

Access Programs Department

Annual Unit Plan for Academic Year 2016-2017

November 2015

Describe 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), Disabled Students Programs and Services (DSPS), and the California Work Opportunity and Responsibility to Kids program (CalWORKs). Access Programs uses an integrated program model to facilitate efficiencies between programs and provide comprehensive resources and support services that lead to increases in student retention and success rates. 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 through grants and work study opportunities, 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.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Economically disadvantaged students less successful in completing math and English sequence

Population:

Socioeconomic Status: Economically Disadvantaged

Analysis and Plan:

Access Program students (EOPS/CARE/CalWORKS) demonstrate an economic disadvantage and economic need by qualifying for the BOGW A or B, or by qualifying for TANF benefits. The college has identified economically disadvantaged students as having a gap in their ability to successfully complete the math and English sequence of classes.

The EOPS/CARE/CalWORKs programs receive categorical funding through the California Community Colleges Chancellor's Office to assist low income and educationally disadvantaged students. The funding is available to help those students obtain additional resources (books, college supplies, transportation), on campus student support services, and grants. EOPS/CARE funding has been increasing for the past two years with the intention to increase the number of students being served and expand student services and grants. In the 2014-15 academic year EOPS students had their book vouchers substantially increased, and again in the fall 2015 semester, so that most students have their books purchased through the program. Grants have been maximized, and additional on campus services are being paid for including printing costs. In the coming 2016-17 academic year the EOPS study hall will be fully implemented so additional on campus tutoring services and support materials will be offered on a regular weekly schedule. Additionally, a Peer Mentor program will be fully implemented to provide leadership opportunities for program students as well as peer support to encourage program students to fully participate in program services and activities. CalWORKs program began a loan library for students in 2014-2015 for those exempt CW students needing books or supplemental class materials.

Disabled students have lower success rates in completing Math and English sequences

Population:

Disability Status: DSPS

Analysis and Plan:

The Acheiving the Dream (ATD) data indicates that DSPS students are not as successful in completing the Math and English course sequences compared to non DSPS students. As a result, Access Programs study hall opportunity will include DSPS students. The Alternative Media Specialist will participate in supporting study hall by being available during meeting times and ready to provide alternative technology support and strategies for DSPS students. Additionally, Access Programs is making a request to make the part time Alternative Media Specialist position a full time position, providing DSPS students with more strategies and technological assistance in the successful completion of their coursework.

Disabled and economically disadvantaged students are less likely to transfer**Population:**

Disability Status: DSPS

Analysis and Plan:

The college has identified that our economically disadvantaged students and our disabled students have lower transfer rates than non disabled or economically disadvantaged students.

Access Programs promotes transfer related activities offered on campus (such such as Transfer Awareness month) to its students and campus visits when offered at the college. Access Programs has also developed their own yearly transfer activities such as:

- * Yearly visits to both IWV and KRV campus from the CSUB EOP representative to provide specific information related to transferring as an EOPS student including application waivers, EOP application process for CSU campuses, and other financial aid support.
- * Access Programs sponsors and provides transportation and costs incurred to visit 4 year college campuses.
- * Summer institute held at UCSB for a weekend filled with transfer information, funding information, motivational speakers, and transfer related workshops.

Outcomes Assessment: Overall Report

A previous goal to assess C.A.R.E. students needs resulted in students requesting their campus printing costs be covered by the C.A.R.E program. The feasibility to pay for campus printing charges was researched, and a process was developed so printing charges for identified students could be paid for by Access Programs. Due to availability of funding from all Access programs, all Access students received free on campus printing services starting spring semester, 2015.

For the past two academic years it has been an EOPS goal to increase student activities related to transfer to 4 year colleges, cultural exposure and enrichment, and other activities that promote student engagement at the college and with other students. The result has been more on campus EOPS activities offered at both IWV and KRV sites as well as off campus field trips planned to 4 year campuses and culturally diverse activities. Additionally, the summer institute program to UC Santa Barbara was reinstated and 10 students attended a three day trip in July, 2015, to the UCSB campus with the purpose of supporting student interest and ability to attend a 4 year college.

The DSPS program goal from the prior year was to develop a DSPS orientation to be delivered on campus or online. The orientation focuses on what services are available through DSPS and how to obtain accommodations. The desired outcome was to assist students in obtaining needed accommodations to increase retention and success in their classes. The participation in the DSPS orientations has grown and it is now part of DSPS to offer orientations on a regular basis during each semester at the IWV and KRV campuses and promote the online orientation to other DSPS students not attending classes at IWV or KRV sites.

CalWORKs completed research in 2012-2013 that compared persistence rates with CW students in a work study position to those CW students not in a work study position. The outcome was students in a work study position had an overall higher persistence rate. As a result, CW staff have been working with students to increase their participation in work study jobs. CW staff collaborate with the

financial aid office to develop positions for CW students based on their career goals and number of hours they can work.

Outcomes Assessment: Gaps Identified in Prior Year's Assessments

Reestablish Peer Mentor program for Access Program students

Type:

AUO

Target Missed/Gap Detected:

Unable to recruit Access Programs students to participate in work study Peer Mentor positions. Fewer students are interested in work study opportunities not only for Peer Mentor positions but work study positions as well.

Type of Gap:

Other (explain in Analysis).

Analysis and Plan:

Access Programs have identified some ongoing barriers related to filling work study positions:

- * Application process for work study positions very long.
- * Procedure of matching student to available work study positions long.
- * Fewer students requesting work study positions.
- * Less funding available for work study positions.

Progress Made on Program Review

Access Programs (formerly known as Special Services)

Year of Last Program Review:

2005

Progress in the last year on two-year strategies:

All Access programs have been focused on increasing the number of students served. The following data taken from the State Chancellor's Office DataMart site indicates a continued decline of students participating in all Access programs. (These numbers reflect unduplicated student numbers for the years. The DSPPS numbers for 2010-11 and 2011-12 were inaccurately reported so are not listed in this chart.) We expect numbers to show an trend of increasing by the end of the 2016-2017 semester following two years of increased funding and staffing.

Program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
EOPS	323	374	299	295	286
CARE	68	69	39	38	32
DSPPS	-	-	179	190	179
CalWORKs	74	46	33	30	26

In the last two years the State Chancellor's Office has stabilized funding and in some cases increased funding for all of the Access

Programs. Part of stated goal by reinstated funds to increase services to targeted groups and increase the overall number of students being served by the programs. In order to increase services to students we have determined that we will need to increase staff to provide those services. As a result, in the last two years the following staff have been hired to serve Access Programs students:

- * Two new adjunct counselors were hired; one at the IWV campus and one at the KRV site. The IWV adjunct counselor is bi-lingual in English and Spanish to assist in recruitment of Hispanic students to the programs.
- * Two new Department Assistants have been hired; one at the IWV campus and one at the KRV site.
- * An additional Special Services Assistant part time position was created.
- * Starting fall 2015 a full time dedicated Director for Access Programs was created.

Progress in the last year on five-year strategies:

Access Programs has been working to increase overall retention, success and completion rates for the past 5 years. Most recent data demonstrates that overall success, retention and completion rates have been increasing for all Access Programs. The CARE, CalWORKs and DSPS programs have been steadily increasing their retention and success rates as well as completion rates. EOPS retention rates remain stable for the past 5 years and success rates have been increasing.

Compared to the overall college retention rates in 2014-15 of 85%, and success rates of 71%, CARE, CalWORKs and DSPS rates are equal to or exceed the college percentiles. EOPS rates fall slightly under the college rates.

EOPS	2010-11	2011-12	2012-13	2013-14	2014-15
Retention Rate	84%	81%	84%	86%	84%
Success Rate	64%	58%	65%	66%	68%
Total Awards	37	21	23	24	33
CARE	2010-11	2011-12	2012-13	2013-14	2014-15
Retention Rate	79%	76%	91%	88%	89%
Success Rate	58%	50%	72%	71%	72%
Total Awards	3	2	1	9	9
DSPS	2010-11	2011-12	2012-13	2013-14	2014-15
Retention Rate	83%	83%	90%	88%	87%
Success Rate	62%	64%	72%	71%	70%
Total Awards	23	15	25	22	20
CalWORKs	2010-11	2011-12	2012-13	2013-14	2014-15
Retention Rate	84%	89%	90%	91%	94%
Success Rate	64%	71%	66%	76%	82%
Total Awards	1	1	2	8	6

Progress Made on Prior Year Initiatives

100% completion of matriculation components (Orientation, Assessment, Long term Educational Plan) for all DSPS students.

Based on recent changes at the State Chancellor's Office that communicated DSPS students would continue to get priority registration but they must complete all core components of matriculation, DSPS program staff decided to determine if current DSPS students were fully matriculated and if not, why. The list of active DSPS students for the fall 2014 semester was pulled to determine what students were fully matriculated. The list demonstrated that not all of the current DSPS students completed all four components. Out of 135 DSPS students enrolled in the fall 2014 semester, 9% had not completed all of the core components. 10 students had not completed orientation and 7 had not completed an educational plan. DSPS program staff discussed and problem solved why DSPS students were not completing all components. Two issues were addressed as barriers to completing core components for DSPS students; orientation and educational planning.

Orientation: It was determined that involving all DSPS students in a DSPS orientation would meet the need for completion of a core component as well as better inform students of the DSPS services available to them. Access Program staff also realized that some students take only online courses and live out of the immediate area of any of the Cerro Coso campuses. A proposal was made to develop a DSPS online orientation and to increase the number of on ground orientations offered in each semester. The incentive to participate in a DSPS orientation would be to 1) better understand the services available to DSPS students and how to obtain those services, 2) DSPS students who complete DSPS orientation would qualify for priority registration. Outcome would be that all DSPS students complete an orientation by the end of their first semester attending Cerro Coso. The online orientation was created and was launched online in February, 2015. As of March 2015, 18 students completed the on ground DSPS orientation and 45 completed the online DSPS orientation. It is agreed to continue offering the option of completing either an online orientation or on ground DSPS orientation.

Educational planning: It was determined that when a new DSPS student signs their educational contract during the intake process, that they must identify two semesters of planned coursework to meet the minimum requirement for an abbreviated educational plan. This will require some changes to the current contract. Due to the new DSPS regulations based on revisions to Title 5, Access Program staff intend to develop a new DSPS contract that will include a 2 semester educational plan and meet all other new regulations by the end of the spring 2016 semester.

Increase work study opportunities for EOPS students.

Increasing work study opportunities for EOPS students continues to be a goal for Access Programs but due to ongoing staffing issues during the 2014-2015 academic year to support the process of developing and recruiting students for work study positions as well as a lack of EOPS students interested in obtaining work study positions, this initiative has been set aside for now.

Assess service needs of Access Program students.

CCSSEE data from spring 2014 was compiled and available for review. A summary of the results was provided by Julie Cornett (as designated with *) in December 29, 2013 as part of the Achieving the Dream data compilation process. Highlights from the data that were of interest to Access Programs (formerly Special Services) were as follows:

*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 and expand EOPS activities and experiences in the past two years.

* 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. With vacancies and decreases in staff since 2008-09 it has been difficult to maintain the level of day to day contact with students as in the past. Access programs has been increasing staffing in the last two years in to address this problem.

* 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. In the past two years the EOPS program has reinstated the process so the cost of becoming an Honors program can be reimbursed to the student. All Access Programs students are required to attend college orientation and 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.

* 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.

This information prompted Access Programs to rethink how to increase student awareness of financial aid and DSPTS. Counseling staff include information in their discussions with students, but Access Programs will be developing a more strategic plan to increase awareness of these services campus wide and during outreach activities.

* Suggestions given for improved student activities included: study groups, more staff involvement in student activities.

This student feedback assisted in the decision for Access Programs to develop and implement a study hall program for students to be implemented in spring 2016 semester.

The **Student Experience survey** was completed in the spring 2015 semester. One set of questions was asked related to Access Programs students.

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.

Rate satisfaction with 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. It is noted that the majority of students identified themselves as full time online students only.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Outreach to increase overall number of Access Programs participants

Action Plan:

Work with other campus programs to distribute information about Access Programs and how to apply for services. Provide on campus professional development opportunities to staff and students related to students who have significant educational disadvantages and barriers and ways to assist these students in being more successful in college. Support student activities office in revitalizing Student Ambassador program and Peer Mentor program. Recruit faculty and staff to participate in mentoring program.

Provide incentives to increase student participation in these efforts such as funding student leadership activities and opportunities to attend conferences, workshops focused on developing student leadership skills.

Measure of Success:

Compare student surveys from previous years to surveys sent to students in spring 2016 (CCSSEE) and spring 2017 (student experience survey) semester.

Person Responsible:

Director of Access Programs

It directly addresses a college Strategic Goal or Objective

Strategic Goal #1 Student Success- Expand EOPS opportunities supportive of educational goals

Strategic Goal #2 Equity- Narrow gaps in access for underrepresented groups

Strategic Goal #3 Access - Optimize strategies for recruitment and outreach, Improve public awareness and participation in the college programs, services, and activities

Strategic Goal #5 Organization Effectiveness - Provide targeted professional development for faculty to support goals, objectives, strategies, and actions in this Strategic Plan

Implement new DSPS and Title 5 regulations

Action Plan:

Review new Title 5 regulations for DSPS changes. Change forms to meet new requirements.

Measure of Success:

Full implementation of Title 5 regulations by end of 2016-2017 academic year.

Person Responsible:

Director, Access Programs

Other

The State Chancellor's Office has developed and approved new Title 5 guidelines regarding serving disabled students. These changes in guidelines led to the development of new DSPS requirements and regulations that must be implemented by the 2016-2017 academic year.

These new requirements will result in the need to revise current DSPS forms, change some of the ways in which program staff work with DSPS students, and effect overall program reporting to the State such as changes to MIS reporting.

Evaluate Resource Needs

Facilities

EOPS wants to create an EOPS study hall at both the IWV and KRV sites. This will require dedicated space where students can meet for study hall, as well as house study materials, and provide computer access for students and staff. Due to the current remodeling of the main building at the IWV campus, the LRC may be the logical place to find dedicated space for this purpose.

Information Technology

Many of our disabled students with physical, psychological and learning disabilities can benefit from a speech to text tool such as Dragon Naturally Speaking to increase their success in classes. Speech to text software allows many students the opportunity to more effectively produce written work that is reflective of their overall abilities. The cost of Lab Pack that includes 5 user licenses is \$1,150.

Due to serving an increasing number of hearing impaired students, all sites would benefit having UbiDuo equipment that allows for real time word processing conversations between front line staff and hearing impaired students. Three Ubi Duo's have been purchased by the DSPS program to serve IWV and KRV students. Additional purchases for the ESCC campuses and East Kern (Tehachapi) campuses would facilitate better services to students. The cost of one UbiDuo is \$1,995.

The LAC at IWV is requesting a 32" (or larger) monitor for the proctor room to more effectively serve visually impaired students needing proctoring services. Currently, the DSPS program does not have the funding to purchase this equipment but recommends purchase by college. The cost would be approximately \$1,000.

Marketing

All Access Programs (EOPS/CARE, DSPS, CalWORKs) will be involved in outreach activities for the next few years due to the funding increases to the EOPS budgets with the intent to increase the number of students served, and also to provide awareness regarding new DSPS regulations and implementation. Access Programs is requesting professional looking outreach materials for these endeavors.

Due to the relocation of IWV Student Services offices there will be a need to provide information and instructions on where to find needed services to students and community members. Requesting comprehensive signage indicating office locations, handicapped parking areas, and maps to hand out. Maps should also be posted to the college web site.

Professional Development

Access to student support services continues to decrease for some student populations. For example, increased book and material costs paired with more restrictive financial aid regulations makes it increasingly more expensive for low income students to attend college. Access Programs suggests that more speakers, workshops, and in house discussions focus on understanding the challenges certain student populations (such as disabled, low income, minority, or culturally different students) encounter when trying to obtain a college education.

Staffing Requests

1000 Category - Certificated Positions

Counseling

Location:

College-wide

Justification:

One of the two full time Access Programs counselor accepted another position at the college beginning the 2015-2016 academic year. A one year contract to work in a full time counselor position for Access Programs was offered to an IWV Adjunct Access Programs counselor who had been working 29 hours a week in the prior year. She accepted the one year contract. The permanent full time counselor position for 2016-2017 will need to be approved for replacement and advertised during the 2015-2016 academic year.

Access Programs would like to make the case that a third full time counselor could be justified based on the following facts:

*IWV had an adjunct Access counselor working 29 hours per week during the 2014-2015 fall and spring semesters and additional hours during the summer months of June, July and August

*KRV had an adjunct Access counselor working 24 hours per week during the 2014-2015 fall and spring semesters and additional hours during the summer months of June and August

*EOPS allocation was substantially increased in 2014-15 and 2015-2016 with the intent of increasing the number of EOPS students served at our college. EOPS students must meet the State requirement of 3 counseling contacts each semester in order to remain compliant with the program. In 2014-2105 the EOPS program served 286 unduplicated students according to DataMart at the State Chancellor's office. In order to meet the minimum contact requirements for EOPS students, more counseling time is needed.

*EOPS students are required to take the student success course (COUN101 or PDEV101) taught by an Access Programs counselor. Currently only one full time Access Programs counselor is available to teach the course at the IWV campus. The KRV adjunct counselor has taught the student success course during the fall and spring semester.

*Based on the number of BOGW A and B recipients at the IWV, KRV, Tehachapi and Mammoth campuses, there is evidence that expansion of EOPS services at both sites would be appropriate and needed.

2000 Category - Classified Staff

Alternative Media Specialist

Location:

College-wide

Salary Grade:

45.0

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

\$50,636

Justification:

The part time Alternative Media Specialist position is currently vacant. Three full time classified staff and one part time staff are distributing the Alternative Media Specialist work tasks needed to be done to continue meeting the needs of our disabled students. These staff are fitting in the work tasks as they have time for but at the expense of taking away time from their regular duties. Only the most basic job tasks are being maintained. That means that other comprehensive job tasks of this position have ceased such as maintenance of adaptive equipment, training of faculty, staff and students in the use of adaptive technology, and development and implementation of new adaptive equipment and technology at all campus sites. The prior part time position also did not allow for the ability to regularly travel to other sites besides IWV and KRV. This created a gap in adaptive services for those students and staff at ESCC and East Kern sites related to the development, training and maintenance of adaptive technologies.

Due to the increase in technology that can be used to support persons with disabilities and the college goal to move towards universal design models of student assistance, a full time Alternative Media Specialist would provide not only provide the support required to serve our disabled student population but could also assist the college in providing support to other groups of students who would benefit from different learning methods and strategies and the use of technological enhancements in the class and study environments.