

# Access Programs Department

## AUP for Academic Year 2020-2021

October 2019

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## 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.

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

### Student Equity: Actions Taken

Each Access Programs student is part of an equity gap. The intent of the program is to close the gaps and create clear pathways for each student that will aid in students reaching their educational and career goals. One of the actions Access Programs took was to create a survey for EOPS/CARE students to make sure our students voices were heard and to make data driven decisions. Secondly, Access Programs is strategically using the new Navigate platform to send progress report requests to instructors. We are finding a greater response from faculty therefore leading to more communication with students about progress in their courses. Thirdly, counselors added a transfer awareness workshop specific to Access Program students to provide above and beyond services and to inform students about EOP and DSPS services in the university system. Access Programs also partnered with Umoja to support students who were EOPS and Umoja.

### Student Equity: Gaps to be Addressed

#### Ethnicity: African American

##### Gap Identified:

*Increase the retention and success of African American students*

Access Programs wants to continue to partner with the Umoja Program. African American success and retention rates are lower and they are an underrepresented population for Cerro Coso Community College.

#### Disability Status: DSPS

##### Gap Identified:

*Increase DSPS student success*

Access Programs will be addressing this issue by implementing for the 1st time progress reports for DSPS students.

## **Ethnicity: White**

### **Gap Identified:**

*Increase the success of 1st generation students*

Students now have a legal right to enter into transfer level English and math because of AB 705. Previous to AB 705 the majority of students accepted into EOPS were accepted because of their remedial course placement. The majority are now being accepted on their 1st generation status. Access Programs has realized that they need to research and review best practices for helping 1st generation students achieve their career and educational goals.

## **Outcomes Assessment: Actions Taken**

### **Actions taken in the prior academic year**

Access Programs has worked diligently to serve EOPS, CARE, NextUp, CalWORKs and DSPS students at IWW Ridgecrest, KRV Lake Isabella, ESCC Bishop, ESCC Mammoth Lakes and CC online. Due to the widespread miles covered by Cerro Coso Community College(CCCC) multiple Access Programs staff have roles dedicated to multiple campuses. Access Programs had six staff transition in 18-19. This led to a review of Department roles and what is best for the growth and success of students and the programs in the future. Because of the review two temporary Special Services Assistant positions became one full-time position and two DA III positions became one DA III position and one Program Coordinator position.

From its conception EOPS has been an on-site program. It was important to build connections with students and have face-to-face support which is key to EOPS success. With CCCC being over 50% online it was proposed to the Access Programs Advisory board that the program should be offered to online students for greater accessibility purposes. The idea was supported by the Advisory Board and in the spring of 2019 it was decided that club meetings, a Transition Workshop, and two workshops provided by the ESCC Counselor would be done by ZOOM/ITV. A soft-launch was set to take place in the fall of 2019.

CARE, which is an over and above extension of EOPS for single parents on cash-aid had Carolyn Kahillil present a workshop on inner heroes and parenting styles for the purpose of helping students understand their temperament's in relation to career and parenting. Four students attended the CARE Conference at Kellogg West in Pomona, CA. This exposed students to confidence building and team building exercises to better prepare students for transfer. Two CARE students attended the EOPS Summer Institute at UC Santa Barbara. This Institute provides an opportunity to explore university life, build peer relationships, and gain a greater understanding of university expectations.

CCCC now has two NextUp students. NextUp is an extension of EOPS designed for students who were foster youth at the age of 16, not over 25, and in 9 units.

DSPS has began updating the DSPS website with current information on policies, procedures, resources, and the complaint policy. The Director has attended training on current DSPS written requirements, best practices, and policies. The online and on-site DSPS orientations were reviewed and updated by staff. Materials and best practices from colleges across the State of California were collected to create a handbook and aid in updating the website. Online students needing DSPS resources were directed to the Accessibility Center.

Access Programs has earnestly pursued a relationship with the Department of Human Services(DHS). DHS has participated in the Access Programs CARE/CalWORKs workshop, annual meeting with Access Programs and supports and attends the Access Programs Advisory Board meetings. The retirement of the CalWORKs Coordinator and delay in hiring due to multiple factors has afforded opportunities for other staff to connect/partner with DHS therefore broadening the knowledge base of both Access Programs and DHS staff.

## Assessments completed in the prior academic year

### Assessments made through a 2018-2019 EOPS/CARE student survey with 45 participants -

1. Best mode of communication - 67% - phone, 61% - Text, school email - 57%
2. Activities most helpful to students - 62% - activities, 41.3% study hall, 34.8 - guest speaker, 30% cultural trips, 20% transfer workshop
3. 96% of students said they found the book voucher service extremely helpful, 89% said they found counseling and advising extremely helpful, 84% said priority registration was extremely helpful, 68% said Access events were extremely helpful, and 67% said Peer Mentoring was extremely helpful.
4. Support areas -
  - Bus Pass or parking permit - 97% said extremely helpful
  - Grants - 95% said extremely helpful
  - Free printing - 80% said were extremely helpful, 3% said not helpful at all
  - Study hall - 76% said were extremely helpful, 2% said not helpful at all
  - High-Tech Center 70.6 said was extremely helpful, 3% said not helpful at all
  - Access Programs website - 60.5 said was extremely helpful, 3% said not helpful at all
  - Social media updates - 69% said were extremely helpful, 14% said not helpful at all
  - Student Services United Club - 58% said extremely helpful, 10% said not helpful at all
  - Peer Perspective Newsletter - 55% said extremely helpful, 10% said not helpful at all
5. 71% of students surveyed said they would like to be linked with other Access students pursuing the same program/major
6. 58% of students said they would like to have EOPS grants only consist of money, 42% said they would like grants to include supplies (pens, pencils, USB drives, notepads, etc.)
7. 44.44% of Access Programs students surveyed are not employed, 31% work less than 20 hours, 13.33% work 31-40 hours, 9% work 20 - 30 hours, and 2% work more than 40 hours
8. 67% of students surveyed are involved with clubs or extra-curricular activities on or off campus.
9. 89% plan on returning to Cerro Coso next semester

### DSPS student Survey required by the Chancellors Office. 17 students participated.

1. 100% of students strongly agree or agree that overall, the college is responsive to students with disabilities.
2. 59% of students strongly agree that overall, DSPTS services contributed to their success in college.
3. 94% of students strongly agree or agree that they can explain the connection between their academic adjustments and their disability.
4. 89% strongly agree or agree that their academic adjustment has helped them reach their educational goal. 12% strongly disagree.
5. 100% strongly agree or agree that the DSPTS office is a welcoming and positive environment making it comfortable to request assistance.
6. 47% of students would like DSPTS to request progress reports from their instructors each semester and 53% would not want DSPTS to request progress reports each semester.
7. 53% are aware of the process to file complaints with the DSPTS office and 47% are not.
8. 24% have filed a complaint and 77% have not filed a complaint. 12% said the complaint was resolved, 12% said the complaint was not resolved and 76% said it was not applicable.
9. 12% said it took less than one week to get the issues resolved, 6% said it took longer than six weeks and 82% said it was not

applicable.

### **DSPS Faculty and Staff Survey. 62 faculty participated.**

1. Of the 62 faculty that participated 36 were full-time and 26 were adjunct.
2. 15% of faculty said they had no interacted with DSPS in the past year, 37% said they had interacted 1-3 times, 16% had interacted 4-6 times and 32% have interacted 7 or more times.
3. 80% of faculty said they strongly agree or agree that they are aware of the different disability accommodations and services provided by DSPS. 20% said the disagree or strong disagree that they are aware of different disability accommodations and services provided by DSPS.
4. 89% of faculty say when contacting DSPS regarding questions/concerns for a student they have received a response in a timely manner. 11% sayd they disagree or strongly disagree that they have received a timely reponse.
5. 90% of faculty say they have a disability statement on their syllabus that informs students to register with DSPS if they have a disability and asks them about their learning needs. 10% say they do not have a disability statement on their syllabus that informs students to register with DSPS if they have a disability and do not ask them about their learning needs.
6. 70% of faculty surveyed say they would like to be provided with a sample statement for use in the future. 30% say they would not like to e provided with a sample statement for use in the future.

### **CARE Conference Surveys - 29 region-wide students participated**

1. 75% responded that they learned new ways to develop healthy relationships.
2. 75% feel that their network of support has increased with the development of new peer relationships.
3. 100% responded that the conference sessions taught them resources and strategies that will help them persist in their educational goals.

### **Peer Mentor Program**

1. Peer Mentors at KRV and IWV assisted 63 different students who attended Study Hall throughout the fall 2018 semester.
2. 4 Peer Mentors were partnered with 14 Access Programs students to support retention and success.

## **Outcomes Assessment: Gaps to be Addressed**

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

**Type:**

SLO

**Target Missed/Gap Detected:**

A lunch and learn was not provided nor was an Access Programs handbook of processes and procedures created. Both would inform faculty and staff about Access Programs resources.

**Type of Gap:**

Other (explain in Analysis).

**Analysis and Plan for Improvement:**

A Lunch and Learn will be built. The handbook will be updated with current information. This will be done by studying District Policy, state-wide college practices, Title 5, and ADA requirements.

**Anticipated Semester for Implementing Planned Improvements:**

Spring 2020

**Anticipated Semester of Next Assessment:**

Spring 2020

**Program Review: Actions Taken**

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

**Year of Last Program Review:**

2016

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

IWV and KRV have continued to offer Study Halls with English and math tutors available to serve Access Programs students.

Study Hall student count Spring 2018							
Unduplicated							
12-2pm		10-12pm		12-2pm		10-12pm	
Monday	Count	Tuesday	Count2	Wednesd	Count3	Thursday	Count4
22-Jan	7	23-Jan	2	24-Jan	5	25-Jan	5
29-Jan	7	30-Jan	5	31-Jan	6	1-Feb	7
5-Feb	7	6-Feb	4	7-Feb	5	8-Feb	4
12-Feb	5	13-Feb	5	14-Feb	9	15-Feb	3
19-Feb	Holiday	20-Feb	5	21-Feb	7	22-Feb	6
26-Feb	9	27-Feb	4	28-Feb	5	1-Mar	2
5-Mar	6	6-Mar	6	7-Mar	6	8-Mar	6
12-Mar	4	13-Mar	5	14-Mar	6	15-Mar	6
19-Mar	6	20-Mar	7	21-Mar	7	22-Mar	4
Holiday		Holiday		Holiday		Holiday	
2-Apr	4	3-Apr	5	4-Apr	9	5-Apr	4
9-Apr	6	10-Apr	4	11-Apr	6	12-Apr	5
16-Apr	4	17-Apr	6	18-Apr	4	19-Apr	5
23-Apr	6	24-Apr	6	25-Apr	7	26-Apr	4
30-Apr	6	1-May	5	2-May	8	3-May	2
7-May	13						
	90		69		90		63

**Strategies Still to be Addressed:**

The possibility of offering Study Hall at the Tehachapi, online through Zoom, and Eastern Sierra needs to be reviewed to determine viability.

**Fully Implement a Peer Mentor Program**

**Year of Last Program Review:**

2016

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

Peer Mentors helped with college-wide events, presented at Counseling C101 classes, hosted workshops open to all students and short presentations in Study Halls. Peer Mentors at KRV and IWV assisted 63 different students who attended Study Hall

throughout the fall 2018 semester. Four Peer Mentors were partnered with 14 Access Programs students to support retention and success.

**Strategies Still to be Addressed:**

The development of Study Hall at Tehachapi, online, and at ESCC needs to be reviewed.

**Continue to develop engagement activities that promote cultural enrichment and leadership skills.**

**Year of Last Program Review:**

2016

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

Each semester a cultural enrichment activity was offered to students at all sites. In the spring students visited Los Olvera Street in Los Angeles, toured historical landmarks and witnessed local cultural dance. In the fall students visited the California Living Museum in Bakersfield. They were introduced to native California animals and plants for education, conservation and research.

**Strategies Still to be Addressed:**

**Continue to develop services at Bishop, Mammoth Lakes, and Tehachapi sites.**

**Year of Last Program Review:**

2016

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

Services at Bishop and Mammoth are provided by an Adjunct Counselor who works 24 hours per week. Tehachapi has a full-time Counselor with a portion of Access Programs funding covering her role.

**Strategies Still to be Addressed:**

A student services support employee is needed at Tehachapi to help with outreach, case management, and activities.

**Work with Student Services staff to develop outreach plans to connect them to underserved populations. Promote Access Programs for these populations.**

**Year of Last Program Review:**

2016

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

Access Programs has worked diligently to partner with Counseling, Student Activities, Public Information Officer, the Webmaster and faculty to grow underserved populations.

**Strategies Still to be Addressed:**

To identify underserved populations will be an ongoing practice.

## Annual Planning: Actions Taken

### Increased integration into Cerro Coso Community College environment

- Access Programs will partner with Student Activities, Counseling, Faculty, and the Director of Equity to provide cultural enhancing activities. A lot of effort has been put into achieving these partnerships.

### Stabalize the delivery of services to incarcerated students

The text book delivery process was improved and EOPS at the Tehachapi Prison continues.

### Develop a plan for supporting foster youth

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

Staff have met with the Institutional Researcher to determine best practices for surveys and evaluation.

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## Review of Current Year Initiatives

### Reminder of Initiatives for the Current Year

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

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

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

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

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## Plan Initiatives for Next Year

### Initiatives for Next Academic Year

#### Increase retention and success of 1st generation EOPS students

Is this part of a multiyear initiative?

Yes

#### Specific Action Steps to be Taken:

To participate in EOPS a student must financially qualify with Promise Grant A or B plus a second variable that creates a barrier/challenge to their education. Previous to AB 705 multiple EOPS students were accepted into the Program based on their financial aid status and placement into a remedial class. Currently the leading qualifying factor has been financial aid status plus 1st generation status. With this awareness EOPS has come to the conclusion that a plan needs to be developed specific to 1st generation students.

- Develop tracking mechanism for 1st generation EOPS students
- Staff training on 1st generation challenges
- Expansion of an outreach and in-reach plan to students, family, schools and community

#### Lead Measure of Success:



- Progress reports will show 1st generation students "not at risk"
- Families will participate in EOPS workshops and activities
- A question will be developed on the EOPS and CARE survey and given to students in the spring
- Personalize 1st generation awareness in outreach

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

No

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

Yes

**Lag Measure of Success:**

- There will be an increase in 1st generation student acceptance
- There will be an increase in 1st generation student retention and success.

**Person Responsible:**

Access Programs Staff

**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

**Expand EOPS program to online students.**

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

Yes

**Specific Action Steps to be Taken:**

From the beginning development stages of the EOPS Program, the program has been an on-site, face-to-face program. With Cerro Coso Community College being over 50% online multiple students have not been offered access to the EOPS program.

- Create zoom/ITV orientations
- Provide zoom/ITV activities to meet state and local requirements
- Build zoom instructions for students
- Expand Navigate use for communication, education planning, progress reports and career assessments
- Create a calendar of events
- Update EOPS application and Mutual Responsibility Contract
- Add clear steps to the CCCC website for online students

**Lead Measure of Success:**

- During bi-weekly caseload meetings student participation, educational planning, and class progress will be reviewed
- Current students will be surveyed on website satisfaction

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

No

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

Yes

**Lag Measure of Success:**

- Increase in online EOPS students
- Clear definition of process on website

**Person Responsible:**

Access Programs Staff

**It addresses a gap in student equity**

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

Goal 3: Ensure Student Access

**Increase DSPS student success rates**

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

Yes

**Specific Action Steps to be Taken:**

- Implement mid-semester DSPS progress reports
- Immediate follow-up for at-risk students by staff after progress reports are received
- Create awareness of High Tech Center options for enhanced learning

**Lead Measure of Success:**

- Staff will communicate with at-risk DSPS students and provide resources and strategies
- Student usage in the High Tech Center

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

No

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

Yes

**Lag Measure of Success:**

- Increased success rates

**Person Responsible:**

Access Programs Staff

**It addresses a gap in student equity**

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

## Evaluate Resource Needs

### Facilities

It is difficult to get access to ZOOM/ITV rooms. If there is any way additional rooms could be added, staff would be very grateful.

### 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),
- Firefly (\$3000.00)
- Video Remote Interpreting for hearing impaired students - 30 hours at \$70.00, (\$2100.00)
- 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

### Marketing

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

### Professional Development

Professional Development needs Trauma Informed Care Training

- EOPS/CARE/NEXTUP webinars supported by the Chancellors Office
- EOPS Statewide Conference
- CAPED Continued Accessibility Training

### Research and Data

Access Programs will need the continued support of the Institutional Researcher for input on current assessments. Knowledge about the best ways to attain data is necessary.

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## Staffing Requests

### 1000 Category - Certificated Positions

### 2000 Category - Classified Staff

#### Special Services Assistant

Location:

EKC Tehachapi

**Salary Grade:**

33.5

**Number of Months:**

12

**Number of Hours per Week:**

12 - 19 depending on flexibility

**Salary Amount:**

\$14,3531

**Justification:**

Tehachapi has 413 on-site students of which 16 are Access Programs. There is unpursued potential for growth within the city as well as on-site. This growth will require a 999 hour staff employee to do outreach, case management and activities. This position would be a new position. Tehachapi does not have current staff with time to allot to this position. If this position is not filled underserved populations will not have access to available resources and tools that would aid in achieving their educational and career goals. The work is currently being done by 2 IWV DA II's and 1 IWV Special Services Assistant.