



**Annual Unit Plan Template
2012-2013 Academic Year
Special Services Program**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

Using a holistic approach and by modeling appropriate and effective behavior, the Special Services Program (DSPS-EOPS/CARE) staff and services support students with additional barriers to education. Student barriers include financial need, educational and social disadvantages, and disabilities. The program staff promotes student personal and emotional growth, assists with developing self-responsibility, and provides opportunities for students to assess and develop educational, career and life goals. The Program receives State categorical funding to serve students who meet eligibility requirements for any of the following programs; Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and Disabled Students Programs and Services (DSPS). The Special Services Program uses an integrated service approach in providing services to all three categorical programs, maximizing resources and increasing the level and quality of services to qualified students.

b. Program Applicability

The Special Services program assists eligible EOPS, CARE, and DSPS students by providing services that include individual counseling, monetary grants, book vouchers and a loan library, career and study skills assessment, peer counseling, educational and career development and planning, academic monitoring, priority registration, specialized instructional services, extended tutoring, student success classes taught by Program counselors, child care, transportation assistance. Supportive educational activities are also provided to assist students in building skills and relationships that are proven to increase educational success and completion.

Extended Opportunity Programs and Services (EOPS) support low-income and educationally disadvantaged students. Students receive monetary and book grants that assist in defraying the costs of college, as well as supportive services that provide mentoring, study strategies, and social networking leading to increased skills and motivation to succeed.



Cooperative Agencies Resources for Education (CARE) services are available to EOPS students that are single head of household receiving Temporary Assistance to Needy Families (TANF) benefits with at least one child thirteen years old or younger. The program collaborates with agencies in the community and the CalWORKs program to advocate for students to increase opportunities and resources that will lead to independence and self-responsibility. Additionally, funding supports above and beyond services to CARE students including CARE grants, educational supplies, child care, social networking to increase self confidence and self reliant skills, as well as other resources.

Disabled Student Program and Services (DSPS) ensures a “level playing field” for the disabled student. Services include accommodations based on individual educational limitations, individualized counseling to identify needs and develop strategies that will lead to successful completion of coursework, enhanced instructional opportunities offered at the High Tech Center located in the Special Services Program office, social and educational activities to assist in the development of supportive relationships on campus, access to career and employment services.

c. Partnerships

EOPS students are identified for services through the financial aid office, through Special Services recruitment, other students, other campus referrals. CARE students are also recruited during High School outreach in the spring, College Night, and collaboration with community resources such as the Tribal TANF and Community Health programs. All first year EOPS students must be enrolled as fulltime college students and meet BOGW A or B criteria as well as criteria that demonstrates “educationally disadvantaged” as set forth in Title V regulations.

CARE students enter the program via the acceptance into the EOPS program and by providing proof of receiving TANF for themselves or their child that is under the age of fourteen. CARE students self identify when completing the EOPS application. CARE students are also recruited. Each year recruitment activities take place at the local High School serving students with children.

DSPS students self identify by expressing a need for accommodations to an instructor, during meetings with college counselors, informational materials put out by the DSPS program, other educational institutions, Vocational Rehabilitation agencies and other community programs serving disabled persons. Verification of some educational limitation as a result of a disability is required to be part of the DSPS program. Verification can be obtained by a doctors diagnosis, prior educational institutions that have documented a disability, other community agencies, and by Program professional determination of need. Learning Disability testing is offered through the Program to students who have compelling indications of a learning problem. An assessment process is followed to determine whether a student would



benefit from testing to determine a learning disability. The LD testing format and eligibility criteria are set through the State Chancellor's Office.

Outreach to disabled students is achieved through a variety of methods such as pamphlets and flyers available at various points throughout the campus, the departmental website, Special Services Program activities, the Special Services Club, and an Open House event each year. Off campus, presentations and information exhibit booths are provided throughout the community at various events to encourage potential students to register for classes highlighting the many services that are available for their success. Additionally, a yearly meeting of a Special Services Program Advisory Board is utilized to obtain feedback from the community as well as inform community leaders about program services.

Strong campus advocacy on campus has led to working relationships between Program staff and faculty. A faculty handbook is available to faculty to assist in the development of instructional strategies that are effective with all Special Services students. Campus staff actively support Program activities on campus. Close communication with other campus resources such as general counseling, financial aid office, CalWORKs Program, the Career and Transfer Center, the Basic Skills committee and services, tutoring center, helps create an environment that supports students with barriers to education and promotes Special Services Program services.

Regular communication with community partners is not only beneficial to recruitment of students, but also leads to successful sharing of resources and expanding the opportunities for students. Regular contact with community partners is maintained by attendance to community meetings such as the Community Collaborative monthly meeting, CalWORKs meetings, collaboration with EDD, Vocational Rehabilitation, the yearly Advisory Board meeting, community health centers and other advocacy groups.

d. Distance Education

The Special Services Program maintains a presence on the college website, providing Program information, Program resources, Program eligibility requirements, Program applications, consent forms and other required documents for easy access. DSPS students are offered accommodations for online classes as reasonable. EOPS students may take some online courses during their educational time spent at Cerro Coso but EOPS students cannot be full time online students due to State EOPS requirements.

STEP 2: EXPLAIN YOUR PLANNING



a. Review of Previous Goals (of last completed academic year)

Due to 40-45% budget reductions for the 2009-2010 academic year a cap was established on the number of students to be served through EOPS. The Special Services Program was reorganized with one Director to oversee the three programs (EOPS, CARE, DSPS) with reduced staff and student workers in which prioritized services were created through discussion with staff reviewing the Exit Questionnaire taken by students (see Survey below).

Also due to the 09-10 budget cuts, a full time employee who resigned was not replaced. Additionally, another part time position was eliminated from the Program. To date, these positions have not been replaced. The reduction of staff time has resulted in a reduction of the number of students the program can sustain as well as increased stress on staff due to taking on additional work responsibilities.

Student Learning Outcomes were developed related to retention and persistence of EOPS students. EOPS students on academic or program probation were required to attend a "Special Services Student Success Orientation". It was found that 20% of the students that attended the Special Services Student Success Orientation completed 68% of their units with a 2.0. Additional data showed that 76% of the EOPS students that were compliant with the program by completing three contacts and a long term educational plan, had a higher retention rate and an overall higher GPA than those students who were not compliant.

The previous goals included:

- Increase existing part-time staff to full-time positions to support the needs of the Hi Tech Center, learning assistance in and outside the classroom at multiple sites
- Bring back educational advising to the KRV site and to the IWV campus.
- The Special Services office will be located at the current area for quite some time. The Galvin Group recommended walls be built for confidentiality due to the sensitive nature of student discussion.
- Replace full time position to IWV campus.

Due to the 40% (EOPS & CARE) and 45% (DSPS) budget cuts in 2010, the Special Services Program lost staff at the IWV and KRV campuses. The existing staff has cross trained to fill the gaps. The Special Services Program continues to serve DSPS students as required by federal law at the Eastern Service Center and South Kern Campus but due to drastic budget cuts are only able to provide minimum services and unable to hire staff. EOPS, CARE and DSPS student has had to prioritize the services. Some services and activities are no longer available. There are five students currently being served at the ESCC sites and one student being served at the South Kern campus. When funding is available, the Special Services Program needs to provide supplemental educational services for students in the Eastern Sierra/Mammoth campuses along with reinstating staff at the IWV and KRV sites to continue to meet student needs.

- The Special Services Accommodations Technician is the identified position to provide over and above services at ESCC. A



desk, chair and table will be needed. Two student computers and updated software for the High Tech component of the program will need to be provided.

Since the previous year's goals the following has been accomplished:

- Walls for the two counselors' offices in the Special Service area have been put into place creating a confidential room for students to meet with their counselors.
- Success orientations for EOPS students on probation due to either progress or GPA issues or Program non compliance issues have been implemented and are regularly scheduled each semester.

Additionally, the Special Services Program has successfully returned the High Tech Center to being fully functional with all software and equipment accessible to students following the relocation of counseling services back to their own space. Cerro Coso College received a grant to provide Closed Captioning of media used in classrooms and on line. 20 lap top computers were purchased and will be available for CARE students' use in the fall 2011 semester. Two educational field trips were offered during the 10-11 year. The trips were free to interested students in the program and well received by students. Students reported a raised awareness of historical bias and actions taken based on those biases creating inhumane treatment to targeted groups.

b. Review of Overall Department/Unit

DSPS has been an integrated program with EOPS/CARE since the early 1980s within the Special Services Office. This integration has proved extremely helpful to our students by creating a seamless point of service and eliminating multiple office visits throughout the semester and duplication of paperwork. The decrease in Special Services staff has resulted in a reduction of time spent one on one with students. Program activities are not as robust and the ability to follow up with students has been impacted. Special Services students are some of the most needy college students and require special efforts to keep them in college. Additional resources of staff are required to fully address student needs. The following are some suggestions to increase staffing needs and time:

- Locate additional funding to hire more Special Services staff
- Consolidate counseling resources so staffing from other counseling services can assist in providing services to EOPS/CARE/DSPS students.
- Reduce number of Special Services Program students to be served. (The current cap of 310 EOPS students remains as a Program goal.)



Retention and success rates have been gathered by means of college data and with the assistance of the Institutional Researcher.

A decline in services does not necessarily mean that the Program success rates need to decline. Creative ways to continue services will need to be discussed. More group services can be implemented, reducing one on one meetings.

c. Goals for Upcoming Year (next academic year).

Goal 1/ Survey Special Services students to determine which services students identify most useful to them.

- 1. Strategic goal 2. Improve services to under-prepared students and increase their success rates.*
- 2. Due to continued reduced staffing need to continue to assess and prioritize most important resources and services to students.*
- 3. Conduct survey in spring 2012.*
- 4. Complete tabulation of survey responses to establish student priority of desired services.*

Goal 2/ Require and enforce students to attend two Special Services activities each semester (fall and spring only)

- 1. Strategic Goal 2. Improve services to under-prepared students and increase their success rates.*
- 2. Reduction of staffing can lead to a reduction in student contacts. Increasing student attendance to program activities will provide additional contact time for disseminating information and resources related to student success.*
- 3. Publicize events and activities well ahead of time so students can plan to attend. Track attendance and enforce as a compliant component to remain in the EOPS/CARE Programs.*
- 4. Compare success and retention rates with prior years where attendance not enforced.*



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing. *If more lines are needed, Tab over from the bottom-right box.*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Funding Source: G=General Fund R=Restricted (be specific)
Part time Special Services Assistant	ESCC	1	Goal 2		10	19		Categorical funds

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Increase in students needing Special Services are growing in ESCC sites. Location too distant to effectively address with current staff. College commitment to all sites receiving similar services offered at other sites. Need of Program to increase staffing.

2. Location and travelling time too great to use current staff effectively.

3. Student needs will not be addressed impacting student success.

b. New Full-Time Faculty Staffing



Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

Full-Time Faculty Staffing Justification:

[Refer to the separate handout listing criteria for new faculty hiring.]

c. Supplies (per unit cost less than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

d. Non-Technology Equipment (per unit cost greater than \$1000). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



f. Facilities. Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

g. Travel (inter-campus, intra-district, conferences, etc.). Enter requests on lines below. If more rows needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



h. Marketing (brochures, radio spots, promotional travel, etc.). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA

i. Other (institutional fees, library books). Enter requests on lines below. If more lines needed, Tab over from box on bottom right.

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source: G=General Fund R=Restricted V = VTEA



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STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

The 2009-2010 school years served 368 EOPS students of which 73 were also CARE students. Twenty eight students graduated with Associate Degrees and eight received certificates of completion/awards. In addition, three CARE students received an Associate Degree and six received certificates. Two EOPS students received their G.E.D. The average grade point average earned was 2.34. Thirty six students received honors (3.75). Three students transferred to 4 year colleges.

In 2010-2011 the EOPS program planned to serve 310 students but ended up serving 323 EOPS students for the academic year. 36 EOPS students graduated with degrees (7 of which earned more than one degree), 9 received certificates and 3 received awards, and 2 students transferred.

One hundred and ninety-five DSPS students were served in 2009-2010. In that same academic year 13 degrees and 2 certificates/awards were earned by DSPS students. The average GPA was 2.32. Services provided included: 5 note takers; 2 mobility aides; 369 bus passes; 11 students received equipment (i.e., tape recorders, Reader Pens, Alpha Smarts, calculators, laptops, etc.), 2 scribes; 20 e-texts requests; 4 enlarged font textbooks; 2 MP3 books; and 13 requests for tables and padded chairs. Eleven learning disability eligibility tests were conducted, 10 were found eligible. Three interpreters were used for our hearing impaired students. In addition, 248 visits by students used the HTC.

Student Learning Assessment and Outcome

- a. SLO for EOPS:



Students will understand the goals, mission and contractual agreement between the student and the EOPS program through a detailed Orientation. Initial assessment used a pre- and post-test at the time the Orientation was presented.

Assessment results indicated a 35% increase in understanding of the program after the Orientation was completed. This measurement was based on their knowledge prior to the orientation.

Students that are compliant with the EOPS program by completing three contacts and an extended educational plan will have a higher retention and g.p.a. than those that do not meet the state requirements.

Of those students meeting the state requirements of completing an extended educational plan and three contacts within the semester, 76% had a higher g.p.a. and retention rate over those not compliant with the EOPS program.

Provided a grant for membership into Phi Theta Kappa Honor Society, selected EOPS students planning on transferring will have a 50% increase rate of acceptance. 5 students utilized the grant and their progress will be evaluated in two years after induction

b. SLO for CARE:

Understanding services and support available to single parents provided by a detailed orientation so that they can fully utilize them in overcoming challenges in order to make satisfactory progress in coursework and successfully complete academic and career goals. The goal was that student's would exhibit a 50% increase in knowledge after the orientation.

A pre- and post-test was utilized at the CARE Orientation for assessing the awareness of the services available to single parents. Post-testing results showed an overall increase of 52% in awareness of services. The percentage was found to be low due to existing knowledge prior to attending the CARE Orientation through attending the Special Services-EOPS orientation or being a previous CARE student.

c. SLO for DSPS:



Students identified as LD that utilize the Hi Tech Center will have an increased g.p.a over the past semester.

New DSPS students will take a stress assessment and meet with a Counselor or Special Services Assistant to develop strategies to manage their stress will have a higher retention rate than those that did not take the test and have an intervention session.

The new DSPS students that met with a Special Services Counselor or Assistant had a 10% higher persistence rate than those that did meet with one to discuss strategies to reduce stress.

Students identified as LD in the fall 09 semester that utilize the High Tech Center will have increased g.p.a. in the spring semester.

Only five of the new LD students using the High Tech Center had an increased g.p.a. in the spring 10 semester. Factors affecting the outcome may include the move at the IWV campus where quarters were shared with counseling, there was only a minimal area available for the High Tech Use. Also, the Learning Assistant position became vacant in the spring 10 semester which would have provided services to the newly identified LD students.

d. SLO for Special Services:

Special Services Students on academic probation that attended a Student Success Orientation will complete 68% of units with a 2.0 g.p.a.

It was found that 21% of those students attending the Student Success Orientation were able to comply with their contractual requirements of making satisfactory progress and completing 68% of the units. The Student Services Orientation will be evaluated on ways to increase the satisfactory progress for students on academic probation.



STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Exit Questionnaire/survey 09-10

