

Access Programs Department

Annual Unit Plan for Academic Year 2018-2019

October 2017

Describe Department/Unit

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, 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 disabilities that affect 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, work study opportunities, expanded 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.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity: Actions Taken

College-wide, Access Programs has partnered with Equity to develop a Peer Mentor Program and a Umoja Program. An Access Programs counselor will be teaching PDEV C101, Becoming a Master Student in the fall of 2017. The intent of the class is to target Umoja students.

An Access Programs study hall has been developed at IWW and KRV to provide additional support for Math and English.

A Peer Mentoring program continues to be developed to increase engagement, awareness, and support for Access Program students.

Student Equity: Gaps to be Addressed

Socioeconomic Status: Economically Disadvantaged

Gap Identified:

The success rate for EOPS students is slightly lower than the overall college average.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

Socioeconomic Status: economically disadvantaged, lower transfer rates

The following activities took place in 2016-2017 to help economically disadvantaged become aware of transfer options and to increase transfer rates -

- June 2017, nine students attended the EOPS Summer Institute at UC Santa Barbara. The emphasis of the Institute was to promote retention, student success and the pursuit of higher education
- Access Programs partnered with Counseling and Student Activities to provide campus visits to UC Santa Barbara, Cal State University, San Bernardino, CSU Northridge, UC Riverside, and Loyola Marymount
- An Access Program Counselor provided a CSU transfer workshop in the fall of 2016
- At the fall 2016 CARE conference Cerro Coso Community College students partnered with CSU Pomona for a tour and advising

Outcomes Assessment: Gaps to be Addressed

Type:

AUO

Target Missed/Gap Detected:

DSPS success and retention rates are 4% lower than college-wide rates and EOPS success rates are 3% lower than college-wide rates.

Type of Gap:

Need to improve operational processes.

Analysis and Plan for Improvement:

The plan for improvement is to -

- review what was done in the past year to track student progress
- evaluate reasons for lower rates
- develop strategies for improvement

Anticipated Semester for Implementing Planned Improvements:

Fall 2017

Anticipated Semester of Next Assessment:

Spring 2018

Program Review: Actions Taken

Access Programs

Year of Last Program Review:

2015

Actions Taken in the Prior Year to Address Strategies:

Objective: Develop a Study Hall model to address gaps in completion of English and math sequences with low income and disabled students.

The IWV campus has a dedicated space for study hall and has increased from two times weekly to 4 times weekly. Each study hall is two hours long. English and Math tutors are available during study hall. The KRV campus halted their study hall in the spring of

2016. Discussions have been held regarding developing a student hall model at ESCC.

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

For outreach Peer Mentors continue to provide information and resources at tabling events and participate in Career Exploration Day for local high school seniors and college students.

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

Access Programs continues to have a dedicated Facebook and Instagram account to encourage current Access students to share pictures and information regarding their participation in Access Programs activities. The Latinos United club continues to be active and 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.

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

Cultural events have been added to each semesters activities. Equity funding has provided additional financial support for EOPS, DSPS and CalWORKs students to engage in the increased activities offered including transfer and cultural events. Access Programs will continue to partner with Equity services in developing activities that promote enrichment, transfer, and leadership opportunities. A current survey is needed to assess engagement activities offered and the impact on students.

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

The Peer Mentor program has been implemented and had 7 students participate in 2016-2017. They -

- Had between 0 - 7 mentoring sessions with Access Program students
- Attended all Access Events (SSUC, AP/NC workshops, orientations)
- Assisted with in-reach and outreach
- Participated in Study Hall
- Organized and led activities: 3 (Welcome Week activities; scholarship workshop and team building workshop)
- Attended PM group training meetings: 6
- Assisted with other college events and activities: as needed

The program is still in the stages of fully implementing and developing processes to sustain student participation.

Strategies Still to be Addressed:

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

The continued development of services to Bishop, Mammoth Lakes, and Tehachapi sites is a work in progress. The study hall model will be reviewed for ESCC. Also, how to grow and maintain sustainable programs needs to be reviewed at Bishop, Mammoth Lakes, and Tehachapi.

Annual Planning: Actions Taken

Outreach to increase overall number of Access Programs participants

The concluding report on increasing overall number of Access Programs participants is shown in the chart below. The data below includes the total number of students from the Indian Wells Valley, Kern River Valley, and Eastern Sierra Campuses.

	2013-14	2014-15	2015-16	2016-17
EOPS	291	283 3%	266 6%	392 47%
DSPS	2013-14	2014-15	2015-16	2016-17
	184	179 3%	198 11%	188 5%
CalWORKS	2013-14	2014-15	2015-16	2016-17
	31	27 -13%	35 30%	27 -23%

Access programs partnered with the Counseling Department and presented at the Burroughs High School Parent Night, Spanish speaking Parent Night, and College Career Day in which program information was distributed. Materials and resources were distributed at High Tech Center workshops, a book drive, and Mesquite High School outreach, all in hopes of increasing the overall number of program participants. Efforts to increase student participation and program awareness was provided through partnering with Counseling and Equity to visit a total of 4 Cal State University, University of California, and a private college. During Disability Awareness week Kathy Buckley, an inspirational speaker who understands disabilities, was brought to Cerro Coso Community College through a partnership between Access Programs and Student Activities. This event was marketed college-wide and community-wide.

The Student Ambassador program and the Peer Mentor program was supported by Access Programs through helping recruit students for both roles and partnering in providing orientations. In total there were 13 Peer Mentors and 10 Student Ambassadors. Out of the total, Kern River Valley had 2 Peer Mentors and 2 Student Ambassadors. The Peer Mentors organized 5 events: 1 Peer Mentor mixer, 1 campus resources workshop, 1 scholarship workshop, and 2 study skills workshops. These events were open to all students and helped create awareness about Access Programs. Leadership opportunities were provided through these two programs.

The above activities will continue to be in progress along with developing professional development opportunities to staff in which educational disadvantages and barriers are discussed.

Implement new DSPS and Title 5 regulations

The content on the website, particularly the High Tech Center page has been updated. A non discrimination policy has been added. The Director of Access Programs partnered with the Web Content Editor and the Director of Distance Education to create awareness and provide training about new DSPS and Title 5 regulations. Below is what has transpired -

- Completed Training
 - Conference and workshop attendance on ADA, section 504 and 508 compliance (Web Content Editor, Director of Distance Education, and two faculty)
 - FLEX Day training - Accessible Online Learning for Distance Education Courses by Gaeir Dietrich
 - Lunch-n-learn – Making Online Classes Accessible presented by a Digital Media Arts professor
 - New Online Faculty Training – Content Change to training – Promote the use of the OEI Course Rubric <https://drive.google.com/file/d/0B1xkCojmD9vWNFdtcUsyYU1WSkU/view> which has a section on Accessibility
- Creating a Canvas Disabled Program page within the Service icon of Canvas Courses
- Writing Canvas scripts that allow for ADA compliance forms, etc
- Tools provided by the Director of Distance Education -
 - Introduced faculty to 3CMedia to help with their closed captioning needs
 - Offered to check faculty's online courses for disability issue during the transition from Moodle to Canvas
 - Introduced 3CMedia to help with their closed captioning needs

Implementing new Disabled Students Program and Services (DSPS) and Title 5 regulations is in progress.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

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

Partnership agreement between college and Department of Human Services CalWORKs programs

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

students

Expand EOPS services to eligible students at the prison sites

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Increased integration into Cerro Coso Community College environment

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- A broader range of faculty and staff, relevant to activities, will be made aware of and invited to Access Program events
- Access Programs will partner with Student Activities, Counseling, Faculty, and the Director of Equity to provide cultural enhancing activities
- Inquire into what High Tech Center demonstrations would be beneficial to faculty
- Faculty will be informed of study hall times and purpose
- SSA's and Peer Mentors will return to a previous process of presenting/providing basic skills classes with information and resources about Access Programs

Lead Measure of Success:

- Create a tracking device for collaboration between Access Programs, Counseling, Faculty, Staff, and Equity
- Create a faculty questionnaire determining how many are interested in High Tech Center training and demonstrations
- Contact faculty and provide requested training or demonstration
- Send informational email to faculty regarding study hall times and location at beginning of semester
- Talk to basic skills instructors for the Spring of 2018 classes and set up presentation times or the best way to provide program material

Are any of the lead measures identified above lacking assessment instruments?

Yes

Does the department request help to develop these instruments?

Yes

Lag Measure of Success:

- An increased culture of collaboration between Access Programs and other college entities.

Person Responsible:

Director of Access Programs

It addresses a program review strategy

Which strategic goal does this initiative address?

Goal 5: Strengthen Organizational Effectiveness

Stabalize the delivery of services to incarcerated students

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Meet with all stakeholders involved, discuss, and come up with a plan for Cal City and Tehachapi incarcerated students -

- Staffing
- Pathways
- EOPS processes
- Text book delivery
- EOPS at the Tehachapi prison

Lead Measure of Success:

- Fall 2017 meeting will occur and begin clarifying the process for delivery of services
- Knowledge of pathways will be clear
- EOPS Counseling and processes will be addressed and caseload determined
- Converting hand-written documents to electronic will be discussed
- A conversation with Barnes & Noble regarding delivery of books will happen
- Time lines for determining Tehachapi EOPS start dates will be determined

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

The end goal is to have a clear and comprehensive plan for serving incarcerated students which will help grow enrollments and close achievement gaps for underrepresented groups.

Person Responsible:

Access Programs Director

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

Develop a plan for supporting foster youth

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Work with Counseling and Equity in developing a comprehensive plan for identifying and serving foster youth.
- Develop connection with the Kern County Superintendent of Schools office liaison to help with identification of students, transitional resources, and long term support plan
- Partner with the State of California's Foster Youth Success Initiative
- Provide outreach regarding the Foster Youth Success Initiative

Lead Measure of Success:

- Discussions will happen between Counseling and Equity
- The Kern County Superintendent of Schools office liaison will be called
- Access Programs Director will attend State of California's Foster Youth Success Initiative meetings
- Using the resources and tools on the FYSI Website an outreach plan will be developed

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

- Increase completion for foster youth
- narrow gaps in performance by foster youth

Person Responsible:

Director, Access Programs

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

Develop a plan with the Institutional Researcher for data collection

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Meet with Institutional researcher and evaluate best practices for gathering data
- Determine a plan to have disaggregated data regarding basic skills, transfer, foster youth, etc, specific to each site and each program

Lead Measure of Success:

- Begin discussing with Access Programs and Staff the Institutional Researcher suggestions
- Start using the developed plan to collect data

Are any of the lead measures identified above lacking assessment instruments?

Yes

Does the department request help to develop these instruments?

Yes

Lag Measure of Success:

Have a more specific plan to narrow achievement gaps for underrepresented groups and expand EOPS opportunities supportive of educational goals

Person Responsible:

Director, Access Programs

It addresses a program review strategy

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

Evaluate Resource Needs

Facilities

Access Programs, IWV needs to ensure that there is enough space to provide adjunct counseling support to students whether that is in the modulars, Learning Resource Center, or in the new one-stop space. Currently, an adjunct counselor is utilizing a Student Activities office that will soon be unavailable.

Information Technology

Access Programs will continue to need IT support for upgrades and issues that arise with current software and hardware.

Upcoming Needs supported by categorical funding -

- Monitor for visually impaired students available for the sites if needed (\$1200.00)
- Software upgrades and licenses -
 - Kurzweil(\$4000.00),
 - Zoom Text (\$3500.00),
 - Inspiration (\$1200.00),
 - Sonocent (\$280.00),
 - Dragon Naturally Speaking (\$1400.00)
 - Firefly (\$3000.00)
- Video Remote Interpreting for hearing impaired students - 30 hours at \$70.00, (\$2100.00)
- Following IT's replacement plan model the CalWORKS computer needs to be replaced (\$650.00)
- Kurzweil 1000 scan and read software for blind or visually impaired students (\$3000.00)

Note - Kurzweil 3000 and Kurzweil 1000 both offer similar functionality in that they are both reading/writing tools that provide OCR (Optical Character Recognition) and TTS (Text To Speech) utility. However, while Kurzweil 3000 provides a graphical user interface (i.e.: toolbars with buttons), Kurzweil 1000's navigation is intended to be more accessible to users who are visually impaired. This means that Kurzweil 1000 provides many keyboard shortcut commands while removing the graphical user interface. A starting point to determine which is best for your circumstances is to consider: Does the end-user access the computer using point-and-click with a mouse? If the answer is "yes", then Kurzweil 3000 may be indicated. If not, then consider Kurzweil 1000. (www.kurzweiledu.com/help/frequently-asked-questions.html)

Marketing

Access Programs will need the continued support of marketing to develop and print brochures and information and complete website updates at IWW, KRV, Tehachapi, and ESCC sites. Also, materials will be needed for outreach activities.

Professional Development

Continued training for staff and faculty is requested regarding accommodations, disabilities, and assistive technology. 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.

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff