

**Access Programs Department**  
**AUP for Academic Year 2019-2020**  
 November 2018

## 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), most recently opportunities for foster youth (NEXTUP), 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

Access Programs goals include closing equity gaps with all populations served. The intent of each program is to close the gaps and create clear pathways for each student that will aid in students reaching their goals whether it be an Associate Degree for Transfer, Associate Degree, or a certificate. The specific equity gap that was addressed in 2017-2018 was DSPS and EOPS/CARE success and retention rates being lower than the college-wide rates.

Part of EOPS Program's goal is to encourage success and retention through "above and beyond" support counseling, financial aid, and other support services. The expectation is with "above and beyond" support provided students will be successful and meet college-wide percentages if not higher percentages. In 2017 - 2018 EOPS achieved this goal and success rates were 2% above the college-wide outcome and the retention rate was 3% above the college-wide outcome versus being 3% lower than college-wide rates in 2016-2017.

						<b>Collegewide</b>
	<b>2013-14</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	
<b>Retention Rate</b>	86%	84%	87%	89%	91%	88%
<b>Success Rate</b>	66%	68%	70%	70%	77%	75%

Cooperative Agencies Resources in Education (CARE) Program, a supplemental component of EOPS that specifically assists single heads of welfare households with children with supportive services had increased retention and success rates also. In 2017-2018 CARE achieved this goal and success rates were 4% above the college-wide outcome and the retention rate was 5% above the college-wide outcome.

CARE						Collegewide
	2013-14	2014-2015	2015-2016	2016-2017	2017-2018	
<b>Retention Rate</b>	87%	89%	86%	88%	93%	88%
<b>Success Rate</b>	70%	72%	71%	63%	79%	75%

The Disabled Students Program and Services (DSPS) success and retention rates in 2017-2018 have improved to 1% below the college-wide outcomes versus 4% during the 2016-2017 year. The success rates have increased by 1% but are 5% lower than the college-wide outcomes. Tracking DSPS retention rates and success rates will continue and reasons for lower rates evaluated.

DSPS						Collegewide
	2013-14	2014-2015	2015-2016	2016-2017	2017-2018	
<b>Retention Rate</b>	88%	86%	85%	88%	87%	88%
<b>Success Rate</b>			71%	69%	70%	75%

## Student Equity: Gaps to be Addressed

### Disability Status: DSPS

#### Gap Identified:

DSPS success rates - Success rates have increased by 1% since the 2016-2017 year but are 5% below the college wide rate. Types of disabilities served, data entry process, and cultural influences, will be reviewed.

DSPS						Collegewide
	2013-14	2014-2015	2015-2016	2016-2017	2017-2018	
<b>Retention Rate</b>	88%	86%	85%	88%	87%	88%
<b>Success Rate</b>			71%	69%	70%	75%

### Socioeconomic Status: Economically Disadvantaged

#### Gap Identified:

Foster Youth - With the implementation of the NEXTUP program identifying students and giving above and beyond EOPS/CARE services will be reviewed. A continued building of community partners along with strengthening the internal partnerships will take place.

## Outcomes Assessment: Actions Taken

### Actions taken in the prior academic year

The review of operational processes has started but there are no final outcomes. With the transition to a new Director of Access Programs and the extended leave of a Counselor there were missing links in the follow-through of assessment outcomes.

## Outcomes Assessment: Gaps to be Addressed

**Lack of Awareness regarding Access Programs policies and procedures.**

**Type:**

AUO

**Target Missed/Gap Detected:**

Through multiple conversations with faculty and staff it is apparent that there is a lack of awareness about the programs as well as resources available and the processes involved regarding Access Programs.

**Type of Gap:**

Other (explain in Analysis).

**Analysis and Plan for Improvement:**

- Work with the Director of Distance Education on the Distance Education Accessibility Action Plan to provide faculty informational opportunities such as
  - lunch and learns
  - video or newsletter passages
- Create Access Programs Handbook
- Have a clearer informational website presence

**Anticipated Semester for Implementing Planned Improvements:**

Fall 2019

**Anticipated Semester of Next Assessment:**

Spring 2019

## Program Review: Actions Taken

### Access Programs

**Year of Last Program Review:**

Completed in 2016 but was due in 2014

**Actions Taken in the Prior Year to Address Strategies:**

Developing a study hall model to address gaps in the completion of English and math sequences with low income and disabled students continues at the IWV campus. The KRV campus struggles with decreased enrollment and student participation is difficult along with identifying tutors for English and math. The study hall at the IWV campus is held 4 days a week for two hours daily. KRV did not have study hall in the spring of 2017 but started holding study-hall in the fall of 2018, 2 times weekly.

**Strategies Still to be Addressed:**

## Annual Planning: Actions Taken

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

The Director has attended training on current DSPS written requirements, best practices, and policies. She will begin to implement this training for written processes. This will include an Access Programs handbook as well as the website updates.

## **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**

This action plan will become part of a broader DSPS action plan for student success.

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

The EOPS process for applications and services continue to be developed. Access Programs is part of a Counseling Committee in which time-lines, ed plans, and support are discussed. EOPS early registration has been taking place in a group model and has been successful. To provide services that allow for sustainability and growth a group model for required academic counseling, education plans, and activities is being implemented.

The following activities took place in 2017-2018

- Project Rebound
- Resume Writing and Mock Interview Workshops hosted by the Job Development Specialist

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## **Review of Current Year Initiatives**

### **Reminder of Initiatives for the Current Year**

#### **Increased integration into Cerro Coso Community College environment**

Access Programs needs to work with the IR to develop some

#### **Stabalize the delivery of services to incarcerated students**

#### **Develop a plan for supporting foster youth**

Access Programs would like to work with IR and develop some strategies for identifying and tracking data for the NEXTUP population.

#### **Develop a plan with the Institutional Researcher for data collection**

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## **Plan Initiatives for Next Year**

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

#### **Increased integration into the Cerro Coso Community College environment**

Is this part of a multiyear initiative?

Yes

#### **Specific Action Steps to be Taken:**

- Create a handbook of processes and procedures to inform faculty and staff about Access Programs
- Provide lunch and learns for faculty and staff
- Continue to collaborate with Counseling, Outreach, Faculty, Equity, and staff on events, workshops, and outreach
- Build a communication network with the Learning Assistance Center to better serve DSPS students through stressful times and provide a greater network of support for DSPS students
- Provide training for tutors working with DSPS students

#### **Lead Measure of Success:**

**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 gap in student equity**

**Which strategic goal does this initiative address?**

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 5: Strengthen Organizational Effectiveness

**Stabilize the delivery of services to incarcerated students**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

- Continue to communicate with stakeholders involved to create sustainability and room for increased growth.
- Begin to implement the group model (20 - 30 students) of providing services (counseling and progress reports) in the Cal City Prison.
- Continue to support the Tehachapi group model of providing services by pacing growth and continuous review of processes
- Continue to work on the book delivery process

**Lead Measure of Success:**

- Meetings with all stakeholders are being held to pave clear processes
- Pathways are defined
- Time-lines are being developed

**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:**

Lag measures are a work in progress.

**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 5: Strengthen Organizational Effectiveness

**Develop a communication plan to improve identification of students qualifying for Access Programs**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

- Continue to build connections with external partners
- Educate staff and faculty about process, resources, and procedures
- Use Navigate and the website for marketing
- Survey students on best forms of communication

**Lead Measure of Success:**

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

**Does the department request help to develop these instruments?**

Yes

**Lag Measure of Success:**

**Person Responsible:**

Director of 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, Goal 3: Ensure Student Access, Goal 5: Strengthen Organizational Effectiveness

**Support Cerro Coso Community Colleges Guided Pathways "Ensure Learning" pillar**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

- Review transportation options for Access Programs students
- Survey the work-load of Access Programs students
- Review ways to support Hunger Free Campus through the NEXTUP program

- Market to EOPS students the opportunities available by joining Phi Theta Kappa
- Discuss with Institutional Researcher how to best collect the data

**Lead Measure of Success:**

- Transportation options from Trona to Ridgecrest, Cal City to Tehachapi, and Mojave to Tehachapi will be reviewed
- Review fall 2018 surveys for work-load
- Review NEXTUP support available for Hunger Free Campus support
- The number of EOPS students joining PTK will increase

**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:**

- Transportation options for Access Programs students will reviewed
- Review data from fall 2018 and spring 2019 regarding work-load of Access Programs students.
- A plan for NEXTUP support for the Hunger free campus will be developed
- Increased number of EOPS PTK students

**Person Responsible:**

It addresses a gap in outcomes assessment

**Which strategic goal does this initiative address?**

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

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## Evaluate Resource Needs

### Facilities

There needs to be a continued evaluation of the best place to locate adjunct faculty so students are served with a measure of privacy and so confidentiality can be maintained. An office for a full-time Counselor (contingent on funding) for the prisons needs to be considered and space for the DA II's to do file work needs to be reviewed.

### Information Technology

Access Programs will need continued support with yearly updates to laptops and accessibility software.

### Marketing

Access Programs will need the continued support of marketing to develop and print brochures and complete website updates at IWV, KRV, Tehachapi, and ESCC sites. The development of the NEXTUP program will require marketing material at all sites and online.

### Professional Development

Professional Development needs -

- Trauma Informed Care Training
- EOPS/CARE/NEXTUP Technical Training
- EOPS Statewide Conference
- DSPS Technical Training
- CAPED
- Continued Accessibility Training

## Research and Data

Research regarding Foster Youth is needed.

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## Staffing Requests

### 1000 Category - Certificated Positions

#### Counseling, Access Programs

**Location:**

EKC Edwards/Cal City

**Justification:**

**Justification:**

**Full-time counselor - California City Correctional Facility**

**(This position will only be hired if allocations for categorical funding are sufficient)**

EOPS student numbers have increased from 269 in 2014-2015 to 410 in 2017 - 2018. This is a 52% increase in students in a two year time frame. Currently the Counseling staff and the funding is lagging behind the increased need.

<b>EOPS</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
	295	286	269	394	419

A new full-time counseling position would replace one EOPS adjunct position and help support general population students in Cal City prison as well as be a back-up for Tehachapi prison during peak times. The position will be funded 85% EOPS and 15% SSSP.

Each EOPS student "is required to have at least 3 contact sessions per term as follows: a) prepare a student's education plan, and a mutual responsibility contract specifying what EOPS programs and services the student shall receive and what the student is expected to accomplish, b) An in-term contact session to ensure the student is succeeding adequately, that EOPS programs and services are being provided effectively, and to plan changes as may be needed to enhance student success, c) A term-end or program exit contact session to assess the success of the students in reaching their objectives that term, the success of EOPS programs and services in meeting the students' needs, and to assist students in preparing for the next term of classes or to make future plans for students leaving EOPS or the college." EOPS students are also required to participate in two activities each semester to promote engagement and have access to additional educational opportunities. To meet the requirements a full-time Counseling position is requested.



**2000 Category - Classified Staff**