

# Access Programs Department

## Annual Unit Plan for Academic Year 2017-2018

October 2016

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### 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 efficiency between programs and provide comprehensive resources and support services that lead to increases in student retention and success rates. 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, facilitate students to transfer to four year colleges, 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 equal access for those students who have limited financial resources, and are educationally disadvantaged, disenfranchised, and underrepresented in California Community Colleges. The objective of Access Programs is to facilitate students' successful completion of their educational goal and prepare them for employment or transfer to another college.

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### Report on Improvements Made and Gaps Identified in the Prior Year

#### Student Equity

##### **Lower retention and success rates, course completion rates, and successful completion of remedial English/math courses**

###### **Population:**

Ethnicity: African American

###### **Analysis and Plan:**

One of the eligibility requirements for acceptance to EOPS is the need for a student to demonstrate an educational disadvantage. The disadvantage can include a population of students who have been identified by the college as demonstrating some gaps in academic performance as is the current case for African American and American Indian students. Plan to work with Equity Director and other Student Services programs to identify and provide outreach to this population of students to encourage application and participation in supportive programs available through Access Programs including EOPS, CalWORKs and DSPS as appropriate. Provide EOPS services to local prison populations who are enrolled in Cerro Coso Community College classes and educational programs to assist students with books, tutoring, and educational planning. Develop and include gap population students in additional transfer, cultural, and educational events and activities using Equity funds in combination with Access Programs funds.

##### **Less successful in completing math and English sequence.**

###### **Population:**

Socioeconomic Status: Economically Disadvantaged

###### **Analysis and Plan:**

EOPS has increased book vouchers and financial grants over the past 2 years to assist with college costs. A Study Hall was developed and implemented in the spring 2015 semester at both IWV and KRV sites. Study Hall was offered 2 days a week for 2 hours each day. Services provided during Study Hall included available English and math tutors, peer support, study strategies, and supplemental class materials. Since its implementation, Study Hall has continued to be offered through the summer and fall 2016 semesters. Days offered were expanded to 4 days a week for 2 hours each meeting.

Peer Mentor program has expanded services to include one on one Peer Mentoring (as requested) to assist students in accessing campus resources, improving study strategies, and how to navigate college environment.

## **Lower transfer rates.**

### **Population:**

Socioeconomic Status: Economically Disadvantaged

### **Analysis and Plan:**

Access Programs has increased transfer related activities during the 2015-2016 academic year to include four year college representatives on campus to meet with students and provide presentations to all Access Programs students. Field trips to four year colleges have been offered each fall and spring semester. The additional funding from Equity has allowed DSPS students the opportunity to attend field trips during the fall 2016 semester that includes a visit to a four year college. The summer institute to U.C. Santa Barbara campus was offered to EOPS students for the past two years to inform and encourage students to transfer. Summer institute will be offered again summer 2017.

## **Outcomes Assessment: Overall Report**

Title 5 changes (made in November 2015) to the Education Code resulted in substantial changes to all California Community Colleges DSPS programs. Cerro Coso College's DSPS had to review all processes, procedures and associated paperwork to ensure compliance with new Title 5 requirements. Two staff meetings were held in fall 2015 and spring 2016 to discuss Title 5 changes and identify forms and processes needing updates. Full implementation of Title 5 regulations required by end of July 1, 2016. This review was completed and all necessary forms and procedural changes made and implemented as of July 1, 2016.

Overall objective for all four programs (EOPS/CARE/DSPS/CalWORKs) was to increase the total number of students served in the upcoming year. In the fall 2015 semester a permanent full time Access Programs counselor was hired. In spring 2016 two part time SSA positions were filled at the IWV campus, and two adjunct counselors were hired to serve the IWV and ESCC sites. The ESCC adjunct counselor was tasked to recruit EOPS students and develop an EOPS program during the spring semester on the Bishop campus. The IWV adjunct counselor was hired to provide additional counseling services at the Ridgecrest campus and at the developing prison site. June 2016 a full time Alternative Media Specialist was hired to staff the High Tech Center and offer full time services to DSPS students. Peer Mentors were hired spring semester of 2016. Part of the Peer Mentors tasks included setting up information stations on campus to inform students about all Access Programs and facilitate the application process. The applications for each program had a cover sheet added with instructions on how to apply and contact information. Peer Mentors also participated in some outreach activities where incoming and new students could ask questions about Access Programs. The final data for 2015-2016 confirms that CalWORKs numbers were higher than the previous three years, and the DSPS student numbers were higher than the past four years. But EOPS and CARE numbers continued to decline in 2015-2016. However, the current number of EOPS students (middle of fall 2016 semester) already exceeds the total number of EOPS students in the past three years. Future plans include expanding EOPS and CalWORKs services to the Mammoth and Tehachapi sites, as well as EOPS services to the prison site located in Tehachapi.

Full implementation of Study Hall was completed in spring 2016. Study Hall was established on both the IWV and KRV campuses for two days a week, two hours each meeting. An English and math tutor were available during Study Hall meetings as were Peer Mentors. The survey completed by Study Hall participants identified English and math as the most difficult college subjects, that peer studying is helpful, and rated the most useful study materials. Study Hall and the Peer Mentor programs were developed as a result of reviewing student answers given on the Community College Survey of Student Engagement (CCSSEE) indicating students would like to have more engagement activities that included study groups and peer tutoring.

Full implementation of the Peer Mentor program began in spring 2016 at both the IWV and KRV campus sites. Training was provided prior to starting their work as a mentor, and continued training was offered on a monthly basis during the semester. Mentors completed a survey that assessed their skill development as a result of mentoring. Survey results reflected positive

feedback from mentors. Mentee results of Peer Mentor interventions was assessed by comparing hours of participation in Access Programs activities attended during fall 2015 with attendance during spring 2016 semester.

## Outcomes Assessment: Gaps Identified in Prior Year's Assessments

### Outreach to increase overall number of Access Programs participants

**Type:**

AUO

**Target Missed/Gap Detected:**

Proposed new positions and hires were not completed until end of spring 2016. New hires included a new adjunct counselor for ESCC site, new adjunct counselor for IWV campus, a full time Alternative Media Specialist, and two part time SSA's for the IWV campus. No Peer Mentors were hired until spring 2016 which delayed activities to inform and recruit new EOPS students on campus and during outreach activities with local high schools and the community. The hiring of an adjunct counselor for ESCC sites did not occur until spring 2016 semester which delayed the EOPS recruitment process. The new adjunct counselor had to be trained before beginning recruitment of EOPS students and the development of an EOPS program on Bishop campus.

**Type of Gap:**

Limited capacity/infrastructure. Need to improve operational processes.

**Analysis and Plan:**

Overall Access Programs data from the past five years indicates:

- 2015-2016 number of CalWORKs participants higher than the past 4 years
- 2015-2016 number of DSPS participants higher than the past 5 years
- 2015-2016 number of EOPS and CARE participants lowest in the past 5 years

The current number of EOPS students (as of the middle of fall 2016 semester) already exceeds the total number of EOPS students served last year. The program will see an increase in the total number of EOPS students served in 2016-2017, but it is uncertain if CARE numbers will increase by end of the academic year. Plans to develop an EOPS program at the Tehachapi site will be begin in 2016-2017. Expectations are that the number of EOPS students will increase at the California City prison.

## Progress Made on Program Review

### Access Programs

**Year of Last Program Review:**

2015

**Progress in the last year on two-year strategies:**

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

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

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

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

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

Progress made: Study Hall was implemented in spring 2016. A location was secured for Study Hall at both IWV and KRV campuses. Tutors and Peer Mentors were identified to attend Study Hall. Study Hall was offered two times a week for two hours. There were weekly attendees throughout the semester. A survey was conducted to obtain information on what services and materials attendees found most useful. Overall, the Study Hall experience received positive feedback from both attendees, tutors and Peer Mentors.

Study Hall continues to be offered at both IWV and KRV sites. At the IWV campus Study Hall is being offered four days a week during different times to accommodate different student schedules. There are plans to offer Study Hall to ESCC campus sites as soon as core services for EOPS and CalWORKs students are established. Study Hall was opened to all Access students since funding was available. Survey will be conducted in spring 2017 to again assess Study Hall services.

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

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

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

Resources Needed: Funding for positions, Counseling staff for training

Timeline: Implementation 2015-2016/Assess 2017-2018

Progress made: Peer Mentor program reestablished in spring 2016. 7 Peer Mentors were hired in the spring semester, 8 in the summer semester, and 7 for fall semester of 2016. SLO's were developed for Peer Mentors in the spring. SLO assessment data reflected that Peer Mentors increased self confidence in their abilities as Peer Mentor, and increased leadership opportunities and collaboration skills. One on one mentoring was developed in spring 2016 semester and 7 mentees were served by assigned Peer Mentors. Mentor to mentee partnerships will be further explored and developed in the coming semesters. Objective is to offer more one on one mentoring opportunities.

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

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

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

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

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

Progress made: The Community College Survey of Student Engagement (CCSSE) given in 2013 led to the creation and development of Study Hall, reestablishment of the Peer Mentor program, and increased cultural, transfer, and other engagement activities on campus during the past two years based on the following CCSSE results:

- ... 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.

Equity funding has provided additional financial support for DSPPS and CalWORKs students to engage in the increased activities offered including transfer and cultural events and field trips, as well as leadership opportunities to conferences. The increased participation in activities as well as the continuing high retention and success rates for all Access Programs students suggests a positive correlation. Access Programs will continue to partner with Equity services in developing activities that promote enrichment, transfer, and leadership opportunities. Need to survey students in 2017 to assess engagement activities offered and impact on students.

#### **Progress in the last year on five-year strategies:**

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

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

Persons Responsible: Access Programs Director and staff

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

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

Progress made: An adjunct counselor was hired during spring 2016 semester to develop and provide EOPS services at the Bishop campus. Office space found in Bishop LRC area and computer and phone set ups were completed. New counselor trained and began to recruit and develop EOPS services at Bishop site resulting in 9 EOPS students served in spring semester and 10 in summer. The new adjunct counselor also started to meet with DSPS students who had previously been identified and served online and through phone services provided by IWV staff. During the summer semester an empty office was located at the Mammoth site and computer and phone set ups completed. 14 EOPS students were recruited for the fall semester at the Mammoth site and are currently being served. The counselor has extended her counseling hours to be at the Mammoth campus once a week to provide on campus services. She currently maintains a caseload of 44 ESCC students.

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

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

Persons Responsible: Director and counselors of Access Programs

Resources Needed: Promotional materials.

Timeline: 2016-2018

Progress made: Peer Mentors have conducted much of the increased outreach and in reach recruitment activities in the past year. Peer Mentors participate in college outreach events like the Career Exploration Day for local high school seniors and college students. Peer Mentors have also spent some of their work time each week sitting at Access Programs informational tables answering questions and recruiting students.

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

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

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

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

Timeline: Implement starting spring 2016.

Progress made: Access Programs has developed a dedicated Facebook and Instagram account to encourage current Access students to share pictures and information regarding their participation in Access Programs activities. An Access counselor has participated in sponsoring a Latinos United club on campus to raise the awareness of Access Programs services. Access Programs web pages have been updated to reflect current contact information and staffing. The Director developed information in the Canvas shell about available DSPS services and how disabled students can obtain services. This information appears in both student and faculty views of Canvas. Program staff will continue to offer informational meetings for college faculty and staff on what Access Programs is and how students and staff can benefit from services.

## Progress Made on Prior Year Initiatives

### Provide more comprehensive orientation for DSPS students on ground and online providing all

## **DSPS equal access to resources.**

The online DSPS orientation was completed in spring semester of 2015. DSPS students were directed to complete either the on site or online DSPS orientation starting the fall 2015 semester. Since the development of the online DSPS orientation and with more on site DSPS orientations being offered, more DSPS students have followed through on completing this component. Program staff also checked the status of enrolled DSPS students in the fall semester as to whether they had completed the core components of matriculation which includes a college orientation. Those students who still had outstanding components to complete were called and informed on how to get the components done. The assessment component was difficult to determine since some of the students had multiple measures used by counseling staff for assessment but counseling staff did not enter confirmation of assessment in the system despite what students related. This resulted in working with counseling staff to be sure they entered assessment completion in BANNER when using a multiple measure process. The educational plan and counseling components are part of the DSPS process each semester for students needing accommodations so emphasis was on getting DSPS students to complete the college and DSPS orientations.

The following matriculation data was gathered from BANNER on the 168 DSPS students enrolled in the spring 2016 semester:

Orientation completed = 91% (includes college and/or DSPS orientation)

Assessment completed = 91%

Counseling completed = 95%

Ed Plan completed = 92%

All matriculation components completed = 92%

The following data shows the total number of persons who completed the DSPS orientation during the spring 2016 semester. Any interested person was allowed to access/attend the DSPS orientation, so the total completion rate includes other persons not in the DSPS program for the spring semester.

Online DSPS Orientation completed = 78 (10 identified as non DSPS student)

On ground DSPS Orientation completed= 27 (6 identified as non DSPS student)

During the past five years (including 2015-2016) there has been a gradual increase in retention and success rates as well as as in the total awards earned for DSPS students.

	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
<b>Total # students</b>	169	184	184	179	197
<b>Retention rate</b>	83%	90%	88%	87%	85%
<b>Success rate</b>	64%	72%	71%	70%	71%
<b>Total Awards</b>	15	25	22	20	35

Comparative retention and success rates of DSPS students who completed the DSPS orientation with those who did not was unavailable. The above data does support that by providing the additional DSPS orientations as well as follow up reminders to students to get all their matriculation components completed resulted in a higher fully matriculated completion rate than that of first time general population students which was 55%. Additionally, 2015-2016 DSPS retention and success rates were higher than that of the total college student population rate of 86% and 70% respectively.

The DSPS orientation will continue to be offered online and at all sites on a regular basis to increase student and staff awareness of services and resources available through the DSPS. Updates to the orientations will be made as new services and resources are developed.

## **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.**

In the spring 2016 semester dedicated space was reserved in the Learning Resource Center (LRC) for the semester where the Study Hall could be held. Tutors for math and English were identified to attend Study Hall and be available to students on a drop in basis. Peer Mentors also provided support for students in Study Hall and developed some topics of discussions they could provide attendees related to non tutoring topics such as how to use a syllabus, time management, and study strategies. Access Programs opened up Study Hall to all Access students since funding was available. The following data was compiled during the spring 2016 semester.

Total number of Study Hall attendance during spring semester = 156 individual attendees during the semester

Total number of unduplicated students in attendance during the semester = 38

A survey was conducted during the spring semester with the following results:

- 31 students responded to survey
- approximately 74% of students had completed 3 semesters or more at the college
- 76% of attendees EOPS students, 46% DSPS students, 26% CalWORKs students (student may identify in multiple programs)
- 77% had taken COUN 101 course
- Math and then English identified as most difficult courses
- 67% scheduled regular times of study
- Almost 84% responded that they find other students to be helpful in studying
- 81% of attendees had used one on one tutoring, 45% used math and English labs, 39% group tutoring, 6% supplemental instruction, and 16% did not use any tutoring services
- 76% attendees responded they had organized their class materials and syllabus for each class
- 87% responded they felt confident in their computer skills
- 87% responded they knew about online Library resources
- 71% responded they felt there was not enough time in the day to get everything done
- 61% responded they are not confident in their study skills
- Most helpful materials students used were identified as 84% highlighters, 71% note pads, 68% sticky notes, 68% calculators, 55% flash cards, 48% tab markers, 45% dictionary/thesaurus

Based on other feedback from students the following decisions were made by staff regarding Study Hall:

- Increase the number of days offered from 2 to 4, and offer at two different times during week
- Continue to have Peer Mentors available during Study Hall with information regarding study strategies and time management, have computer access available for students, and provide study materials
- Continue to have an English and math tutor available during Study Hall for students to use on drop in basis

Study Hall was offered during the summer semester at the IWV campus two days a week for two hours at different times. Attendance was low with only 39 occurrences of student attendance. Will reassess need for summer Study Hall in 2017. Fall 2016 Study Hall is being offered four days a week at different times on Mondays and Wednesdays and Tuesdays and Thursdays. Will continue to work on increasing Study Hall attendance and usage.

## **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.**

The EOPS/CARE programs at both the IWV and KRV campuses have increased the number of transfer and cultural activities to one event in the fall and spring semester for the past two years. Four campus CARE activities have been offered at both campus sites for the past two years as well. The Bishop site has also offered EOPS cultural activities during the spring and fall 2016 semesters. Students have been taken to the EOPS conference for the past two years and a CARE student attended a CalWORKs conference in spring 2016. One EOPS/CARE student was chosen to participate on a student panel to discuss the benefits of the EOPS/CARE programs at a California Community Colleges Chancellor's Offices conference in spring 2016. The U.C. Santa Barbara summer institute was held in both the 2015 and 2016 semesters with 9 and 8 students in attendance respectively. More work study opportunities have been developed for EOPS students in the past two years. The Peer Mentor program has been fully developed and has provided leadership training and opportunities on campus as well as provided additional financial resources. The number of students participating in these activities has increased. The following are five years of retention, success and completion rates for EOPS/CARE students.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Total # EOPS students	364	297	291	283	266
Retention rate	81%	84%	86%	84%	87%
Success rate	58%	65%	66%	68%	70%
Total Awards	22	23	24	34	21

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Total # CARE students	66	37	38	33	28
Retention rate	76%	91%	87%	89%	86%
Success rate	50%	72%	70%	72%	71%
Total Awards	2	1	9	9	4

The 2015-2016 retention and success rates for both EOPS and CARE students meets or exceeds the rates achieved by all students of 86% retention rate and 70% success rate. Transfer rates for EOPS students only are not available so unable to compare with all students.

EOPS/CARE students are achieving greater success and retention rates than in past, and have been increasing their participation in activities, field trips, transfer and leadership opportunities. Based on this positive correlation Access Programs will continue to provide the same number of cultural and transfer related activities each semester, and will continue to offer and develop leadership and other participation opportunities for students to increase their educational experiences.

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

Director of Access Programs provided lunch and learn presentations for faculty in fall 2014 streamed from Bishop campus. The presentation feedback was positive and generated additional conversations with individual faculty members. Had several meetings with LRC faculty member who provide tutorial assistance to Bishop students. Meetings focused on DSPS services and processes, issues of confidentiality, and specific alternative media formats and software available for DSPS students. Provided faculty lunch and learn presentation on Bishop campus in September of 2016 regarding all Access Programs missions, application process, and the different services each program offers specific populations of students. Another lunch and learn is scheduled in October 2016 for all faculty.

Access Programs Director and counseling staff will continue to offer informational meetings to faculty to assist in clarification of implementing accommodations in the classroom, how to refer students that faculty think may need assistance, and what types of services are available to DSPS students. Program staff will continue to create opportunities for faculty to engage staff in learning about serving disabled students as well as services available to faculty with disabilities.

It is unclear as to what type of information faculty need to better understand DSPS program services and how to access and implement accommodations for students. Plan to develop faculty survey to assess knowledge related to DSPS services as well as issues of accessibility of class materials.

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## **Plan Initiatives for Next Year**

### **Initiatives for Next Academic Year**

#### **Update DSPS website with information on policies, procedures, resources, and complaint policy**

##### **Action Plan:**

A small committee will be formed to review DSPS website, DSPS online orientation, and current DSPS written policies and procedures to determine what needs to be updated in order to maintain transparency of available services for disabled students at



Cerro Coso Community College. Committee should include non DSPS staff as well as DSPS staff located at different sites. Committee will also help determine what policies and procedures need to be formalized in writing; examples include a formalized and written process of how to obtain a note taker, request adaptive furniture, and policy regarding sending of accommodation letter to instructors. Committee will also assure that website includes non-discrimination statement, clear information on how to file a complaint, and how to contact DSPS staff including names, phone numbers, and emails.

**Measure of Success:**

Once updates, policies and procedures are posted on website, have several non committee members review information for completeness and clarity. To be completed by July 1, 2017.

**Person Responsible:**

Director of Access Programs

**It directly addresses a college Strategic Goal or Objective**

Updating information on how to obtain DSPS services or file a complaint regarding access to accommodations addresses:

- Strategic goal #2-Advance Student Equity Measures by narrowing gaps in access and completion and increasing success for underrepresented groups including DSPS students.
- Strategic goal #3-Ensure Student Access by improving public awareness and participation in the college programs, services, and activities for disabled persons.

**Partnership agreement between college and Department of Human Services CalWORKs programs**

**Action Plan:**

Work with Department of Human Services (DHS) to develop a MOU to establish a partnership between the DHS and Cerro Coso Community College CalWORKs programs that includes Cerro Coso Community College hosting a DHS social services worker on campus once a week. Elements of agreement will include facilitation of the referral process, establishment of work study positions on and off campus, and establishment of DHS worker available to students on campus.

**Measure of Success:**

MOU and partnership agreement completed, signed by both DHS and Cerro Coso Community College, and implementation of partnership elements. Objective to increase number of CalWORKs students attending classes at Cerro Coso Community College and increase number of work study placements for CalWORKs students.

**Person Responsible:**

Director of Access Programs

**It directly addresses a college Strategic Goal or Objective**

A partnership agreement with DHS aligns with the following Strategic Goals:

- Strategic goal #1-Maximize Student Success by improving milestone achievements by CalWORKs students in CTE programs and increasing student engagement through expanded work study opportunities.
- Strategic goal #2-Advance Student Equity Measures and Strategic goal #3-Ensure Student Access by increasing enrollments of underrepresented and economically disadvantaged students.
- Strategic goal #4-Enhance Community Connections by collaboration with DHS and other CalWORKs partners in the college service areas.

**Develop additional resources and assistive technology to serve online and on ground disabled**

## students

### Action Plan:

Work with Director of Distance Education on establishing resources for disabled students who require accommodations in online or on ground classes. Develop list of available services for disabled students and post on website and within Canvas. Work with Director of Distance Education to ensure web accessibility for college site and online courses. Objective: to be compliant with Americans with Disability Act, and sections 504 (requires needs of disabled students be met) and 508 of the Rehabilitation Act of 1973 (addresses accessibility to technology).

### Measure of Success:

ADA, section 504 and 508 compliance.

### Person Responsible:

Director of Access Programs

### It addresses a gap in student equity

Disabled students

## Expand EOPS services to eligible students at the prison sites

### Action Plan:

Work with Director of East Kern and Kern River Valley to coordinate and facilitate EOPS applications and EOPS services to eligible students at the prison sites. Develop program team that can go to prison to deliver required EOPS services.

### Measure of Success:

Increased number of prison students being served.

### Person Responsible:

Director of Access Programs

### It directly addresses a college Strategic Goal or Objective

Providing EOPS support services to prison students aligns with:

- Strategic goal #2-Advance Student Equity Measures by increasing enrollment for underrepresented and economically disadvantaged students.

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## Evaluate Resource Needs

### Facilities

Access programs hosts EOPS/CARE, DSPS and CalWORKs programs in one office to facilitate ease of access for students. In fall 2015 Access Programs at IWV was relocated to one modular to house all IWV staff and day to day materials and resources needed by students. In spring 2016 three more IWV staff were hired as well as eight Peer Mentors. This has resulted in the modular being insufficient to house all staff and resources while still maintaining space for students. More office space and storage space is needed to effectively serve students. Once additional space is identified, the program will also need at least 2 more file cabinets.

During the move to the modular many of the staff chairs were damaged or lost. There is a need for new chairs for five staff members so they have adequate support and comfort while sitting at their station. Two front desk staff also need plastic mats for under their work chairs to move between counter and file cabinets easily.

A partition to provide some privacy for the Job Development Specialist when he is working with students is needed.

## Information Technology

Two IWV staff (adjunct counselor and one SSA) will need computer and phone set ups once additional space is found for their relocation.

Web cams with microphones will be needed for five Access counselors and the Director of Access Programs to be used for online meetings with students via Cranium Cafe or CCCConfer.

## Marketing

As Access Programs grow in the number of students being served, more published brochures and information about the programs will be needed for the IWV, KRV, Tehachapi, and ESCC sites as well as for outreach activities.

Access Programs utilizes the Grad Guru app to prompt students about program requirements, activities, field trips, and other opportunities for engagement and services on a weekly basis at all sites. Access Programs would like to continue to have access to Grad Guru (or a similar type of app) that can provide this type of communication to our students.

Peer Mentors have been publishing a Newsletter (approximately 8 pages) each semester. The newsletter contains pictures of students engaged in program events and field trips. We would request that each semester 50 copies of the newsletter could be printed in color.

## Professional Development

Demands for online accommodations and assistive technology are increasing due to the growing number of students taking online classes. New resources for disabled students need to be pursued by staff along with training on how to use new resources. Continued professional development is needed for staff to keep current of available assistive technology, adaptive equipment, and services that support disabled students.

Access staff as well as all college staff need to have a working knowledge of all Access Programs in order to make appropriate student referrals and support Access Programs activities. Access Programs staff will continue to offer workshops on the different programs at all campuses. Access staff will attend conferences and workshops on program regulations and services as well as what new technologies are available to facilitate learning for students.

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## Staffing Requests

### 1000 Category - Certificated Positions

#### Full time Counselor (with qualifications to serve EOPS/DSPS populations)

**Location:**

EKC Edwards/Cal City, EKC Tehachapi

**Justification:**

The East Kern site enrollments have been rapidly growing. The total student headcount at the East Kern sites for the fall 2016 semester has exceeded that of the KRV site as well as the total enrollment at the ESCC sites. Expansion of the classes being offered at the Tehachapi site, expansion of concurrent/dual enrollment classes at feeder high schools, and course offerings at the Cal City Correctional Facility have helped to boost enrollments. Current plans are being negotiated to offer classes at the Tehachapi prison and there are plans to increase dual enrollment courses at local high schools which should lead to continual growth in enrollment.

There has not been a full time counselor dedicated to serving the East Kern sites for many years. Currently, there is an educational advisor (fluctuating hourly employee) at the KRV site, and an educational advisor working 32 hours a week for 11 months serving the rest of the East Kern sites. A qualified adjunct counselor would need to be hired by Access Programs in order to develop EOPS, DSPS, and CalWORKs programs at the Tehachapi site. Access Programs is not able to support another full time counselor position for East Kern at this time, but Access Programs could provide partial funding for a full time counselor position with the provision that the counselor was qualified to serve EOPS and DSPS students.

1. Increasing enrollment indicates ability to sustain an EOPS and CalWORKs program at the Tehachapi site.
2. No
3. Access Programs provide additional support services to students with the goal of improved persistence, retention, success, and completion of students educational goals including transfer to another college.
4. NA
5. NA
6. NA
7. Unknown but increased persistence, retention, and success increases overall college FTE funding.
8. NA

## **2000 Category - Classified Staff**