

SPECIAL SERVICES
Program Review
May 5, 2005

Committee Members:

Mary Peoples, Psy.D. – Director of Special Services (Chair)
Elizabeth Allen – Special Services Department Assistant III
Valerie Lane – Student
Shan He – Alternative Media Specialist
Kathy Paradise-Clark – Special Services Executive Secretary
Penny Talley – Special Services Counselor
Dave Ostash – Principal Burroughs High School

Program Description

The Special Services Program is an integrated services program, which provides holistic services to economically disadvantaged/under represented students within the categorically funded Extended Opportunity Program and Services/Cooperative Agencies for Resources in Education (EOPS/CARE), and Disabled Student Program and Services (DSPS). In addition there is a close working relationship with the CalWORKs and TRiO programs to maximize benefits and avoid duplication of services.

All students seen in the Special Services program are screened for financial and academic need, verification of disability to determine the programs and financial assistance they qualify for. Each student is provided with an assigned counselor and partner and, if appropriate, a Learning Assistant who work together through a needs analysis to assist the student in obtaining an optimum use of services and programs without duplication. During the time students are in the program this network of program support creates an optimum environment for the student to successfully reach their academic, career and personal goals as well as building leadership and self-advocacy skills.

The number of students being served by this program has continued to grow over the past 6 years. However due to the past few years of uncertainty with state funding and budget constraints the staff has been decreased and a cap on student EOPS enrollment was imposed for the 2003-04 academic year. The success of the program is dependent on sufficient staff to provide students with the extra time to effectively address their needs and issues as well as the opportunity of all students who can benefit to have access to the programs. Although the cap of students who are accepted into the EOPS program and the numbers have returned to previous levels the staffing has not returned. There is no special services staff on site at either the South Kern (SK) campus or the Eastern Sierra Center campus, which precludes efficient and adequate outreach and availability of services. Currently the Kern River Valley campus has only a part time Special Services Counselor.

Extended Opportunity Program and Services (EOPS)

EOPS is a categorically funded, state program created for the purpose of providing retention and transition services to those individuals who may not otherwise have the opportunity to attend college because of economic, educational and/or cultural barriers. It provides identified students with “over and above” services (i.e. orientation/workshops, extensive individual counseling with assigned counselors, tutoring, learning assistant specialists, transportation, campus activities to promote ownership of their educational experience, and book vouchers for required textbooks. In this manner the EOPS acclimates non-traditional students to the college environment and assist them in acquiring the necessary skills to obtain a vocational certificate, an Associate degree or the academic skills to transfer to a baccalaureate degree college and/or employment in the work force. The effectiveness of the program is directly related to the student – staff ratio necessary to provide over and above services for at risk students.

Cooperative Agencies for Resources in Education (CARE)

The CARE program is a supplemental program to EOPS for single parents receiving AFDC. In addition to the support from EOPS, the CARE program provides single parents with workshops, additional school supplies, gas vouchers, babysitting for study time and the CARE club that

helps support the single parent through networking with other single parents who are attending college classes.

Disabled Student Program and Services (DSPS)

DSPS is a categorically funded program created for the purpose of providing accommodations designed to provide accessibility to educational programs for students with verified disabilities. The accommodations include mobility aids, scribes, note takers, adaptive computer equipment and software, alternative media (Braille, RFB&D, close captioning, text to speech software, screen readers, textbooks converted to e-text, and enlarge print), test accommodations (extra time on test, distraction reduced environment), sign language interpreters, peer mentors, counseling and priority registration. The program also serves the college staff and faculty in providing education, support and assistance on effective methods of providing educational access to disabled students without creating an unfair advantage. All students are graded according to the Cerro Coso grading policy and abide by the student code of conduct.

APPRAISAL

The Special Services Program is evaluated by:

- An annual academic analysis of the EOPS/CARE and DSPS programs
- Review of annual goals
- Survey to all Special Services Students

EOPS/CARE Program Analysis

Year	EOPS				CARE				Cerro Coso	
	Students Served	Increase/Decrease	Allocation	Increase/Decrease	Students Served	Increase/Decrease	Allocation	Increase/Decrease	Cerro Coso FTES	Increase/Decrease
99-00	523		\$87,605		140		127,686		3031.39	
00-01	524	19%	\$87,149	26%	124	11%	157,805	24%	2959.16	-2%
01-02	732	17%	\$38,882	11%	132	9%	155,716	-1%	3203.43	8%
02-03	793	8%	\$75,997	7%	143	8%	164,733	6%	3337.21	4%
03-04	654	-17%	\$61,266	-2%	116	-18%	162,727	-1%	3161.58	-5%

The previous 5 years academic analysis reflects the following trends:

Cerro Coso College served 654 EOPS/CARE students in the 2003 - 04 school year which is a 20% increase from 1999 – 2000 school year. The trend for the first 4 years reflected an annual increase of students being served. In the 2003 – 2004 school year a decrease in students served was the result of capping of the program due to anticipated budget cuts and decrease in program staff. However, this school year 2004 – 2005 the cap has been removed and growth is back to the 2001 – 2002 school year.

**EOPS Students Ethnicity Analysis
2003 – 2004**

Ethnicity	Cerro Coso Service Area Census 2000		Cerro Coso Student Population 2003 - 04		EOPS Student Population 2003 - 04	
	Count	Percentage	Count	Percentage	Count	Percentage
African American	3,666	5%	428	5%	43	8%
Asian	2,249	3%	428	5%	4	1%
Hispanic	12,161	15%	1,026	11%	68	12%
Native American	1,129	1%	219	2%	25	4%
White	64,468	80%	6,597	70%	410	72%
Other	5,587	7%	4	0%	12	2%
Unknown	-	-	716	8%	1	0%

The representation of EOPS student cultural diversity is greater in relation to the college as a whole. However, in relation to the community at large the Asian and Hispanic cultures are under represented.

EOPS student ethnicity analysis reflected that EOPS population is equal to or above the Cerro Coso Service Area in the following ethnicities:

- African American
- Native American

EOPS student population is below the Cerro Coso service area but above the college percent:

- Hispanic

EOPS student population is below both the Cerro Coso Service area and the college:

- Asian

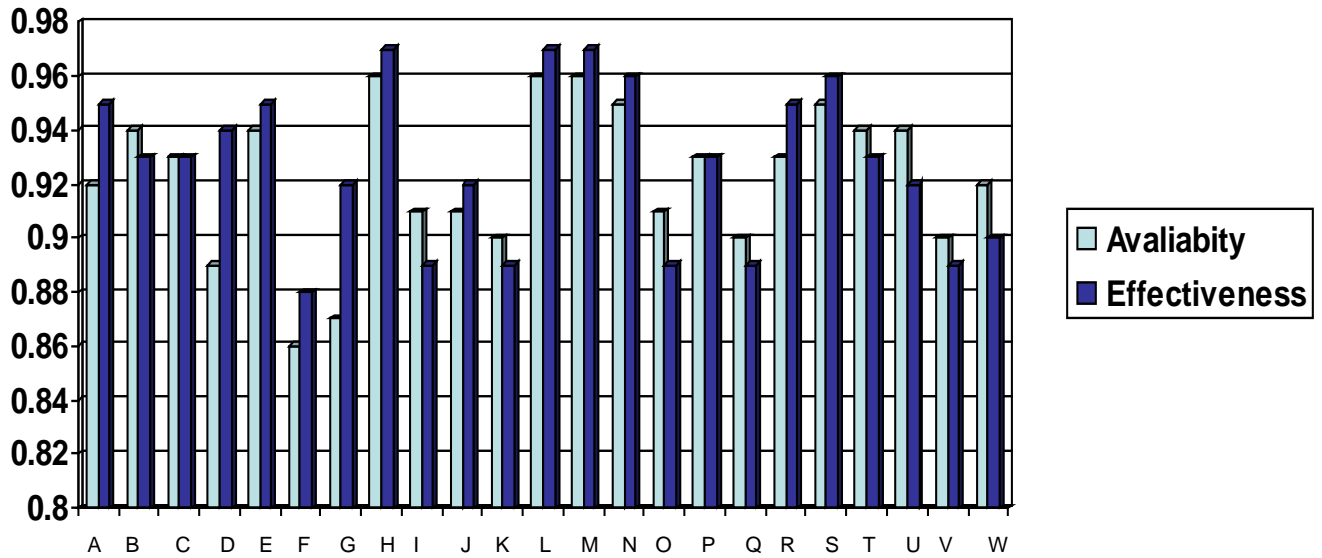
DSPS Program Analysis

Year	Students Served	Increase/Decrease	Allocation	Increase/Decrease	Cerro Coso FTES	Increase/Decrease
1999-00	384		405,086		3031.39	
2000-01	332	-14%	487,933	20%	2959.16	-2%
2001-02	317	-4%	507,127	4%	3203.43	8%
2002-03	311	-2%	490,315	-3%	3337.21	4%
2003-04	225	-27%	467,021	-10%	3161.58	-5%

The decrease in students served in DSPS is a reflection of a decrease in the LD population being verified for eligibility under new state guidelines and the Special Services program at Cerro Coso increasing accountability of verifications and services provided.

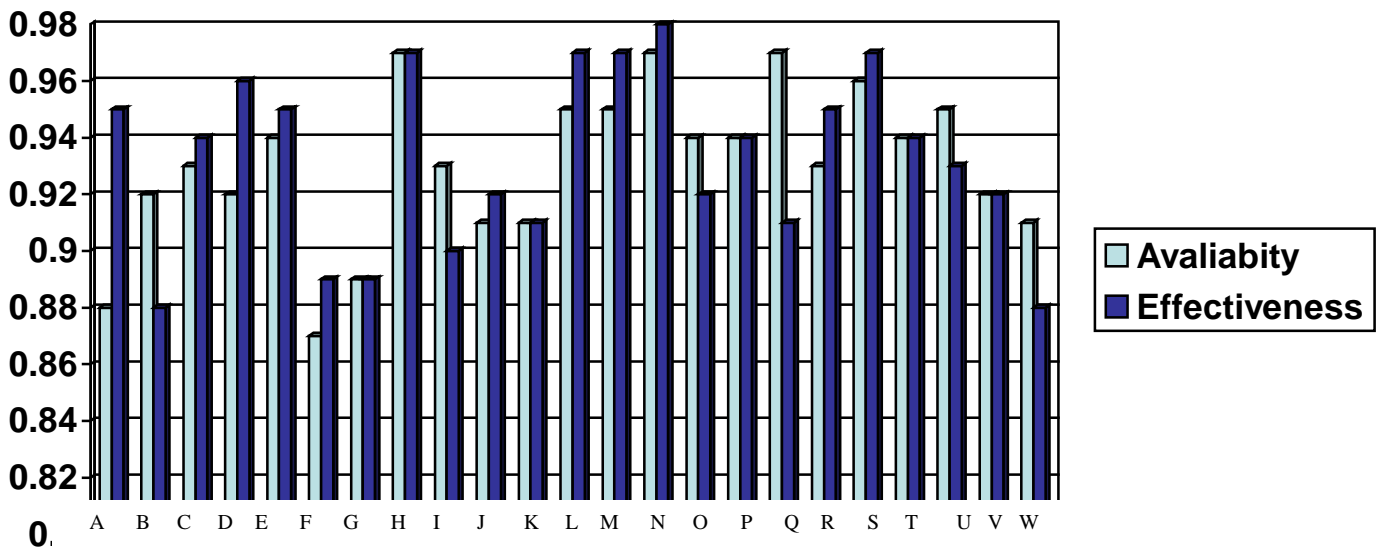
Two hundred thirty-one Special Service students received Associate Degrees, and 125 received certificates since the last program review in 1999. In the last three years the program also began recognizing students who had completed their GED and 27 students were recognized. An award ceremony was held each spring acknowledging these students accomplishments. Three hundred fourteen students earned a 3.75 GPA or higher earning honor role status from 1999 to 2004. Each year Special Services students have been recipients of college wide awards as well.

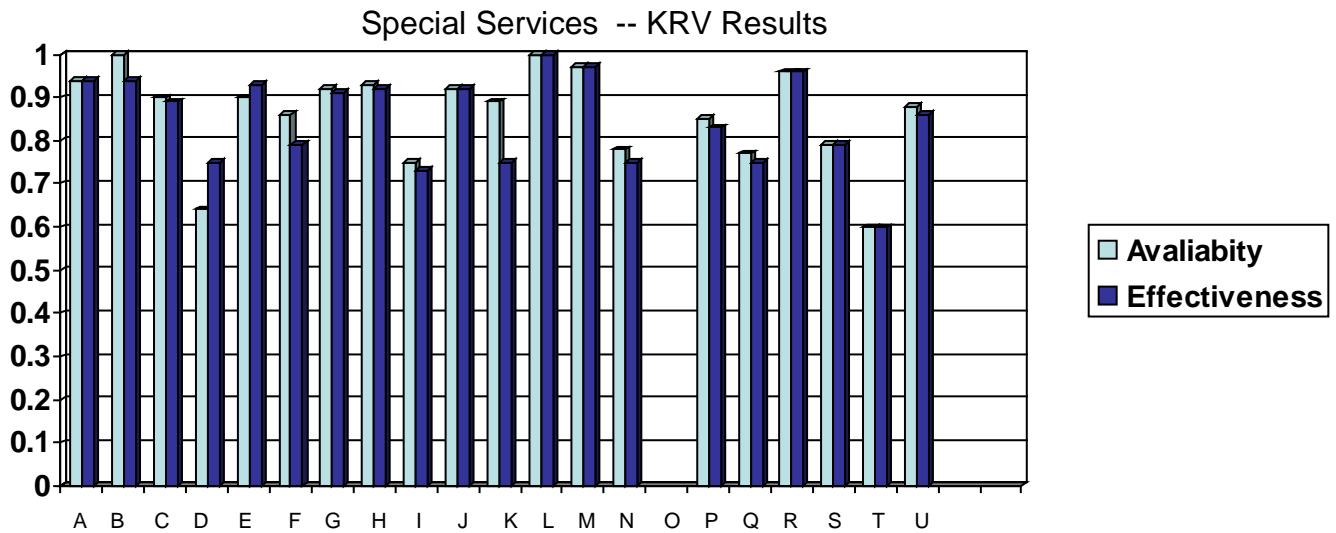
Special Services -- All Campus Results



- | | | |
|---------------------------------|--|--------------------------|
| A. Special Services Counseling | J. Special Services Counseling classes | S. New Facility |
| B. Partner Program | K. Note takers | T. Special Services Club |
| C. Learning Assistant Program | L. Taped Books | U. CARE Club |
| D. High Tech Software | M. Book Vouchers/Book Loans | V. Mobility Assistance |
| E. Priority Registration | N. CARE Program/Services | W. Adaptive P.E. class |
| F. Diagnostic LD Testing | O. Interpreters for Hearing Impaired | |
| G. Career Planning | P. Test taking Assistance | |
| H. Special Services Orientation | Q. Access to adaptive equipment | |
| I. Bus Tickets | R. SS Activities (Workshops, Award Luncheon etc) | |

Special Services – IWV Campus





- | | | |
|---------------------------------|--|------------------------|
| A. Special Services Counseling | J. Special Services Counseling classes | S. KRV/ASB Club |
| B. Partner Program | K. Note takers | T. Mobility Assistance |
| C. Learning Assistant Program | L. Taped Books | U. Adaptive P.E. |
| D. High Tech Software | M. Book Vouchers/Book Loans | |
| E. Priority Registration | N. CARE Program/Services | |
| F. Diagnostic LD Testing | O. Interpreters for Hearing Impaired (no accommodations requested) | |
| G. Career Planning | P. Test taking Assistance | |
| H. Special Services Orientation | Q. Access to adaptive equipment | |
| I. Bus Tickets | R. SS Activities (Workshops, Award Luncheon etc) | |

Special Services 2004 – 05 Student Survey

Survey results in the following graphs indicate that students rated the Special Services Program good to excellent in the majority of areas. Specific areas of strengths:

- Effectiveness of counseling
- Orientation
- Taped books/e-text
- Book vouchers/book loans
- CARE program/services
- New facility (room 312) at IWV

The survey indicated a need for increase availability of:

- Note takers
- LD testing
- Access to adaptive equipment and mobility equipment at the KRV site

Special Services Program Degree Analysis

Academic Year	GED	Certificates	Associate Degrees
1999 - 2000	--	60*	45
2000 - 2001	--	11	39
2001 - 2002	--	13	52
2002 - 2003	5	29	40
2003 - 2004	6	12	44

Special Services Students received an average of 25 certificates, 44 Associate degrees and 5 GED's annually for the past 5 years.

* Includes Master Worker Certificates

GOALS ACCOMPLISHED

- Develop and redefine support services at each Cerro Coso campus site in relationship to potential budget cuts: numbers served, staff re-assignments, efficient utilization of resources without duplication of services
 - EOPS program was capped during the Fall '03 semester; however, after the budget improved outreach was re-established with a summer Bridge program
- Develop plans for a comprehensive student services facility housing the integrated Special Services Program, Learning Skills program and High Tech Center
 - Moved into larger facilities during summer session 2004, making all services available in one area for the IWV campus
- Develop on-line support services for Special Services Students.
 - Special Services link was developed within the Cerro Coso web site
 - Application for DSPS can be made on-line
 - EOPS on-line instructor contact sheet developed
- Update students files to better document services provided to students
 - Review and updating of files was initiated and is ongoing
 - EOPS and confidential DSPS files separated into locked files
 - Files organized in folders with fasteners to keep documents organized
 - 6 semester education plan developed to demonstrate students progress towards goals and time spent in program
 - End of semester file review and close out meeting with entire staff established
- Redefine process and eligibility for Special Services students to receive book loans and EOPS students to receive book vouchers
 - Developed eligibility guidelines for EOPS book vouchers
 - Developed guidelines for donation and returning books for the book loan program

- Review Title V regulations governing EOPS/CARE and DSPS programs and refine procedures and policies, especially related to eligibility criteria
 - Developed a Process and Procedure Manual that was used for training and given to each staff member at the beginning of the fall 2004 semester meeting.
 - Agenda items on staff meetings throughout the year include review of Title V implementation guidelines.

- Maintain and promote the Special Services program within the college, local community, region and state levels.
 - Special Services participates in Student Services outreach activities such as Preview day
 - Staff attended state EOPS/CARE and DSPS state conferences
 - Staff attended Region 9 meetings
 - Director completed a two year term as Region 9 EOPS coordinator

PROGRAM GOALS

- Re-align staffing to improve availability of Special Services counseling at all sites
- Work with Student Services to develop a permanent one-stop center for all student support services.
- Continue self-study of program and develop student learning outcomes for the new accreditation process.
- Continue review and updating files for efficient documentation of services
- Continue training staff on implementation of Title 5 regulations
- Improve availability of High Tech software at KRV and ESCC
- Improve availability of mobility assistance at KRV
- Extend outreach to:
 - Hispanic population
 - Feeder high schools