



**Annual Unit Plan Template
2013-2014 Academic Year
Access Programs (formerly called Special Services Program)**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

Access Programs (formerly known as the Special Services Program) staff and services support students with additional barriers to education using a holistic approach and by modeling appropriate and effective behavior. Student barriers include financial need, educational and social disadvantages, and disabilities. The program staff promote student personal and emotional growth, assist with developing self-responsibility, and provide opportunities for students to assess and develop educational, career and life goals. Access Programs receives State categorical funding to serve students who meet eligibility requirements for any of the following programs; Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and Disabled Students Programs and Services (DSPS). Access Programs uses an integrated service approach in providing services to all three categorical programs, maximizing resources and increasing the level and quality of services to qualified students.

b. Program Applicability

The Special Services program assists eligible EOPS, CARE, and DSPS students by providing services that include individual counseling, work study opportunities, monetary grants, book vouchers and a book loan library, career and study skills assessment, peer counseling, educational and career development and planning, academic monitoring, priority registration, specialized instructional services, extended tutoring, student success classes taught by Program counselors, child care, transportation assistance. Supportive educational activities are also provided to assist students in building skills and relationships that are proven to increase educational success and completion.



Extended Opportunity Programs and Services (EOPS) support low-income and educationally disadvantaged students. Students receive monetary and book grants that assist in defraying the costs of college, work study opportunities, as well as supportive services that provide mentoring, study strategies, and social networking leading to increased skills and motivation to succeed.

Cooperative Agencies Resources for Education (CARE) services are available to EOPS students that are single head of household receiving Temporary Assistance to Needy Families (TANF) benefits with at least one child thirteen years old or younger. The program collaborates with agencies in the community and the CalWORKs program to advocate for students to increase opportunities and resources that will lead to independence and self-responsibility. Additionally, State funds support above and beyond services to CARE students including CARE grants, educational supplies, child care, social networking to increase self-confidence and self-reliant skills, as well as other resources.

Disabled Student Program and Services (DSPS) ensure a “level playing field” for the disabled student. Services include accommodations based on individual educational limitations, individualized counseling to identify needs and develop strategies that will lead to successful completion of coursework, enhanced instructional opportunities offered at the High Tech Center located in the Access Programs office, social and educational activities to assist in the development of supportive relationships on campus, access to career and employment services. The program staff assist students in learning how to advocate for themselves so students may successfully complete their educational goal.

c. Partnerships

EOPS students are identified for services through; the financial aid office, through the participation of Access Programs staff in college outreach and recruitment efforts, referrals through other students and other campus referrals. CARE students are also recruited during High School outreach in the spring, College Night, and collaboration with community resources such as the Tribal TANF, CalWORKs agencies, and Community Health programs. All first year EOPS students must be enrolled as fulltime college students and meet BOGW A or B criteria as well as criteria that demonstrates “educationally disadvantaged” as set forth in Title V regulations. Program staff participate in professional training offered through the State Chancellor's office and the EOPS Association.



CARE students enter the program via the acceptance into the EOPS program and by providing proof of receiving TANF benefits for themselves or their child that is under the age of fourteen. CARE students self-identify when completing the EOPS application. CARE students are also recruited through outreach at local Department of Human Services and the DHS coordinated CalWORKs collaborative meetings. Each year recruitment activities take place at the local High School serving students with children and CARE staff visit the High Schools having a population of students that may qualify for the EOPS/CARE programs.

DSPS students self-identify by expressing a need for accommodations to an instructor, during meetings with college counselors, informational materials put out by the DSPS program, other educational institutions, Vocational Rehabilitation agencies and other community programs serving disabled persons. Verification of some educational limitation as a result of a disability is required to be eligible for DSPS program services. Verification can be obtained through a doctor's diagnosis, prior educational institutions that have documented a disability, other community agencies, and by an Access Programs staff who has the professional training to determine a student's need for DSPS services. Learning Disability testing is offered through the Program to students who have compelling indications of a learning problem. An assessment process is followed to determine whether a student would benefit from testing to determine a learning disability. The LD testing format and eligibility criteria are set by the State Chancellor's Office. DSPS staff participate in trainings offered by the State Chancellor's office and CAPED.

The DSPS program staff works with the Federal program called Workforce Recruitment Program (WRP) for disabled students each year to assist any current DSPS students with the opportunity of applying and interviewing for placement in a government agency. DSPS students are invited to a Mentor Day on the local military Base as well as encouraged to submit an application to the national WRP program. Those students who apply are given the opportunity to be interviewed on campus and if they qualify, may be placed on the national database for government positions nationwide.

Outreach to disabled students is achieved through a variety of methods such as pamphlets and flyers available at various points throughout the campus, the departmental website, Access Programs activities, the Students United Club, and an Open House event each year. Off campus, presentations and information exhibit booths are provided throughout the community at various events to encourage potential students to register for classes highlighting the many services that are available for their success. Additionally, a yearly meeting of the Access Programs Advisory Board is utilized to obtain feedback from the community as well as inform community leaders about program services.

Strong campus advocacy has led to working relationships between Program staff and faculty. A faculty handbook is



available to faculty to assist in the development of instructional strategies that are effective with DSPS students. Campus staff actively supports Program activities on campus. Close communication with other campus resources such as general counseling, financial aid office, CalWORKs Program, the Career and Transfer Center, the Basic Skills committee and services, tutoring center, helps create an environment that supports students with barriers to education and promotes Access Programs services.

Regular communication with community partners is not only beneficial to recruitment of students, but also leads to successful sharing of resources and expanding opportunities for students. Regular contact with community partners is maintained by attendance to community meetings such as the Community Collaborative monthly meeting, CalWORKs meetings, collaboration with EDD, Vocational Rehabilitation, the yearly Advisory Board meeting, community health centers and other advocacy groups.

d. Distance Education

Access Programs maintains a presence on the college website, providing Program information (brochure), Program resources, Program eligibility requirements, Program applications, consent forms and other required documents for easy access. DSPS students are offered accommodations for online classes as reasonable. EOPS students may take some online courses during their educational time spent at Cerro Coso but EOPS students cannot be full time online students due to State EOPS/CARE requirements.

STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

Access Programs underwent many changes during the 2011-2012 year. An Interim Director of Students and Counseling Services took over supervision of Access Programs and a full time Assistant Director provided day to day supervision of the EOPS program activities. A percentage of an additional counselor's time to serve program students was no longer available. In the middle



of the spring 2012 semester the full time counselor at the KRV campus retired requiring the Access Programs two full time counselors to travel to the site a minimum of once a week. The full time Department Assistant III position remained unfilled for the entire year putting additional duties on remaining staff. The Department Assistant II position was not filled until the beginning of the fall 2011 semester. The part time position of the Special Services Assistant was staffed by three different people causing a lack of trained staff in that position up until the middle of the spring 2012 semester. The full time DAIII position was filled in September, 2012 and the SSA position has now had the same employee for the past 7 months. There has not been a replacement of the part time counselor time for the program or for the retired full time counselor at the KRV campus. Replacement of many of the staff will alleviate staff stress and provide more stability to the day to day activities within the programs.

Access Programs retention, persistence and success rates have been dropping for the past 6 years. This most likely is a combination of many factors. One factor may be attributed to a decrease in staff that provide the one on one contacts for students and who organize activities that help connect students to campus resources. Another factor affecting student performance may be the economic realities facing students currently resulting in more students experiencing financial hardships that impact their attendance, access to resources and overall ability to complete coursework. Last year's program goals focused on increasing student retention, persistence and success rates.

Service Learning outcomes from last year:

After attending a probation workshop specific to EOPS and DSPS, the students will demonstrate higher retention and success rates by the end of the semester. EOPS students on either academic probation or disqualification status or are non-compliant with EOPS program requirements will be directed to attend a probation workshop (called student success workshops) given by Access Programs staff before receiving book vouchers. Workshops will be highly recommended for DSPS students on probation or disqualification status. Follow up on students' retention and success rates at the end of the academic year will be compared to student's previous two semesters. **Progress Achieved:** Data was collected. Results of success and retention rates were determined and can be found at the end of this document. Results were mixed and did not show any clear pattern related to success and retention rates and the intervention of the Student Success workshop offered through the Program. As a result the Access Programs staff has decided to offer separate workshops for; a workshop specific to EOPS non-compliant students and a workshop for Program students who are on probation or disqualification. Staff feels that the two issues have different consequences and it will be more meaningful and affective to address the consequences specific to the students' needs. So starting the Spring 2013 semester two separate workshops will be held for; 1) EOPS non-compliant students and 2) Access Programs students on probation or disqualification.



Increased EOPS/CARE activities will provide greater support and resources leading to increased retention. All EOPS students will be offered at least 2 additional on campus activities in the academic year and CARE students will be offered monthly meetings at both IWV and KRV campuses during Fall and Spring semesters. Comparison of retention rates for the 11-12 semesters will be compared with previous academic years that did not offer monthly meetings to CARE students at either campuses or the additional EOPS on site meetings. **Progress Achieved:** The review and comparison of the overall EOPS/CARE student retention and success rates with this past year to the previous two years does not show an increase. Staff feel other factors such as state economic issues, decreasing resources, and program staff losses may account for the decrease in rates. Staff will continue to provide same level of activities in the coming year but may reassess what and activities focus on and how they are delivered.

Students who participate in summer Bridge program will demonstrate greater success, retention, persistence. Compare retention, persistence and success rates of new students entering the program through summer Bridge with those students entering program in the Fall 2012 semester. Summer Bridge will include a student success class, an EOPS grant to eligible students, work study opportunity as requested. Book vouchers given to Bridge students. **Progress Achieved:** 16 students participated in the summer EOPS Bridge program during the summer 2012 semester. Students received book vouchers, bus passes, orientation materials including back pack, specialized orientation and advising, were required to take the students success course, PDEV C101, taught by the EOPS counselor, and were offered a work study position if they wanted to work. 10 students were successfully placed in work study positions on campus. Of the 10 Bridge students in a work study position, 8 successful completed the summer semester with a 2.0 GPA or higher. 75% of the Bridge students persisted into the Fall 2012 semester. 62.5% of the Bridge students successfully completed the summer semester with a 2.0 or higher (4 students had GPA of 4.0, 5 students had GPA of 3.0 or higher). 1 student dropped out of the program. Overall persistence and success rates are higher compared to general population rates and within the same range compared to previous EOPS student rates. Staff and student feedback was positive and the Program is looking forward to continuing a summer Bridge program in summer 2013. Best practices for Bridge programs will be researched to improve the success and persistence rates of the participating students.

Provide meaningful and informative community Advisory Board meetings. An assessment survey will be given to each Advisory Board committee member in attendance before end of meeting so members can answer a few questions and provide narrative feedback regarding the meeting. **Progress Achieved:** A joint Advisory Board for both EOPS/CARE/DSPS programs was held in the spring 2011 semester. The Advisory Board meeting questionnaire following the conclusion of the meeting was given to the participating Advisory Board members to; assess content of the meeting, member's interest in attending additional meetings, and future interactions as related to their area with the EOPS/CARE programs. Members were also given the opportunity to provide



comments and feedback. The following data was collected from the questionnaires:

Comments and Questionnaire results

1. Issue/Comment/Suggestion:

- As a tutor, I have heard one great feedback from a student. The student has been studying at the college a lot more since gas cards have been removed. He now makes his schedule around the bus schedule so he can also get more time for classes and use resources on campus.
- Did not realize there are no GED services in Ridgecrest and will be touching base with SSUSD (Shirley Kennedy) regarding the potential for reduced opportunities in dual enrollments for continuation students.
- We need to meet with the Special Education Department at the High School.

2. Do you know more about the Special Services Program after attending the meeting?

a. Yes 10

b. No

c. N/A

3. Would you be interested in attending a Special Services Advisory Board meeting twice a year?

a. Yes 8

b. No 1

c. N/A 1

4. Would you be interested in receiving information and brochures from the Program to be distributed to your clients?

a. Yes 9

b. No

c. N/A 1

5. Would you be interested in having a Program staff provide a presentation/workshop to your staff or clients?

a. Yes 5

b. No 3

c. N/A 1

Due to the continued interest by Advisory Board members, we will continue the format followed for the meeting last year and continue to have Board members complete survey at end of meeting to assess member information gained and to solicit feedback regarding Program and meeting satisfaction.



b. Review of Overall Department/Unit

Access Programs has been rebuilding internal program procedures and reorganized some of how and who are responsible for completing program functions. This is a continuation of last year efforts reassessing how the Program gets business done following reorganization. The final position still needing replacement is a counseling staff position at the KRV campus who can provide more consistent services to students. Due to budget concerns, the position being considered to provide coverage is an Educational Advisor position. The position will assist day to day services to students and in planning program activities for students on campus. An EOPS counselor will still need to go to the campus weekly to provide counseling services that the Educational Advisor cannot provide.

Access Programs will be moving closer to the general counseling facilities during this academic year. The goal of the move is to facilitate better coordination of counseling services to students and provide a one stop approach to serving students. Although other student services will not yet be located in the same area, the move is a first step to the ultimate college goal of having all student services available to students in the same location, to create a one stop shop for students. The cost of the move will be covered by general college funding.

Access Programs goals for next year will focus on reassessment of the orientations given to new EOPS students. Emphasis will be on building relationships prior to the beginning of the semester with EOPS staff and other EOPS students. Students will then have the personal resources available to them from day one of the semester and will hopefully feel more connected and comfortable to engage in services available. Emphasis will also be placed on purpose of the EOPS Program benefits so students make the connection of why they are being provided additional resources and what the expected outcomes are of providing additional resources.

Categorical programs continue to have decreases in their allocations which means that the programs need to maximize their resources and be judicious about who we serve. The program is concerned that students understand they have responsibilities related to program requirements and the need to stay in good academic standing in order to continue their program benefits. Those



students at risk of losing their benefits will need to attend a success workshop focused setting expectations and informing students of consequences if they continue to be non-compliant or academically unsuccessful.

Due to decreases in the DSPS funding there is a real concern of being able to continue providing Learning Disability testing. Many years ago the Program could afford to pay the salary for a full time Learning Disability Specialist. This has not been the case in recent years and for the past two years the Program has paid for 30% of a full time faculty's time for Learning Disability testing services. This year's allocation was reduced again and the Program will need to consider eliminating testing services altogether starting the spring 2013 semester. It is noted that many of the students who are tested for Learning Disabilities have other forms of documentation that verify eligibility for educational accommodations without further LD testing. But there are other students who would need to go outside the college to seek verification of a disability in order to be eligible for DSPS services if LD testing is no longer available through the college.

A final goal for the program for 2012-2013 will be to revitalize the Peer Mentor program. The Peer Mentor program has not been as robust in providing training to students as it had been in the past due to the program experiencing a decrease in personnel and the reorganization of the program. The program staff has determined that it is time to rebuild the Peer Mentor program. This program is one way to build relationships within the program. Best practices indicate that one of the most effective interventions that can increase student success and retention is the relationships they make with other students.

CARE

Academic Year	Success Rate	Retention Rate	Persistence Rate
2011-2012	50.5%	76.9%	52.0%
2010-2011	58.6%	80.3%	62%
2009-2010	52.4%	77.9%	73%
2008-2009	55.7%	78.3%	-
2007-2008	54.9%	85.2%	-
2006-2007	62.8%	87.1%	-

EOPS

Academic Year	Success Rate	Retention Rate	Persistence Rate
2011-2012	58.1%	76.9%	66.7%
2010-2011	64.7%	84.8%	72.5%



2009-2010	58.0%	79.6%	70.8%
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(Data collected from ODS)

c. Goals for Upcoming Year (next academic year). If more goals needed, copy and paste additional boxes.

Goal 1

1. Reevaluate orientations for new EOPS students. Develop a more comprehensive orientation that includes interactive activities to establish relationships between students and staff and immediately provide resources and campus contacts for assistance during the first few weeks of the semester. *(Strategic Goal #2: Foster student success through sustained continual quality improvement of instruction and student services.)*
2. Retention, persistence and Success rates have been dropping for the EOPS/CARE student population over the past 6 years.
3. Establish immediate relationships for new EOPS students on campus that will provide new students with more access to resources and support at the start of the semester when there is the greatest chance of students dropping classes.
4. Effectiveness of more comprehensive orientations will be measured by increases in retention, persistence and success rates in 13-14.

Goal 2

1. Separate workshops given to non-compliant EOPS students from workshops for compliant EOPS students who are on academic/progress or disqualification status. *(Strategic Goal #2: Foster student success through sustained continual quality improvement of instruction and student services.)*
2. Compliant EOPS students not in good academic standing have better access to resources and require different information and incentives to persist and increase their success. Non-compliant EOPS students not in good academic standing have not been connected to



available resources to support them in changing their academic standing and need different information to promote persistence and success.

3. Develop and provide separate workshops for the compliant and non-compliant students not in good academic standing for the spring 2013 semester.

4. Compare student's persistence and success rates of students attending the two different workshops.

Goal 3

1. The Peer Mentor program will be fully implemented. *(Strategic Goal #2: Foster student success through sustained continual quality improvement of instruction and student services.)*

2. Access Programs need to bring success and retention rates back up to previous levels of several years ago. Peer Mentor programs have been successful in increasing student engagement with program and campus activities and resources.

3. Reestablish Peer Mentor program including training component, formalized hiring component, and expanding number of students employed as Peer Mentors.

4. Outcomes expected would be increased number of Peer Mentors, increased number of students attending trainings for Peer Mentors and increased retention and success rates for all program students.

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)



a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.	Estimated amount of funding requested (temporary positions only)	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O

Full-Time Faculty Staffing Justification:

1. Are there too few or too many students enrolling for particular classes or majors?
2. Are there too many courses or programs that are under capacity?
3. Are courses "core mission"?
4. Are courses overscheduled?
5. Is there capacity to offer courses or programs at different times and/or locations?
6. Is there a workforce shortage in the service area or region?
7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?
8. In support of your proposal, provide the following data:
 - a. Size of wait lists in the discipline
 - b. Department productivity
 - c. Number of faculty currently in the department



- d. Number of adjunct faculty
- e. Number of certificates awarded
- f. Number of degrees awarded
- g. Core curriculum classes
- h. CTE classes with workforce data (wage/high demand)
- i. Number of students at first day and census

b. 2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Are alternate funding sources available? G = grant (specify) V = VTEA

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.
2. Explain why the work of this position cannot be assigned to current staff.
3. Describe the impact on the college if the position is not filled.



c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other G O	

e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other G O	



STEP 4: ATTACH NARRATIVE SUMMARY OF PRIOR YEAR'S SLO ASSESSMENTS

Program:	Special Services Program (changed to Access Programs)
Assessment Team:	Special Services Program staff

Date: 2011-2012

Outcome and Assessment Definitions				Assessment and Data Collection			
	Condition of Outcome	Target Performance Level	Student Learning or Department Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A.	After attending probation workshop EOPS and DSPS students will demonstrate higher retention and success rates by the end of the semester.	Increase retention and success of continuing Special Services students on probation as demonstrated by higher levels of performance in academic progress and GPA.	Determine effectiveness of required workshop intervention designed specifically to address issues impacting student progress and academic success.	EOPS students on either academic probationary or disqualification status or are non-compliant with EOPS program requirements will be required to attend a probation workshop given by Special Services staff before receiving book vouchers. Workshop will be highly recommended for DSPS students on probation or disqualification status. Follow up students retention and success at the end of the semester will be compared to previous two	<p>Description: Specialized workshops to address non-compliance and academic probation issues will be developed and delivered to target students.</p> <p>Timeline: Workshops to be delivered prior to fall 2011 and spring 2012 semesters.</p> <p>Sample: Students who are either non-compliant with EOPS Program or any Special Services student who is on academic probation or disqualification status.</p> <p>Pending Tasks: Use retention and success data to compare results of students who attended workshops with data from prior years of program students.</p>	Results were mixed and did not show any clear pattern related to success and retention rates and the intervention of the Student Success workshop offered through the Program.	The Special Services Program staff has decided to offer separate workshops for EOPS who are non-compliant and a workshop for students who are on probation or disqualification. Staff feel that the two issues have different consequences and it will be more meaningful and affective to address the consequences specific to the students' needs. So starting the Spring 2013 semester two separate workshops will be held for; 1) EOPS non-compliant students and 2) Access Programs students on probation or



				semesters for comparison.			
B.	Increased EOPS/CARE activities will provide greater support and resources leading to increased retention and success.	Increase retention, success rates for all Special Services students as demonstrated by higher levels of retention and success compared to previous academic years.	Determine if program activities impacts students overall performance by providing more communication of program services available and building interpersonal connections made with staff as a result of activities.	All EOPS students will be offered at least 2 additional on campus activities in the academic year and CARE students will be offered monthly meetings at both IWV and KRV campuses during Fall and Spring semesters	<p>Description: Increase EOPS and CARE activities from previous year; 2 activities per semester for all EOPS students and monthly meetings for all CARE students.</p> <p>Timeline: To be completed during fall 2011 and spring 2012 semesters.</p> <p>Sample: All EOPS/CARE students</p> <p>Pending Tasks: Comparison of retention rates for the 11-12 semesters will be compared with previous academic years that did not offer monthly meetings to CARE students at either campuses or the additional EOPS on site meetings</p>		
C.	Students who participate in summer Bridge program will demonstrate greater success and persistence.	Bridge students will have higher rates of retention, persistence, and success compared to new EOPS students starting fall 2012.	Is a summer Bridge program an effective way to help incoming students successfully transition from High School to college?	Recruitment to take place at local High Schools in the IWV campus area during the registration period for the summer semester. Students will receive book vouchers, bus passes, orientation materials including back pack, specialized orientation and advising, required to take the student success course, PDEV C101 taught by the EOPS counselor, and	<p>Description: Provide summer Bridge program during the summer 2012 semester to graduated High School students eligible for EOPS and planning to attend Cerro Coso College.</p> <p>Timeline: Recruit during spring semester and implement Bridge program in summer 2012 semester.</p> <p>Sample: New students to EOPS program starting the summer/fall semesters.</p> <p>Pending Tasks: Collect retention, persistence and success rates of Bridge participants. Compare rates with overall EOPS/CARE rates.</p>	Overall persistence and success rates were higher compared to general population rates and within the same range compared to previous EOPS student rates. Staff and student feedback was positive.	Best practices for developing Bridge programs will be researched with the focus on ways to improve current model.



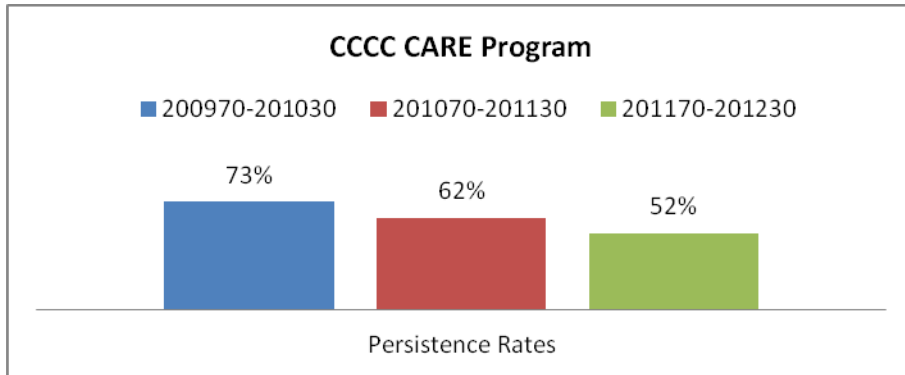
				offered a work study position if they want to work.			
D.					Description: Timeline: Sample: Pending Tasks:		

STEP 5: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)

Categorical funded programs require State program and budget plans submitted to the State Chancellor's Office for approval.

STEP 6: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (as provided)

*The CARE Program at Cerro Coso Community College has seen a 10% decrease in persistence rates from academic year to academic year over the last 3 years.
I look at this decrease as a result of lower student enrollment and feel that our numbers are consistent with other programs and state averages in regards to persistence rates and enrollment.*

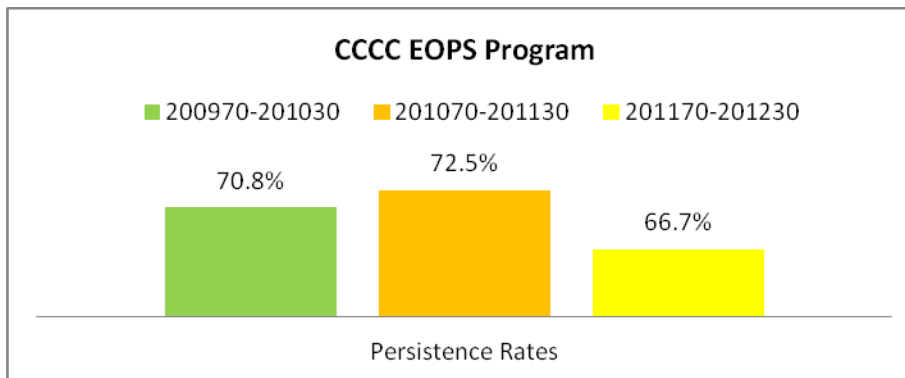


Students Enrolled 200970	60
Reenrolled 201030	44
Persistence Rate	73%

Students Enrolled 201070	55
Reenrolled 201130	34
Persistence Rate	62%

Students Enrolled 201170	48
Reenrolled 201230	25
Persistence Rate	52%

The EOPS Program at Cerro Coso Community College has seen a 5.8% decrease in persistence rates in our 2012 academic year but an increase in enrollment for the 2012 spring semester. We are hoping that this increase in enrollment will lead to an increase in persistence for our upcoming academic year. I look at this decrease in persistence as a result of lower student enrollment due to our economic times and feel that our numbers are consistent with other programs and state averages in regards to persistence rates and enrollment.



Students Enrolled 200970	394
Reenrolled 201030	279
Persistence Rate	70.8%

Students Enrolled 201070	262
Reenrolled 201130	190
Persistence Rate	72.5%

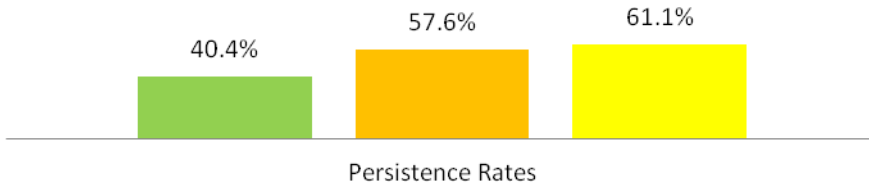
Students Enrolled 201170	252
Reenrolled 201230	168

The DSPS Program at Cerro Coso Community College has seen a 3.5% increase in persistence rates in our 2012 academic year and an increase of 17.2% the year before. I believe that with our economic times students need to depend more on different resources to obtain their education. This may mean that they are more apt to disclose their disability so that they can take advantage of the resources that are available to them.



CCCC DSPS Program

■ 200970-201030 ■ 201070-201130 ■ 201170-201230



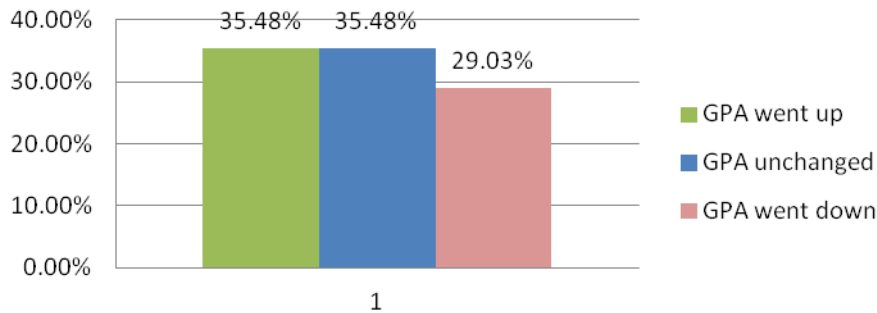
Students Enrolled 200970	109
Reenrolled 201030	44
Persistence Rate	40.4%

Students Enrolled 201070	151
Reenrolled 201130	87
Persistence Rate	57.6%

Students Enrolled 201170	90
Reenrolled 201230	55
Persistence Rate	61.1%

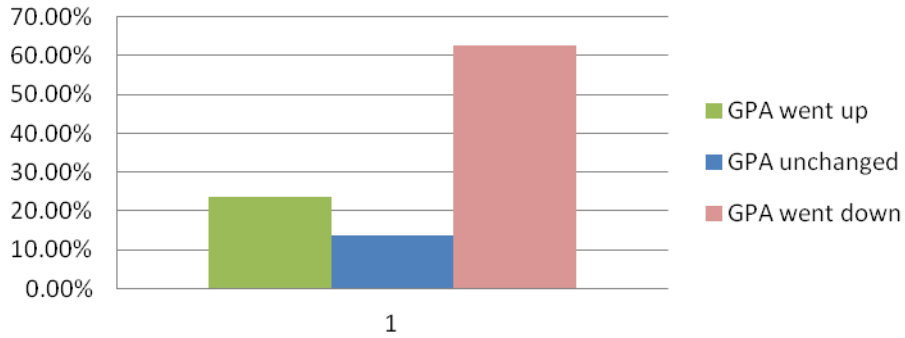
Fall 2011 Probation Workshops for EOPS, CARE and DSPS students had 31 students in attendance. Of those 31 students there were 11 that showed an increase in their GPA during the semester in which they attended the workshop. There were 11 students that showed no change in their GPA and 9 that showed a decrease in GPA. In spring 2012 the same workshop for the same population had 51 students in attendance with 12 having an increase in GPA, 7 with an unchanged GPA and 32 showing a decrease in their GPA.

Fall 2011 Workshop



Fall 2011	Probation Workshop	
31	Students Attended	
11	GPA went up	35.48%
11	GPA unchanged	35.48%
9	GPA went down	29.03%
9	Students Dropped	29.03%

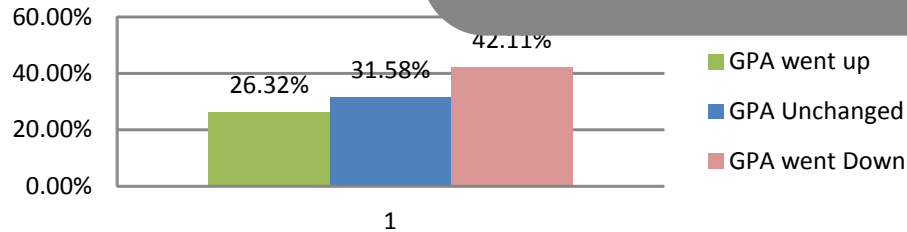
Spring 2012 Workshop



51	Students Attended	
12	GPA went up	23.53%
7	GPA unchanged	13.73%
32	GPA went down	62.75%
5	Students Dropped	9.80%

The following information shows success rates from the Probation Workshops for the specific programs.
Fall 2011 for EOPS students there were 19 students in attendance with 5 having an increase in GPA, 6 with an unchanged GPA and 8 showing a decrease in GPA.
8 CARE students that attended the same workshop showed 3 students with an increase in GPA, 2 unchanged GPA and 3 with a decreased GPA.

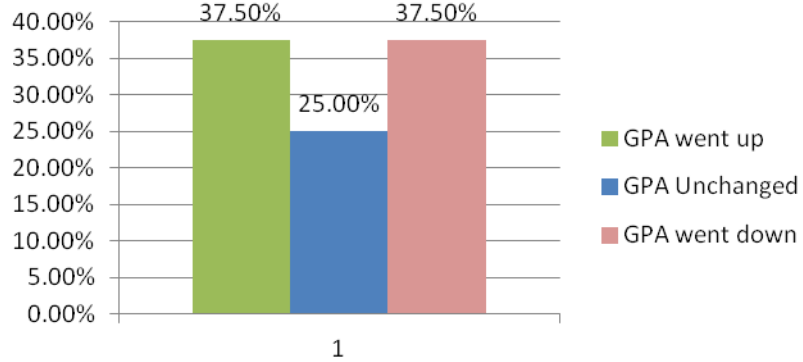
EOPS Fall 2011



Fall	Probation Workshop	
19	EOPS Students Attended	
5	GPA went up	26.32%
6	GPA unchanged	31.58%
8	GPA went down	42.11%



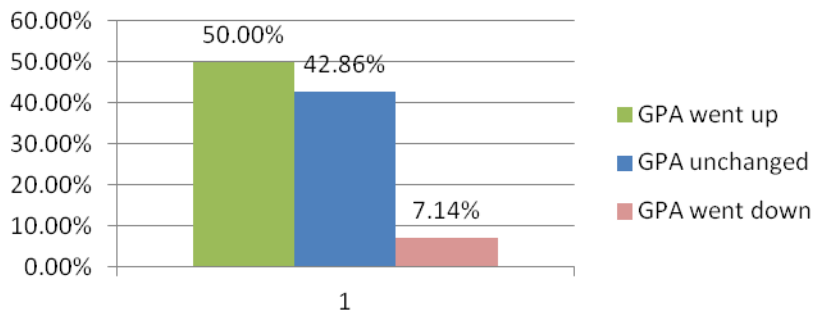
CARE Fall 2011 Students



Fall 2011 Probation Workshop		
8	CARE Students Attended	
3	GPA went up	37.50%
2	GPA unchanged	25.00%
3	GPA went down	37.50%

The following information is the success rates from the Probation Workshops for the specific programs. Fall 2011 for DSPS students there were 14 students in attendance with 7 having an increase in GPA, 6 with an unchanged GPA and 1 showing a decrease in GPA.

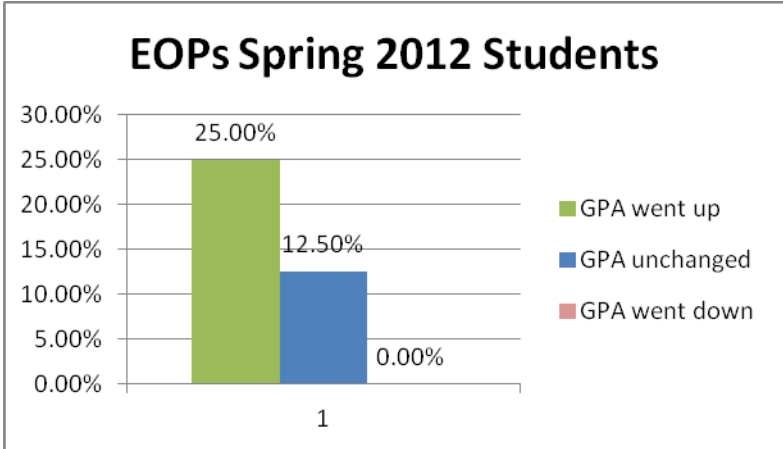
DSPS Fall 2011 Students



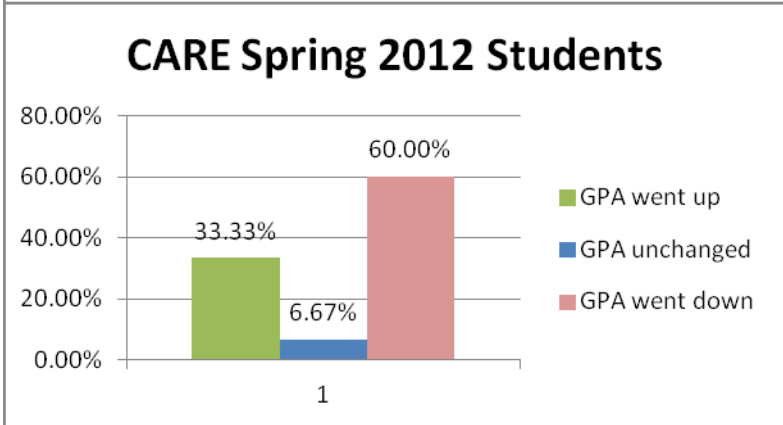
Fall 2011 Probation Workshop		
14	DSPS Students Attended	
7	GPA went up	50.00%
6	GPA un changed	42.86%
1	GPA went down	7.14%



The following information is the success rates from the Probation Workshops for the specific programs.
 Fall 2012 for EOPS students there were 48 students in attendance with 12 having an increase in GPA, 6 with an unchanged GPA and 0 showing a decrease in GPA.
 15 CARE students that attended the same workshop showed 5 students with an increase in GPA, 1 unchanged GPA and 9 with a decreased GPA.



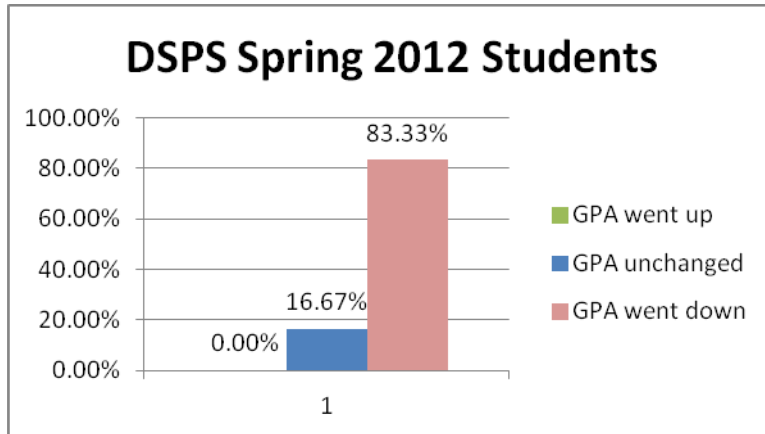
Spring 2012 Probation Workshop		
48	EOPs Students Attended	
12	GPA went up	25.00%
6	GPA unchanged	12.50%
0	GPA went down	0.00%



Spring 2012 Probation Workshop		
15	CARE Students Attended	
5	GPA went up	33.33%
1	GPA unchanged	6.67%
9	GPA went down	60.00%



The following information shows success rates from the Probation Workshops for the specific programs.
 Fall 2011 for DSPS students there were 6 students in attendance with 0 having an increase in GPA, 1 with an unchanged GPA and 5 showing a decrease in GPA.



Spring 2012	Probation Workshop	
6	DSPS Students Attended	
0	GPA went up	0.00%
1	GPA unchanged	16.67%
5	GPA went down	83.33%

TABLE A: EOPS ENROLLMENT (Unduplicated Headcount)

EOPS STATUS	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
EOPS and CARE participant	110	118	116	86	68
EOPS participant	494	507	546	376	255
TOTAL:	604	625	662	462	323

TABLE B: EOPS by GENDER



GENDER	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
FEMALE	439	452	459	323	228
MALE	162	171	199	137	92
UNKNOWN	3	2	4	2	3
TOTAL:	604	625	662	462	323

TABLE C: EOPS by ETHNICITY

ETHNIC GROUP	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
African-American	43	39	45	17	17
American Indian/Alaskan Native	35	31	19	5	7
Asian	6	5	5	4	4
Filipino	2	2	8	2	2
Hispanic	75	81	98	89	48
Pacific Islander	0	1	2	0	0
Unknown/Non-Respondent	23	52	61	190	5
White Non-Hispanic	420	414	424	152	232
TOTAL:	604	625	662	459	315

TABLE D: EOPS by AGE

AGE GROUP	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
1 - <18	12	8	15	6	0
18 & 19	95	114	137	72	55
20 to 24	150	165	174	138	89
25 to 29	99	90	99	78	52
30 to 34	63	65	63	47	37



35 to 39	56	64	67	38	20
40 to 49	76	73	65	51	43
50+	53	46	42	32	27
TOTAL:	604	625	662	462	323

TABLE A: DSPS by Primary Disability (Unduplicated Headcount)

PRIMARY DISABILITY	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
Acquired Brain Injury	11	13	14	19	22
Developmentally Delayed Learner	24	27	30	35	42
Hearing Impaired	18	19	23	25	26
Learning Disabled	74	78	91	124	156
Mobility Impaired	54	68	76	95	99
Other Disability	38	48	78	109	126
Psychological Disability	51	49	73	96	118
Speech/Language Impaired	1	1	1	1	1
Visually Impaired	9	9	13	18	20
TOTAL:	280	312	399	522	610

TABLE C: DSPS by GENDER

GENDER	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
FEMALE	183	213	270	356	407
MALE	94	97	126	163	201
UNKNOWN	3	2	3	3	2
TOTAL:	280	312	399	522	610

**TABLE D: DSPS by
ETHNICITY**



ETHNIC GROUP	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
African-American	22	21	23	11	42
American Indian/Alaskan Native	5	7	12	7	16
Asian	0	1	2	1	6
Filipino	1	1	2	1	2
Hispanic	20	20	36	2	66
Pacific Islander	1	1	1	73	1
Unknown/Non-Respondent	15	16	24	308	21
White Non-Hispanic	216	246	301	120	448
TOTAL:	280	313	401	523	602

TABLE B: DSPS by AGE

AGE GROUP	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
11 - <18	3	2	4	6	1
18 & 19	25	22	31	47	49
20 to 24	41	56	79	105	115
25 to 29	36	34	38	52	82
30 to 34	33	34	42	54	51
35 to 39	31	35	44	46	56
40 to 49	58	65	85	111	130
50+	53	64	76	101	126
TOTAL:	280	312	399	522	610