all CARE students enrolled in fall 2013 semester.

Results: 45% of the CARE students participated in completing survey with the following results.

Question: What resources are you in need of?

Answers: Gas cards, automobile repair, transportation, books, tutor

Question: What support services would be helpful for you to have on campus?

Answers: funding for printing on campus, child care, computers with internet, Mommy club, group studies, child care for homework time, tutoring

Question: Where do you receive child care for your children?

Answers: 40% from family, 30% from the Campus Child Care Center, 15% in home child care services, 15% private child care center

Question: Which of the following transportation services are provided by the CARE program? (Circle all correct answers)

Gas cards, bus passes, mileage reimbursement, none of the above

Answers: Only 1 student correctly answered the question.

Type:

PLO

Semester Assessed:

Summer semester, 2014

Target Missed/Gap Detected:

The survey responses indicated a need for funding for on campus printing services. The survey also indicated that CARE students do not have a clear understanding of what services the CARE program provides.

Analysis and Plan:

The survey responses indicated a need for funding for on campus printing services. This service was researched as to viability, a process developed, and the service will be provided starting the spring 2015 semester to all EOPS students, not just CARE students.

The survey also indicated that CARE students do not have a clear understanding of what services the CARE program provides. The program staff has been offering more CARE activities and during activities is providing more information related to available services. Staff will also develop written list of services available for both EOPS and CARE students and hand out during orientation, post in offices and on information boards, and promote services using electronic means such as email and Grad Guru.

Goal: Using student survey, identify program services, processes and activities that meet student needs. Determine if current practices satisfactorily meet EOPS student needs. Determine what program services, processes, and activities best support students of different ethnic or cultural backgrounds. Determine if additional practices need to be developed to meet student needs as well as determine if there are any current practices that are not effective.

Assessment: Administer student experience survey in fall 2014 semester. Collect data. Review CCSSEE results from spring 2014. Present data for review and analysis.

Type:

AUO

Semester Assessed:

End of fall semester, 2014

Target Missed/Gap Detected:

Analysis and Plan:

Progress Made on Prior Year Initiatives

Reevaluate orientations for new EOPS students. Develop a more comprehensive orientation that includes interactive activities to establish relationships between students and staff and immediately provide resources and campus contacts for assistance during

Progress Made:

Orientation was redesigned and contained two activities requiring student participation with facilitator, other students and staff. Staff encouraged to attend orientation so students can meet and immediately establish relationship with EOPS staff. Following orientation students were required to make an appointment to see counselor. Both retention and success rates increased in 2012-13 and 2013-2014 compared to 2011-12 rates. Outcome supports the redesigned orientation more effective. EOPS student success rates now match those for all students at college.

Result: Will continue using redesigned orientation and monitor and compare future retention and success rates.

Academic year 2011-2012 2012-2013 2013-2014
EOPS Retention rate 81% 84% 86%
EOPS Success rate 58% 65% 66%
All Students retention rate 82%
All Students success rate 66%

Separate workshops given to non-compliant EOPS students from workshops for compliant EOPS students who are on academic/progress or disqualification status.

Progress Made:

EOPS students on academic probation/disqualification and/or program noncompliance received separate targeted workshops to assist them in obtaining resources they needed to be more successful in classes. Separated probation workshops from EOPS non-compliant workshops and referred students to workshops as appropriate. Separation based on compliant students not in good academic standing needing different information and incentives to increase their success than non program compliant students who are not yet connected to available resources and need to utilize program services to support success in their educational goals. The following is comparative data of students who attended separated workshops in the spring and summer 2013 semesters with students who attended combined workshop during the fall 2012 semester.

Sp/Sum 2013

36 students attended
20 completed semester w. 2.0 or higher (56%)
4 did not complete the semester (11%)
12 completed with GPA lower than 2.0 (33%)

Fall 2012

20 attended combined workshop
9 completed semester w. 2.0 or higher (45%)
4 did not complete the semester (20%)
7 completed with GPA lower than 2.0 (35%)

Data indicates that separating workshops was more effective for students. A greater % of students in the separated workshops completed the semester more successfully with a GPA over 2.0. The % of students who did not complete the semester was lower. Results: Continue to separate workshops based on data.

The Peer Mentor program will be fully implemented.

Progress Made:

The goal of this initiative was to reestablish the Peer Mentor program to increase student engagement. 1 ½ days of training were offered to interested students. Over 20 students participated in the training, but few students offered to work as Peer Mentor. Outcome was to increase number of Peer Mentors developed and employed during the 2012-13 year. There was no increase in Peer Mentors for the 2012-13 year. Five Peer Mentors were employed for the 2011-12 academic year. Three were employed for the 2012-2013 academic year. Staff input has been that they have not been able to spend enough time with students to mentor and develop viable Peer Mentors. Lack of staff impacts amount of contact time available for one on one work with students. Need to reassess how to target potential Peer Mentors instead of depending on self-identification by the student who may not be ready to take on this type of work study position. Need to address funding issue since some interested students may not have available funding to employ as a Peer Mentor. Initiative will be reviewed for implementation in the future when more resources are available including staffing, student worker funding, and eligible students.

Initiatives for Next Academic Year

Provide more comprehensive orientation for DSPS students on ground and online providing all DSPS equal access to resources.

Strategic Plan Goals Addressed:

Action Plan:

Develop more comprehensive DSPS orientation and offer a minimum of 3 times within a semester at IWV and KRV sites, providing DSPS students more opportunity to attend orientation. Complete online DSPS orientation for students who are not able to attend on ground orientations.

Measure of Success:

The Achieving the Dream data team identified disproportionate impact for DSPS in their movement through three college experience milestones; transfer and progress in completing the remedial english and mathematics courses. Goal is to inform and engage DSPS students in finding more resources that will assist in their class success. Overall retention and success rates will be compared between those DSPS students attending comprehensive DSPS orientation to those not participating in orientation.

Expected Completion:

Assess data end of spring semester, 2016.

Person Responsible:

Director, Student and Counseling Services, DSPS counselors, Alternative Media Specialist

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Intake, Remediation

Create EOPS specific study hall/study resource opportunities. Provide EOPS dedicated space to encourage students to seek resources and assistance specific to their class needs.

Strategic Plan Goals Addressed:**Action Plan:**

The Achieving the Dream data team identified a disproportionate impact for economically disadvantaged students in their movement through three college experience milestones; transfer and progress in completing the remedial english and mathematics courses. In response, the EOPS program have decided to develop dedicated space where additional resources, staff and computers are available for EOPS students while on campus. THE EOPS program will promote new dedicated space to encourage student use of resources.

Measure of Success:

Develop survey to be given to EOPS students to determine what resources they would utilize in new dedicated space. Use survey to guide the development of dedicated space resources. Track usage of dedicated space and compare retention and success rates of EOPS students using new dedicated resource with overall EOPS rates and general population rates.

Expected Completion:

To be assessed end of spring semester, 2016.

Person Responsible:

Director, Student and Counseling Services, Assistant EOPS Director, EOPS counselors, Alternative Media Specialist

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Remediation

Reestablish EOPS/CARE student participation in transfer, cultural enrichment, Peer Mentor program, and leadership activities to promote student engagement that leads to the development and completion of educational goals.

Strategic Plan Goals Addressed:

1,2

Action Plan:

Develop opportunities for EOPS students to attend conferences, visit 4 year colleges, participate in Peer Mentor program, attend cultural enrichment activities.

Measure of Success:

Compare transfer rates of EOPS students with previous EOPS rates as well as with overall college general population rates. Compare completion and success rates with previous years and with college general population rates.

Expected Completion:

Spring semester, 2016

Person Responsible:

Director, Student and Counseling Services, Assistant Director of EOPS, EOPS counselors, EOPS support staff

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Post-Graduation

Provide informational meetings for faculty at all sites on serving DSPS students.

Strategic Plan Goals Addressed:

1,2

Action Plan:

Develop schedule of meeting times for DSPS informational presentations and discussions.

Measure of Success:

Provide DSPS informational meetings at least two times during the spring 2015 and fall 2016 semesters that are videoconferenced to all sites.

Expected Completion:

Fall semester, 2016

Person Responsible:

Director, Student and Counseling Services, Access Programs counselors

Designed:

It is designed to improve internal unit operations

Student Experience:

2nd Year/Program Completion, First Year, Intake, Remediation

Resource Needs

Facilities

The increase in an additional IWV staff will require some physical changes to accommodate a desk set up in MB 258. Will use furniture in storage for new desk. Will need chair for desk.

Information Technology

Will need computer set up for one new IWV employee. Continue to need assistance in developing resources for deaf student on IWV campus.

Marketing

Continue to work with print shop staff in the update and publication of outreach materials including brochures and special event flyers. Continue to work with web content editor in development of Access Programs websites.

Professional Development

Continue to provide training opportunities to staff that lead to better understanding of persons with disabilities, and provide additional strategies in working with students who face other barriers to college success.

Staffing

One of the goals for the EOPS program is to increase the number of students that can be served by the program. EOPS funding increased from \$513,236 in 2012-2013 to \$633,184 in 2013-2014 and has remained the same for 2014-2015 with the reassurance by the State Chancellor's Office that EOPS programs statewide can expect the same level of funding for years to come. Based on stabilized funding and an increased attention by the State to focus on serving students who experience barriers to success such as educational and financial disadvantages, EOPS can move forward in rebuilding staff and services to grow in numbers. As EOPS grows it is anticipated that additional coordination support will be necessary. Many years ago Access Programs had a dedicated coordinator for EOPS, CARE and DSPS who provided staff and budgetary oversight, completed required State reporting for programs, attended mandatory State trainings, and ensured that programs adhered to State regulations. The goal would be to return to having a dedicated coordinator/Director of Access Programs as student numbers increase. The long term goal for Access programs is to expand and increase services being offered to students. The State has been clear that EOPS/CARE/DSPS and CalWORKs program funds will continue to increase in order to serve those students who experience barriers to college. Access program staff are discussing future staffing plans that include an Access counselor at the ESCC sites in order to offer an EOPS/CARE program and support DSPS students at the sites. An EOPS program offered at both the Bishop and Mammoth site would assist in providing services to our growing Hispanic population and economically disadvantaged students. KRV site continues to have a need for a dedicated staff in charge of student file maintenance and security, who could also work directly with students in scheduling appointments and referral to services.

Resource Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff

Part-time DAII**Location:**

Kern River Valley

Priority:

Medium

Strategic Plan Goals Addressed:

1,2

Salary Grade:

35

Number of Months:

11

Number of Hours per Week:

19

Salary Amount:

\$26,500, Ongoing from Other.

Detailed Rationale:

Documentation of student contacts and services are required for multiple programs. Student files require a secure location and monitoring since student information is to remain confidential. Input of student data into BANNER is essential for the SSSP program as well as other programs to continue funding. Currently, there is only a 19 hour a week Access staff to provide support services to Access students. She is located in the room where student files are kept. In the course of her day of serving students, she needs to be out of the office or does not have time to provide file maintenance for the general student population. The other classified staff on campus, a DAIII, is located in the front offices where files are not kept due to space.

4000 Category - Supplies and Equipment

Computer and phone set up for new staff located in MB 258

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

\$600, One-time from General Fund.

Detailed Rationale:

New staff to be hired requiring an additional computer set up in MB 258. Position requires access to BANNER, CC website, college email, etc. Will also need a phone set up for staff.

Desk set up for new staff

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

\$100, One-time from General Fund.

Detailed Rationale:

Additional staff will need desk and chair set up in MB258. Desk can be found from furniture in storage. New chair requested.

Chairs for support staff

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

\$750, One-time from General Fund.

Detailed Rationale:

Currently staff are using six desk chairs that are either broken or so worn out they cannot be adjusted. Additional chair needed in MB 258 at desk where former employee sat in wheel chair so desk chair was not necessary. Need a total of 7 replacement desk chairs.

5000 Category - Service, Utilities, and Operating Expenses

6000 Category - Capital Outlay

Julie's write up of the CCSSE and Student Experience Survey results: Dec. 29, 2013

CCSSE

The survey gathers data on student engagement and their social and academic experience at the college.

Some areas that stood out to me were:

- Many of the questions seem to suggest that the following activities are important for student engagement and a positive student experience
 - Group work
 - Community involvement
 - Class presentations
 - Peer tutoring
 - Discussing course ideas with instructors, peers, family
 - Getting prompt feedback from instructors
 - Engaging with instructors on activities other than coursework
 - Having serious conversations with students from diverse ethnicities, cultures, religions, political frameworks, etc.
- Our students report that they don't get opportunities for:
 - Out of class group work
 - Class presentations
 - Working with instructors on activities other than coursework
 - Having opportunities to contribute to the welfare of the community
- Our students report that they rarely or never:
 - Tutor or teach their peers
 - Participate in community-based projects
 - Read many books for personal enrichment
 - Participate in internships, etc.
 - Participate in the Honors program
 - Participate in College orientation
- In terms of mental activities and how our curriculum prompts students using activities from Bloom's taxonomy, our students report that our classes require them to: memorize facts, analyze, synthesize ideas, evaluate info, apply theories to practical problems, and perform new skills—with responses all over the map in terms of how often, etc.
- In terms of our students' perception of how well our college helps them in a variety of areas, our college scores fairly high except in the areas of:
 - helping students cope with non academic issues
 - providing support to help students thrive socially
- In the area of time-management and hours spent on courses as well as on life:
 - Our students either work no hours (40%) or more than 30 hours (31%)

- Our students either do not spend any hours caring for dependents (44%) or over 30 hours caring for dependents (23%)
- 80% of respondents commute to and from classes 1-5 hours per week
- 85% of respondents never participate in extracurricular activities
- Section 13 asked students questions about how often they use a variety of college services. Then they were asked how satisfied they were with those services and then how important they ranked those services.
 - Overall students rarely used or didn't even know about:
 - Job placement
 - Tutoring
 - Skills labs
 - Child care
 - Financial aid
 - Student organizations
 - Disabled student services
 - Overwhelmingly, students marked "NA" for how satisfied they were with the above services
 - Overwhelmingly, students reported the above services as "very important"
- Many students reported that their major reason for taking college classes was: personal enrichment.
- Many students (46%) use their own finances to fund their college
- 71.3% of students plan to return "within the next 12 months"
- over half of our students take evening classes
- Our college has an excellent rating overall
- 67% of our students have no kids living at home
- 67% of our students are not married
- 90% of our students are English as a first language
- Most of our students' parents have a H.S degree as their highest educational achievement.

Student Experience Survey

Most of the students who responded identified themselves as online students: 72% attended online the semester that the survey was administered. In terms of "overall attendance" at Cerro Coso, 60% identified themselves as "online-only". 23% "mostly attended" IWV.

So—the results of the survey capture the experience of our online students.

Low responses from the sites—which makes a stronger case for doing focus groups at the sites.

Overwhelmingly, students have access to a home computer with Internet access.

Overwhelmingly, students use the online modality to: apply to college, check financial aid, check class info, send transcripts, etc. (but, again, most respondents are online students).

Majority of respondents didn't take our assessment test.

Most respondents fall into the 30-39, 20-24, and 40-49 age ranges.

71.4% of respondents were female; 67% were white.

Most respondents found the enrollment steps very or somewhat helpful. 37% didn't participate in orientation; 45% didn't participate in assessment.

Overall, respondents were satisfied or very satisfied with admissions and records.

In terms of student use of college services like tutoring, job placement, child care center, library, student activities, special services, financial aid, career services, counseling, computer labs, etc.—students either never use or almost never use.

In the area of Financial Aid, 78% of respondents strongly agree or agree that F.A. is helpful and important for staying in college. 65% of respondents listed "I don't think I'd qualify as primary reason for not using F.A."

Question 29 mirrors the CCSSE questions about time spent on school, work, family and the results are similar:

- Respondents either don't work or work over 30 hours per week
- Respondents either don't care for dependents or care for them over 30 hours per week
- Respondents don't engage in community services and don't participate in campus-sponsored activities. Respondents don't go to the library (they're online!)
- 89% of respondents don't have a coyote card and don't know it can be used for discounts in town.

Counseling services are underused but those who have used them are satisfied and agree strongly that counseling is useful and important for staying in school or transferring. 60% said they don't use counseling because they "do not need".

Suggestions given for improved student activities:

- study groups, nursing forums, coordination of activities with BC
- chess club, book club, online reading club for Spanish learners, Model UN, veterans club
- concerts in the garden, more dances, relay for life cancer walk zombie edition
- more sports and more staff involvement in student activities
- rec center at ESCC Bishop
- open weekends for studying, more offerings in the evenings

- class surveys for every class at end of semester
- more accessibility to contact real people on the phone for online students
- publish clear pathways online, online counseling, more tutors
- online treasure hunts for extra credit

Cerro Coso ATD Data Team Summary from 11/20/2013 Meeting

The Data Team met to go over the supplemental data provided by the Institutional Researchers. Our purpose was to identify gaps and have discussions about next steps.

Supplementary Data: Gaps Identified and Discussion Items

Element 1: Developmental English (Successfully Completing Dev English within 3 Years)

- Age: students in the higher age brackets (above 20) have lower success rate than the 19 and younger group
 - Discussion: high school readiness; full versus part-time; jobs, family, commitments
- Ethnicity: African American and Native American lower success rates (but not huge)
- Full Time versus Part Time: Full time students ~15% more successful
 - Discussion: job, family
- Unit Load: higher success rates if taking more units
- Matriculation components: clearly, students who take all 4 matriculation components are more successful at completing dev. English in 3 years than those who don't.
- Major: Lowest rates among students declaring Ind. Tech, FACE, Public Safety, Bus
 - Discussion: more success among programs requiring writing.
 - Take this with grain of salt, because major is student-informed.
- Fin. Aid and EOPS: not huge gaps, but many students on Fin. Aid and have lower rates by ~5% if on it.
 - These students struggle—probably have economic barriers
- Distance ED: lower success rates than traditional
 - Interesting that blend of modalities = highest success rates.
 - This only reflects their 1st term (amount of DE taken in first term)
- Completion of Dev Eng and Dev Math in 1st term: much higher success rates among students who completed dev eng in 1st term. Same with Math.
 - Discussion—seems like an obvious intervention; however, might these students simply be better students? (those that take Eng Math in first term?)
- Campus: ESCC highest success
 - Discussion: campus demographics

Element 1: Developmental Math (Successfully Completing Dev Math within 3 Years)

- Similar gaps that we identified with Dev. English (full time/pt. time; unit load; Fin. Aid; Matriculation; taking Engl/Math first term; campus)
- Age: not as big gaps between ages than in the Dev. English data.
 - Opposite English, older students are more successful at completing dev. Math in 1st 3 years
 - Discussion—harder to unlearn bad Eng skills than Math skills?
- Ethnicity: Af. American, Asian/Filipino lowest by 10% than all other groups.
- DE: more success online!
 - Discussion: didn't enforce online proctoring until 2 years ago?
 - Again, the DE breakout is complicated because only takes into account 1st term
- Major: Lowest success among students declaring: Math & Sci (ha!); Public Safety, Ind. Tech.
 - Discussion: take with grain of salt, as major is student-informed

Cerro Coso ATD Data Team Summary from 11/20/2013 Meeting

Element 2: Gateway English (Enrollment in and Successful Completion of ENG 70)

The main gap identified by the Data Team was the fact that very few students enroll in the Gateway course within 3 years. Combined with the low persistence numbers (which will be explored later in this summary), it makes sense that students don't enroll in necessary Gateway courses; we lose so many of them. Also, depending on the goal a student selects, they may not need a Gateway course.

- Overall, Students placed into the gateway class enroll at a higher rate than those who are placed into remedial.
- Younger students (19 or younger) enroll at a much higher percentage than those over 20.
- Full time students enroll at a much higher percentage than those over 20.
- Unit Load: students taking 12 or more units enroll at a much higher percentage than those who take fewer units.
- Matriculation: many more students enroll in Gateway English if they have completed all 4 matric components.
- Campus: More students enroll in the gateway at IWV.
- Ethnicity: really low rates (enrollment and success) among African American and Native American.
 - Lots of discussion about this: could many of these be athletes? If so, how do you identify an intervention that is not "boutique"? Faculty awareness? SI for Athletes?
 - Possible topic for a literature review (interventions for small colleges addressing lower success among ethnic groups)
- Attempting English and Math in first term: Very clear that students who do have higher enrollment rates in Gateway English.

Element 2: Gateway Math (Enrollment in and Successful Completion of MATH 50)

The Data Team noted that basically the same gaps we identified above with Gateway English also existed in the data on Gateway Math.

Element 3: Successful Course Completion

The Data Team noted that an obvious gap overall is that these data report success in all credit courses taken by the cohorts *in their initial year*. A student's first year at college might not be their best.

- Placement: success rates higher (~8%) if placed into college level Math or English
- Age: Not as pronounced gaps in this element of overall success.
- Ethnicity: lowest performing groups: African Americans; highest performing: Asian/Filipino
- Full Time/Part Time: full timers higher success but gap not as pronounced versus Elements 1 and 2.
- Unit Load: steady increase in success as units taken increase
 - These students already demonstrate higher motivation?
- DE: 100% online lower rates than 100% Traditional
- Matriculation: Having completed all 4 components results in higher success rates.
- English and Math attempted in 1st term: higher success rates

Cerro Coso ATD Data Team Summary from 11/20/2013 Meeting

Element 4: Persistence from One Term to the Next

The Data Team noted that our persistence rates, especially from Fall to Fall, are pretty low (36% overall). We discussed the transient demographics of our communities (IWV and SK—Military Base, deployment, etc; ESCC—travelers, athletes) and how this impacts persistence rates.

- Placement: students placed into college level English and Math persist at a higher success rate than those placed into remedial.
- Age: Students 19 and younger persist at a much higher percentage
 - Discussion: older students have more commitments like job and family. They take classes when they can. This is mirrored in the Full time versus Part time breakout.
- Ethnicity: African Americans persist least successfully.
- Unit Load: students taking 12 or more units persist much more successfully than students taking fewer than 12 units.
- DE: a blend of modalities has highest persistence numbers, with 100% DE having the lowest.
 - Discussion: taking mostly traditional with a few DE classes to round out a schedule affords students flexibility they need to persist?
- Educational Goal: Transfer students (and Unknowns!) persist more successfully from Fall to Fall.
- Matriculation: Completing all matriculation components is clearly linked to persistence from Fall to Spring (~75%) AND Fall to Fall (53%).
- Campus: IWV has higher persistence rates than other campuses.
- English and Math attempted in 1st term: substantially better persistence rates if students attempt them in first term
 - Again, same discussion: by making this compulsory, would the numbers go down because you're forcing it on students? Are students who attempt them in first term just better students?

Element 5: Attainment of a Certificate, Degree, and/or Transfer

Element 5 data show fairly poor attainment rates at Cerro Coso. Lisa Fitzgerald wasn't sure if certain certificates (job skills) are currently being reported. If not, the data doesn't reflect these important achievements.

- The same gaps identified above (persistence) are present in this element (placement, age, full time versus part time, unit load, DE, matriculation, campus, and attempting English or Math in first term)
 - Ethnicity: Native Americans have the poorest attainment rates, followed by African American, then Hispanic students.
 - Educational Goal: Transfer students and AA students have significantly higher attainment rates than other goals.
-

This list of gaps across elements is by no means exhaustive. There were many other interesting findings; however, certain gaps were "taken with a grain of salt" and not listed here because the Data Team felt they were insignificant or that more information was needed. For example, the DE breakout only represents classes taken during a cohort's first term. Another example is Major—which was self-selected by students. As such, that breakout doesn't paint a complete picture. We welcome comments and questions from other stakeholders who view the data.

Cerro Coso ATD Data Team Summary from 11/20/2013 Meeting

Beginning Thoughts on Possible Interventions (Based on the Most Prominent Gaps Across Elements)

Although our college is still in the “year of inquiry” in terms of the ATD process, the Data Team feels that the quantitative data alone can be used to begin a discussion about possible interventions.

Major Gaps Across Elements and Possible Interventions (items in bold = highest priority)

- **Developmental English and Math**
 - Possible Interventions: SI in all Basic Skills courses (already a plan); Assessment Prep/Boot Camp; Acceleration (already doing with Eng 42); Mentoring Programs.
 - The Data Team discussed the fact that our college has tried a few of these interventions without success. The ATD model asks colleges to put a lot of focus into interventions and create an infrastructure so that interventions are more intentional and likely to produce successes. Our college needs work in this area.
- **Age + Full Time versus Part Time Status:** students fresh out of High School have higher successes overall than older “non-traditional” students. Possibly related—full time students have higher success rates overall than part time students.
 - Possible Interventions: Increased support services to non-traditional students, more evening support.
 - Advertising financial aid more aggressively to part time students.
- **Ethnicity:** How do colleges with small #s of ethnic students develop interventions that aren’t “boutique”?
 - Possible Interventions: Faculty training on how to engage “at risk” students of color.
 - More support to Athletes (S.I., Mentoring, placement exam)
- **Matriculation**
 - Possible Interventions: Require all 4 matriculation components.
- **DE lower success rates**
 - Possible Interventions: Integrating supports into the online environment, mandatory assessment of online readiness.
- **Attempting Eng and Math in first term**
 - Possible intervention: aggressive counseling to get students to attempt these in first term.

Some other intervention ideas that the Data Team discussed that would address all the gaps across elements include:

- **Professional Development:** creating a designated space on campus for professional development as a step to further cement this important program into the institution.
- **Mentoring Programs:** creating a program that engages and involves the campus-wide community: classified, faculty, students.

Cerro Coso ATD Data Team Summary from 11/20/2013 Meeting

Beginning Thoughts on Next Steps (discussions/focus groups with students, faculty, staff)

After reviewing the supplemental data, the Data Team revisited our college's plan to conduct time-intensive faculty and student focus group sessions. We feel that the quantitative data provides quite a bit of insight into what directions our college needs to go in terms of identifying interventions. Also, we have at our disposal the CCCSE survey and Student Engagement survey results that we, as a group, need to consult as a first step in "listening to what the students are saying" before embarking on a large-scale focus group study.

The Data Team recommends the following "Next Steps"

- Study the CCCSE and Student Engagement survey results.
- Conduct a small number of informal discussions with faculty, staff, and students.
 - **Faculty and staff discussions** to occur in January with the specific intent to gain input into our possible proposed interventions and engage these important stakeholders.
 - Invite all faculty and adjuncts but, to make this step manageable, limit to 1 or 2 days.
 - IWV: 2 or 3 groups, limit to 10 per group, sign ups. (faculty and staff separate combined may be a good idea?)
 - ESCC: combined faculty and staff (1 or 2 groups, depending)
 - KRV: combined faculty and staff (1 or 2 groups, depending)
 - **Student discussions** to occur between January and March (timing to be determined) with the specific intent to help us assess student support services such as tutoring, SI, LRCs, Early Alert, etc.
 - IWV: 2 groups
 - ESCC: 2 groups (Bishop/Mammoth)
 - KRV: 1 or 2 groups
 - Online?



Access Programs EOPS/CARE/DSPS

March 11, 2014 9:00~10:30am

Cerro Coso Community College Ridgecrest campus, MB 350

In Attendance:

Paula Suarez-Facilitator of meeting, Director, Student and Counseling Services
David Olney – Principal, Trona High School
Jenny Rodriguez – V.A. representative, Fleet and Family Services
Bonita Robison – Learning Skills Specialist, Cerro Coso Community College
Penny Talley – EOPS Assistant Director, Cerro Coso Community College
Pam Godfrey – Access Programs Counselor, Cerro Coso Community College
Jennifer Marshall – Department Assistant, Access Programs
Valerie Lane – Alternative Media Specialist, Cerro Coso Community College
Cheryl Fitzsimmons – CalWORKs/Access Programs Department Assistant
Mabel Medina – East Kern campus, Educational Advisor
Debra Anderson – CalWORKs/EOPS/CARE Student
Ryan Bedlington – EOPS/DSPS Student
Mike Kinkennon – DSPS Student

Minutes and notes:

The Access Programs, Ridgecrest site, Advisory Board meeting was called to order at 9:00am. Attendees were welcomed and introductions made. Breakfast buffet served. Materials provided to each attendee included an agenda, minutes from last Advisory Board meetings held in 2012-13, summary of Annual Unit Plan for Access Programs 2013-2014, program brochures, GED materials, college informational materials in Spanish, and event flyers. Participants provided with an evaluation to be completed and submitted at the end of the meeting.

Paula Suarez addressed program updates including:

- Hiring of full time Department Assistant II this year
- Hiring of part time Special Services Assistant this year
- Hiring of part time Adjunct Counselor
- EOPS and DSPS students now receiving monthly bus passes (saves money)
- EOPS and DSPS students now receive parking permits as needed each semester
- EOPS students now receive Coyote card
- CalWORKs students can request books from loan library
- Working on having more program forms translated into Spanish
- Starting next fiscal year EOPS program will need to have a full time EOPS Assistant Director paid out of college general funds. Penny Talley will serve as the full time EOPS Assistant Director.

Paula provided summary of annual unit plan for 2013-2014 (attached to minutes). Reviewed data related to success and retention rate trends for past 5 years and results of research project related to CARE activity participation and success and retention rates. Current program goals shared and discussed.

Advisory Board member updates:

Jenny Rodriguez from Fleet and Family Services provided handouts related to Veteran educational services. Jenny related that there are many different benefit programs Veteran students can use and/or choose from. Jenny is now available at the Cerro Coso Community College campus one day a week to meet with Veterans to discuss educational benefit options and processes.

Bonita Robison discussed current GED resources and testing available on Ridgecrest campus managed through PearsonVue testing services. Bonita also related that she has developed a GED prep course, open entry-open exit, no enrollment fee course that will be offered in the fall 2014 semester. Bonita also reviewed Tutorial services available at Cerro Coso Community College and students using services have higher rates of course success.

David Olney related that the Trona School District is focused on developing career and educational pathways from K-12 and aligning with college programs. AVID program being expanded to increase college readiness and experience to encourage more High School students to attend college after completing High School. David related interest in building partnerships with the college

Penny Talley updated group on mental health awareness activities at the Cerro Coso campus including 'Art with Impact' presentation and Suicide Prevention seminar this past February. Penny also discussed information related to a conference she attended where it was discussed how poverty has direct effect on a child's educational development. Programs like EOPS assist in helping those born in poverty to get support and services needed to equalize educational opportunities.

Board Input on Current Issues:

Three issues were presented to Advisory group for consideration: 1) how can we reach more CalWORKs recipients regarding college CW program and services; 2) how to increase EOPS number of participants including outreach to Spanish speaking students and other underrepresented groups; 3) what can we do to encourage more community engagement in campus activities. Three work groups formed from Advisory group members to brainstorm and report out to entire group. The following was reported to the entire Advisory group as a result of each work group discussion.

Work group 1 results:

- Work with Financial Aid to identify applicants who identify selves as CalWORKs recipients and contact students.
- Hand out flyers in community and post flyers in entryways of college.
- Meet with counselors to discuss identification of CW students in one on one meeting.
- Post information on website.

- Increase communication with Department of Human Services.

Work group 2 results:

- Community information booth
- Partner with EDD office
- Partnerships with schools on campus
- Presentation in Mesquite college prep class
- Increase awareness in Financial Aid office
- Attend AVID presentations in High Schools
- Offer workshop at Department of Human Services and EDD offices for CalWORKs recipients
- Attend local churches with large Spanish speaking populations to do outreach
- Connect with ELAC representative at High School to get involved in their activities
- Outreach at Clinica Sierra Vista
- Outreach to Boys and Girls Club

Work Group 3 results:

- Advertise about our Community Ed classes
- Let community know about becoming a Community Ed instructor
- Advertisement about activities community wide
- Attend community resources fairs
- Have Billboard of college activities and short term/community ed classes

Wrap Up/Survey

Meeting ended at 10:30am with Paula thanking everyone in attendance, announcing the following upcoming events and invited Board members to the Awards Ceremony. Requested all Board members complete evaluation of meeting before leaving.

Upcoming events for Access Programs:

Art with Impact-mental awareness discussion Lecture Ctr. 6-8pm	March 12
CARE/Cal Works Workshop held at Spring Hill Suites	April 4
Open House at Cerro Coso Community College	April 5
Access Programs Awards Ceremony	May 2
Cerro Coso Community College Graduation	May 16
EOPS Bridge Program/Summer semester 2014	June 9-August 2

Questionnaire Results from Advisory Board participants:

1. Do you know more about the different Access programs, EOPS/CARE/DSPS/CalWORKs, after attending this meeting? **Yes No 8 yes, 1 no, 1 NA**
2. Are you interested in providing a workshop to any of our college students this year or next year? **Yes No 5 yes, 4 no, 1 NA**
3. Would you be interested in having Program staff provide a presentation/workshop to your staff or clients? **Yes No 5 yes, 3 no, 2 NA Comment made: "They do every other month at TAPS".**
If you answered yes, please provide name of person and number to contact for a presentation.
4. Have you attended a college event in the past year? **Yes No 7 yes, 3 no**
If you answered yes, what was the event? **Band concert, CARE Angel Tree event, Stress workshop, Career Fair and Open House, Volleyball game**
5. Have you made a referral to one of the Access programs in the past year? **Yes No 6 yes, 3 no, 1 no answer given**
6. Were you aware (before today's meeting) that Cerro Coso College now requires parking permits? **Yes No 8 yes, 1 no, 1 NA**

Comments:

Issue/Comment/Suggestion:

"More classes that brings people up to the college, more that students would love to have"

"Great idea to do small groups"

"Very informative meeting. Great ideas in how to do more outreach around community."

"Very informative."

"Sending out a parking permit would have been appreciated."

"Informative. Group activity brought forward more ideas for outreach, CalWORKs, Spanish speaking population."

Thank you for your feedback and ideas. We appreciate your interest and commitment to Access Programs and to your community.

Paula Suarez/Director of Students and Counseling Services

Summary of Annual Unit Plan 2013-2014 presented to Advisory Board 2014

Mission:

Using a holistic approach and by modeling appropriate and effective behavior, Access Programs staff and services support students with additional barriers to education. Access Programs, which includes Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and Disabled Students Programs and Services (DSPS), California Work Opportunity and Responsibility to Kids (CalWORKs) uses an integrated model of staff and services to support students facing additional barriers to obtaining a college education. Program identified barriers include financial need, educational and social disadvantages, and all types of disabilities that impact a student's ability to fully engage in college educational programs without accommodations. Program staff delivers additional services that enhance students' financial resources, expand academic support services and experiences, provide case management support services that increase one on one counseling time for students, and support career preparation and personal growth opportunities. Staffing and additional services are supported by the State Chancellors Office by means of categorical grant funding with the intent to provide equity for those students who have been underprepared, disenfranchised and/or underrepresented in California Community Colleges. The goal of Access Programs is to facilitate students' successful completion of their educational goal and prepare for employment or transfer to another college.

Summary of past year:

EOPS/CARE/DSPS retention and success rates have been trending down over the past five years. Access Programs stabilized staffing last year and was ready to increase student engagement within the programs with the intent to increase student support, resources, and services. An overall Program goal was to offer more activities to increase student participation. The EOPS program offered two big events during both the fall and spring semesters at both campuses. CARE program offered monthly meetings. DSPS students were invited to an orientation of High Tech center resources each semester. All three programs saw increases in their retention and success rates. CARE student data showed the biggest percentage gains in retention and success rates compared to previous years.

Results of minimum attendance of two CARE activities per semester are as follows:

Academic Year	Success Rate	Retention Rate	Persistence Rate
2012-2013	71.6%	91.1%	77%
2011-2012	50.5%	76.9%	52.0%
2010-2011	58.8%	80.4%	62%
2009-2010	52.2%	77.6%	73%
2008-2009	55.7%	78.3%	-

Additional data as a result of implementing monthly CARE activities:

Fall 2012 semester	Spring 2013 semester:
0-1 activities attended = 41%	0-1 activities attended = 29.5%
2 activities attended = 14%	2 activities attended = 33%
3 or more activities = 45%	3 or more attended = 37.5%

(This is the first time that this type of data has been kept so no comparison from previous year available.)

Program staff concludes that during the 2012-13 academic year more contact time and increased student engagement activities did impact overall retention and success rates. But as seen with the Peer Mentor project, it is still difficult to focus on programs that are more narrow in scope and limited in the number of students impacted by this type of Program project. Need to implement student engagement that results in reaching large numbers of students. This is consistent with what is being discussed at the State level in regards to implementing projects that can be scaled up to greater numbers of students.

Current program goals:

1. Determine if DSPS students are fully matriculated. Identify those students who have not completed matriculation and contact to complete. Integrate matriculation processes into DSPS service documents and program activities.
2. Trend data shows an increasing % of EOPS students identify having a more diverse background, both ethnically and culturally, than past EOPS populations. Access Programs needs to obtain student feedback regarding their experience as an EOPS student and determine if there are issues or types of services that are not benefitting our current population. Use student survey to assess.
3. Increase Access staff to assist in increasing number of students being served. Received increase in EOPS funding to grow and sustain but need more staff to grow. Hiring full time DAII for office support and data entry and a part time SSA. Looking for adjunct counseling for the KRV site.
4. Need to have either full time Director or full time Assistant EOPS Director paid out of general funds. Due to budget cuts over the past 6 years a waiver has been in affect allowing more flexibility to this requirement. As of 2014-15 no more waiver. Moving forward to pay Penny Talley out of general funds for her role as Assistant EOPS Director.
5. Increase number of CalWORKs students served in the coming year. Need to find way to identify CW recipients taking classes to encourage participating in program. Need to find more effective means to reach CW participants in letting them know of the option of going to college to obtain vocational training and obtain work experience through college work study programs. Increase on campus services including book loan library.

**Minutes from the Access Programs, IWW Advisory Board Meeting
Held on November 18, 2014, 9:00am-10:30am**

9:00 a.m. - Introductions- Welcome- Breakfast Served.

Materials given to attendees: Agenda for day (Paula reviewed with Board)

Minutes from 13-14 Advisory Board meetings reviewed and approved

Briefly discussed overall program data provided related to CARE, CalWORKs, DSPS, EOPS students.

Other information provided included: Access Programs Brochures, Open House flyer for December 5, KHAN Academy information flyer, GRAD GURU app flyer, GED course and testing information (will send new information sheet once it is complete.)

Paula asked for community members to update board members on their organizations and upcoming events and program changes.

Bonita Robinson (Learning Assistance Center Coordinator at Cerro Coso College)

- Coyote Slam Dec 2 & 3 from 7-10 pm. Two nights of exam prep w/ tutors. SGCC provides pizza & soda. Instructors stop by.
- GED prep course available on site titled EDUC C005. Course is 0 units so no enrollment fees are charged to enroll in course. Study materials, staff, and self-study computer software used to assist students enrolled in the GED prep course and hours student comes to campus are recorded.
- All Tutor services are free to students and tutoring is also available to students online.

David Olney (Superintendent of Trona School District)

- AVID program- transfer support program that targets low income high school students. Provides students with organizational and critical thinking skills and encourages students to apply to colleges and Universities.
- Trona offering 2 parenting classes and willing to allow Ridgecrest participants as room is available. Parenting class- Parent Project- w/kids ages 5th grade & up. 14 week course. (Loving Solutions) toddler- early elementary 10 week course.
- Working with SSUSD & CC to develop possible pathway to Cal Poly Pomona.

Lorin Smith (Family Resource Center)

- Coordinates community collaborative meeting on the 2nd Wednesday of every month. Opportunity to learn more about local resources and members to share activities going on with their organization.
- Parenting classes offered. Next class held in January. Open to the community \$25 for 12 week course.

- \$50.00 voucher program for infant/child car seats offered in cooperation with Kmart. Eligible clients can sign up, watch DVD, and take test, to redeem voucher. Clients can come back & get car seat installed with assistance from Kandi Smith.
- Nutrition program offered for individuals or in classroom setting. Free. 8 weeks long program.
- Center offers a 3 week summer bridge program for students starting kindergarten in the fall and who have not attended preschool before.

Tina Reyes (EDD representative)

- Veterans Representative has two work study positions available for students attending college and maintain a minimum of ¼ time enrollment.
- Expungement workshop offered once a month, every 4th Wednesday.
- Job Corps available for free vocational training, ages 16-24.
- Contact Tina about upcoming jobs to be posted.
- Mock interviews every Thursday or by appointment at EDD office.
- Workshop offered: “10 steps to federal employment”
- USA Jobs workshop
- Job Club monthly gives strategies & contacts.

Pete Rodarte (Department of Vocational Rehabilitation)

- Provides program support to help people with disabilities return to employment. Provides clothing, transportation, training, and financial support. Will pay for licensures and resources needed to students.

Paula Suarez (Director, Student and Counseling Services, Cerro Coso College)

- Cerro Coso Community College Child Development Center prioritizes services to Cerro Coso College students.
- New Tehachapi site offering CC classes this fall semester for the first time. Access Programs and CalWORKs hoping to grow services at the new location. (EOPS services cannot be offered without regular onsite support due to State requirements for EOPS programs.)
- Access Programs has been adding new staff/positions in order to provide increased services to students. Goal to increase number of students served in Access Programs in the next few years. Recent hires/positions include:
 - 2 adjunct counselors hired; one of IWV campus and one for KRV campus
 - Part time Counseling assistant
 - Job development specialist
 - Additional DAII position
 - Fulltime Counseling Assistant
- Initiatives for this year and next academic year include initiatives to offer more orientations for DSPS students, more comprehensive orientations for DSPS and EOPS students, Peer Mentor program.

- Updates on website continue and we have a new look to our website.
- Another initiative is to create an EOPS specific study hall to encourage students to develop support systems and have access to more study materials and resources.
- Continue to work with faculty in developing relationships and understanding regarding services to our student populations.
- Re-establish field trips for students including trips to transfer institutions and culturally enriching activities such as a visit to the Getty Museum.
- UC Santa Barbara Summer Institute

Mike McNair (CTE Dean for Cerro Coso College)

- Is in rebuilding phase- reaching out to community & high schools in building pathways.
- Anyone interested in discussing CTE oriented issues can contact Mike.

Paula asked Advisory Board to help problem solve some current issues. Work groups were assigned to discuss and brainstorm ideas. The following is a result of the work group break out meetings.

WORKROOM BREAK OUTS: *What cultural activities are available locally for students to attend? What are some ideas for cultural awareness field trips? What topics or events related to cultural enrichment and awareness would you like to see brought to the community?

- | | |
|--|---|
| <ul style="list-style-type: none"> • China Lake Experience: Base tours of some of their departments (open house) • Mining • CLOTA- China lake theater- plays offered • Mt. Whitney • Death Valley/Death Valley Cultural Center • Manzanar- Japanese internment camp (Bishop) • Jawbone- Dirt Bike off Road trails | <ul style="list-style-type: none"> • Petroglyphs • Maturango Museum • Red Rock Canyon • Nuui Cunni- Native American Cultural Center • Tepatitlan- Sister City Exchange Commerce • Kern Co Book Club- Library • Ridgecrest Visitor Center • Fitness Clubs • Balsam St. Festival |
|--|---|

***What challenges do economically, educationally disadvantaged students face? What issues do disabled students face? How can we better inform people about these issues?**

Student challenges:

- Transportation
- Childcare
- Financial Barriers
- Study Skills
- Intimidation

- Asking for Help

Issues:

- Transition
- Self-Advocacy
- Basic skills

Informative:

- Reaching out to faculty
- Inviting faculty to advisory board meetings
- Orientations & workshops (Break up orientations into smaller chunks due to students' overwhelmed by information)

Outreach:

- Outreach-get comfortable
- Peer mentors
- Provide contact resource to students
- Gaming info (Mike suggested some kind of game on website to get students engaged)

***How do we get the point across to students that they will need good English and Math skills to be successful in life?**

- Connect to Career Fields & involve them in career based learning projects
- Relevant imbedded
- Thinking skills Socratic Seminars, Think Tank
- Write Notes (AVID) give students tools like AVID to become better note takers
- Math for understanding
 - Real life experience
 - Hands on learning differences

UPCOMING EVENTS

C.A.R.E/CalWORKs workshop	March 20 th , 2015
Access Programs Awards Ceremony at Spring Hill Suites	May 7 th , 2015
Cerro Coso Community College Graduation	May 15 th , 2015

Attendees:

Paula Suarez

Jennifer Marshall,

Sandi Smith,
Rachel Lutjens,
Ana Gonzalez,
Pam Godfrey,
Cheryl Fitzsimmons,
Debra Anderson (student),
Tonya Maldonado (student),
Kaylee McGady,
Mike McNair,
Bonita Robison,
Valerie Lane,
Christina Reyes- EDD,
David Olney Superintendent,
Jamie Howard DHS,
Robyn Lipscomb DHS,
Jeanne Scovotti Women's Shelter Director,
Lorin Smith Family Resource Center,
Misty Pate RSP BHS,
Pete Rodarte Voc Rehab,
Joshua Hartman CCS



Access Programs/Kern River Valley campus EOPS/CARE/DSPS

April 22, 2015, 11:30am ~ 1:00pm

AGENDA

Lunch, Enjoy!

Welcome/Introductions/Minutes/Announcements and flyers

Program Updates for EOPS/CARE/DSPS/CalWORKs

What's new in Access programs?

*Eligible EOPS students will receive on campus printing support starting spring 2015

*Developing CalWORKs services for students at Tehachapi site (we now offer on ground classes in Tehachapi)

*New employees hired include KRV site adjunct counselor, Access counseling assistant

*Online DSPS orientation

*Development of Peer Mentor program

Advisory Board member updates:

What's new to your agency/program? Events coming up? Mutual concerns?

Current Access Programs initiatives:

*Provide more comprehensive orientations for DSPS students on campus

*Create EOPS specific study hall/resource center

*Reestablish transfer field trips and cultural enrichment activities to encourage broader educational opportunities and continue student growth

*Support faculty by providing information related to serving students with barriers

Current issues for Advisory Board members to address:

*What cultural activities are available locally for students to attend? What are some ideas for cultural awareness field trips? What topics or events related to cultural enrichment and awareness would you like to see brought to the community?

*What challenges do economically, educationally disadvantaged students face? What issues do disabled students face? How can we better inform people about these issues?

*How do we get the point across to students that they will need good English and math skills to be successful in life?

Wrap Up/Survey request

Thank you for coming! We appreciate your input and continued support.

Upcoming events for Access Programs:

Access Programs Awards Ceremony at Spring Hill Suites

May 1

You are invited! Look for your invitation!

Cerro Coso Community College Graduation

May 15

Kern River Valley/Access Programs Advisory Board Meeting
April 22, 2015 – 11:30am-1:00pm
KRV campus, G room

In Attendance:

Paula Suarez, Facilitator, Director of Access Programs
Jessica Horacek, High School Counselor for Kern Valley High School
Joseph Flores, Owens Valley Career Development
John Meyers, Principal of Kern Valley High School
Donna Moreno, America's Job Center
Pam Stieler, High School Counselor for Kern Valley High School
Pam Godfrey, Access Programs Counselor
Jeffrey Stambook, Access Programs Counselor
Reese Weltman, Educational Advisor for KRV campus
Dolores Bowers, Special Services Assistant for Access Programs
Jennifer Marshall, Department Assistant III for Access Programs
Heather Bopp, EOPS/CARE/CalWORKs student at Cerro Coso College (major: Bus Admin)
Marlo Sheckells, DSPS student at Cerro Coso College (major: Human Services)
Daniel Hoskins, EOPS student at Cerro Coso College (major: Admin of Justice)

Minutes and Notes:

Meeting called to order at 11:45 am. Reviewed minutes from November 18, 2014, Advisory Board meeting held at IWV campus as well as minutes from April 22, 2014 meeting held at KRV campus. Minutes approved. Reviewed additional materials included in packet of informational handouts including mid-year report of status of current year Program initiatives, brochures, and study materials for college placement exam.

Program information:

Paula reviewed the different programs included under Access Programs including EOP/CARE, DSPS and CalWORKs. Reviewed eligibility requirements for each program and services offered by each program.

- Updated Board on staffing including search for Job Development Specialist, and new Department Assistant II position for KRV campus. Introduced recently hired adjunct Counselor for KRV campus who serves Access Programs students.
- Services to students being added this year at the KRV campus include free on campus printing for both EOPS and DSPS students.
- Announced that Cerro Coso College now has new campus site in Tehachapi where we are offering an AA degree in Liberal Arts in a 2 year rotation. Currently can offer CalWORKs and DSPS services to students and will consider adding EOPS program services in the future.
- Discussed effort to get new students better prepared for college placement exam by offering free preparatory resources such as Kahn Academy for math review. Purpose is to accurately measure skill level of new students so they are not unnecessarily taking lower levels of math and English courses.
- The California Community Colleges Chancellor's Office is requiring that colleges provide all core components of matriculation to all students. These components include a college orientation, assessment, meeting with a counselor and a comprehensive educational plan. All of our Access Program students should have all components met. In response to this requirement, Access Programs developed an online DSPS orientation for students who may take online classes only. This will provide the opportunity for all of our DSPS students to become acquainted with services and accommodations they can receive while attending Cerro Coso College. The orientation has been successfully launched and students have provided positive feedback on the orientation.

- New initiative for next academic year is to revitalize Peer Mentor training program and get more Access Programs students involved both at KRV and IWV campus. Also want to try to initiate a Bridge program at KRV campus next summer for High School Seniors attending Cerro Coso College in the fall.
- Access Programs goal for next year to increase transfer and cultural activity events for both IWV and KRV campus to enrich student experience and interests and promote transfer to four year colleges.

Introductions and Board member updates and dialog:

Each individual Board member introduced self and agency/organization they represented, provided agency updates, and current events and activities related to their programs. Noted below are highlights of the information presented by Board members.

Donna Moreno informed group that the Kern Valley Career Center was busy finding employment for their clients or referring clients for employment training. She related that their local website has been updated and invited all to take a look. Expressed concern for Cerro Coso College's WIA approved programs listed on CalJOBS not being up to date. Donna noted that the popular training programs that can lead to work in the area are the CNA certificate, LVN certificate, business certificates and child development certificates. Donna related that clients have access to Work Keys testing. Donna also notified everyone that WIOA (Workforce Innovation and Opportunity Act) training will be implemented starting July 1.

Reese Weltman, Educational Advisor for Cerro Coso College at KRV, providing campus updates since campus manager unable to attend. Reese related planned renovations are pending and campus will be open for fall classes instead of being located elsewhere in the community. Updated local outreach activities with High School and Camp Owens. Plan to get more activities going for community members next academic year. Goal for next year to get foreign language class offered (help meet High School students' needs) and provide some transfer presentations to High School classes. Held a successful Open House at Cerro Coso College with good community turn out.

Marlo Sheckells, DSPS student, related that there is a need for college classes to have all video materials fully closed captioned and that better speakers would better serve hearing impaired students.

Heather Bopp, CalWORKs student, related that she wouldn't be at the college if she didn't have the Cerro Coso College CalWORKs and EOPS programs to help her with services. She is interested in spreading the word to other clients and students about the programs' assistance.

Pam Stieler, High School Counselor, related that due to budget cuts in the last few years they have lost a lot of programs for their students. Relates that more dialog with students would assist in providing options to High School students. Also related that during their accreditation visit the issue of active recruitment on the High School campus was brought up. As a result, Pam relates that more partnership, especially in the area of transfer preparedness to colleges, is desired by High School. Agreement for Cerro Coso College staff to follow up and provide list of AA-T and AS-T program information to High School counselors. Also, will arrange for visit from CSUB outreach representative to partner with Cerro Coso staff and present to High School next academic year.

Current Issues for Board to address

Board members were divided into two groups and instructed to discuss one of the following issues:

- What cultural activities are available locally for students to attend? What are some ideas for cultural awareness field trips? What topics or events related to cultural enrichment and awareness would you like to see brought to the community?
- What challenges do economically, educationally disadvantaged students face? What issues do disabled students face? How can we better inform people about these issues?
- How do we get the point across to student that they will need good English and math skills to be successful in life?

The following is a list of ideas generated from each group:

Group 1 chose to discuss and generate ideas about local cultural activities:

- Have students attend local Pride Day
- Have students engage in nonprofit outreach community activities
- Visit wildlife preserve
- Participate in Nunni Cunni
- Attend a Farmers Market event
- Visit Water Technology project
- Visit Science Museum

Group 2 also chose to discuss available local cultural activities:

- Visit local Fish Hatchery
- Participate in Nunni Cunni
- Visit Getty Center in L.A.
- Visit Manzanar
- Visit Griffith Observatory in L.A.
- Visit California Science Center
- Visit Trail of 100 Giants
- Visit California ? Living Museum (C.A.L.M., Bakersfield)
- Visit Kernville Museum
- Visit Maturango Museum (Ridgecrest)

Paula thanked Advisory Board members for their participation in the meeting and confirmed that the Board will meet again in the fall semester at the IWV campus and again next spring semester at the KRV campus.

Adjourned: 1:10pm