

# Access Programs Department

## Annual Planning for Academic Year 2015-2016

### Planning Year 2014

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## 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.

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## 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.

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## 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

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## 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 DSPTS 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/DSPTS 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 DSPTS 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.

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## 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**