

Access Programs Department

AUP for Academic Year 2021-2022

October 2020

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

Gap Identified - DSPS success rates are below the college wide rate.

Actions taken -

- Integration of DSPS students into the progress report campaign
- Immediate Counseling or SSA response to at risk students

Gap Identified: Lower retention and success percentages for African American students.

Actions taken -

- An Access Programs Counselor taught the College C101 class with the Umoja principles infused
- Access Programs Counselor and SSA participated and supported Umoja meetings

Gap Identified: Lower success percentages for students who are 1st generation

Actions taken -

- Development of a tracking mechanism to identify Access Program students who are 1st generation
- Information sessions began with staff and peer mentors about students who are 1st generation and their unique challenges

Student Equity: Gaps to be Addressed

Disability Status: DSPS

Gap Identified:

The DSPS program has students who struggle with success under-performance. CCCC's general population success rate for 2019-20 was 76.7 and students who are part of the DSPS program have a 75% success rate. The goal is to have the same or greater percentages as the general population.

Socioeconomic Status: Not Economically Disadvantaged

Gap Identified:

A gap that will be addressed is the variance between the general population success rates and the Access Program's CalWORK's, EOPS, and CARE populations. The goal for Access Program students is to have the same or greater percentages as the general population. The general population success rate is 76.7. Please see below for the 2019-20 CalWORK's, CARE, and EOPS success percentages.

Access Programs	Success Totals
Percentage	
CalWORK's	74.5
CARE	71.63
EOPS	71.75

Socioeconomic Status: Economically Disadvantaged

Gap Identified:

57% out of 62 Access Programs students surveyed stated their goal was an associate degree or certificate of achievement. It was determined by the department that there was a gap in providing relevant resources and training outside of the classroom for economically disadvantaged non-transfer students.

Certificate of Achievement	8.50%
Associate Degree	49.20%
Transfer to a 4-year college/university	40.70%
Other	1.70%

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

Outcomes assessment shows that Access Programs students who are part of the DSPS program have lower success rates than general population students. Striving to build greater success for students who are part of the DSPS program, the Department made a procedural change and created a mid-semester progress report for this population. The intent was to be alerted early by instructors so additional support and resources could support a student.

Through the assessing of the numbers of incarcerated students in Yard-C at CCI, and the support of the Educational Coordinator, it was determined that it was timely to expand EOPS into CCI.

Assessments completed in the prior academic year

Assessment Outcomes -

1. EOPS and CARE student Survey for AY 2019-20 -

- 62% of students surveyed said the best way to communicate is by text
- The two activities that are most helpful are study hall and Peer Mentor Workshops
- When asked if they were returning to CCCC in the fall 80.6% said yes. Of those that did not intend to return 60.0% are attending a university and 40% completed an associate degree.
- The majority of students heard about EOPS from a CCCC staff member. Hearing from a friend was second.
- When asked about their educational goal while at CCCC the outcomes were -
 - Certificate of Achievement 8.5%
 - Associate Degree 49.2%
 - Transfer to a four-year college/university 40.7%
 - Other 1.7%
- For the level of services and their helpfulness please see below-

	EXTREME LY HELPFUL	MODERA TELY HELPFUL	NOT HELPFUL AT ALL	N/A	TOTAL	WEIGHT ED AVERAGE
Bus Pass or Parking Permit	62.90%	6.50%	0.00%	30.60%		
	39	4	0	19	62	1.09
Grants	80.60%	6.50%	3.20%	9.70%		
	50	4	2	6	62	1.14
Free Printing	75.80%	11.30%	1.60%	11.30%		
	47	7	1	7	62	1.16
High-Tech Center	64.50%	14.50%	3.20%	17.70%		
	40	9	2	11	62	1.25
Email Updates	69.40%	25.80%	1.60%	3.20%		
	43	16	1	2	62	1.3
Social Media Updates	50.00%	22.60%	3.20%	24.20%		
	31	14	2	15	62	1.38
Peer Perspective Newsletter	32.30%	41.90%	3.20%	22.60%		
	20	26	2	14	62	1.63
Access Programs Website	53.20%	29.00%	3.20%	14.50%		
	33	18	2	9	62	1.42
Study Hall	61.30%	17.70%	0.00%	21.00%		
	38	11	0	13	62	1.22
CARE Supplies	64.50%	9.70%	3.20%	22.60%		
	40	6	2	14	62	1.21
Student Services United Club	37.10%	16.10%	1.60%	45.20%		
	23	10	1	28	62	1.35

- When asked to indicate how helpful they found Access special areas of support the results were -

	EXTREME LY HELPFUL	MODERA TELY HELPFUL	NOT HELPFUL AT ALL	N/A	TOTAL	WEIGHT ED AVERAGE
Bus Pass or Parking Permit	62.90%	6.50%	0.00%	30.60%		
	39	4	0	19	62	1.09
Grants	80.60%	6.50%	3.20%	9.70%		
	50	4	2	6	62	1.14
Free Printing	75.80%	11.30%	1.60%	11.30%		
	47	7	1	7	62	1.16
High-Tech Center	64.50%	14.50%	3.20%	17.70%		
	40	9	2	11	62	1.25
Email Updates	69.40%	25.80%	1.60%	3.20%		
	43	16	1	2	62	1.3
Social Media Updates	50.00%	22.60%	3.20%	24.20%		
	31	14	2	15	62	1.38
Peer Perspectiv e Newslette r	32.30%	41.90%	3.20%	22.60%		
	20	26	2	14	62	1.63
Access Programs Website	53.20%	29.00%	3.20%	14.50%		
	33	18	2	9	62	1.42
Study Hall	61.30%	17.70%	0.00%	21.00%		
	38	11	0	13	62	1.22
CARE Supplies	64.50%	9.70%	3.20%	22.60%		
	40	6	2	14	62	1.21
Student Services United Club	37.10%	16.10%	1.60%	45.20%		
	23	10	1	28	62	1.35

2. Peer Mentor Survey, AY 2019-20

Please indicate the level of agreement for each of the following statements specific to your mentor experience:

	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
My mentor seemed genuinely concerned about me	66.70%	33.30%	0.00%	0.00%	0.00%	3	3.67
My mentor made me feel comfortable and accepted	66.70%	33.30%	0.00%	0.00%	0.00%	3	3.67
I believe that my mentor listened to what I had to say	66.70%	33.30%	0.00%	0.00%	0.00%	3	3.67
My mentor helped me to stay in school this semester	100.00%	0.00%	0.00%	0.00%	0.00%		

As a result of the mentoring experience -

	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE	N/A	TOTAL	WEIGHTED AVERAGE
I feel more connected to the Access Programs and/or Cerro Coso Community College.	66.70%	33.30%	0.00%	0.00%	0.00%		
	2	1	0	0	0	3	3.67
I am more knowledgeable of the campus resources available to students at Cerro Coso Community College.	66.70%	0.00%	33.30%	0.00%	0.00%		
	2	0	1	0	0	3	3.33
I would encourage other students to participate in the Peer Mentoring Program.	66.70%	0.00%	0.00%	0.00%	33.30%		
	2	0	0	0	1	3	4

The issues and/or concerns that I discussed with my mentor were mostly related to -

ANSWER CHOICES	RESPONSES
Academics	33.30%
	1
Study skills/strategies	33.30%
	1
Social Interactions	0.00%
	0
Campus resources	0.00%
	0
Other	33.30%
	1
TOTAL	3

Which campus resource did you utilize or learn about this semester?

ANSWER CHOICES	RESPONSES
Access Programs (DSPS, EOPS, CARE, NextUp, CalWorks)	66.70%
Athletics	0.00%
Career Center	0.00%
Child Development Center	0.00%
Financial Aid Office (Scholarships, Grants, Work Study)	0.00%
High-Tech Center (Assistive Technology, Free Printing, Study Space)	33.30%
Learning Assistance Center (Library, Textbooks on Reserve, Librarians)	66.70%
Learning Resource Center (Tutoring, Math & Writing Labs)	33.30%
Student Activities Office (Clubs, Organizations)	0.00%
Study Hall	33.30%
Transfer Center	33.30%

How long have you been engaged in a mentoring relationship with your mentor?

ANSWER CHOICES	RESPONSES
One Semester	33.30%
	1
Two Semesters	66.70%
	2
Three Semesters	0.00%
	0
Four or more Semester	0.00%
	0
TOTAL	3

How often did you have contact with your mentor this semester?

ANSWER CHOICES	RESPONSES
Weekly Basis	66.70%
	2
Bi-weekly Basis (Every Two Weeks)	0.00%
	0
Monthly	33.30%
	1
Responses	0.00%
Other (please specify)	0
TOTAL	3

3. EOPS total number of students and ethnicity.

California Community Colleges Chancellor's Office
 Extended Opportunity Program & Services (EOPS) Summary Report

		Annual 2019-2020	Annual 2019-2020
		Student Count	Student Count (%)
Cerro Coso Total		8,490	100.00 %
EOPS and CARE participant Total		23	0.27 %
	African-American	2	8.70 %
	American Indian/Alaskan Native	2	8.70 %
	Hispanic	4	17.39 %
	Pacific Islander	1	4.35 %
	Two or More Races	1	4.35 %
	White Non-Hispanic	13	56.52 %
EOPS participant (excludes CARE participant) Total		263	3.10 %
	African-American	15	5.70 %
	American Indian/Alaskan Native	7	2.66 %
	Asian	5	1.90 %
	Hispanic	101	38.40 %
	Pacific Islander	2	0.76 %
	Two or More Races	22	8.37 %
	Unknown/Non-Respondent	8	3.04 %
	White Non-Hispanic	103	39.16 %
Not an EOPS/CARE participant Total		8,204	96.63 %
	African-American	501	6.11 %
	American Indian/Alaskan Native	128	1.56 %
	Asian	258	3.14 %
	Filipino	133	1.62 %
	Hispanic	3,389	41.31 %
	Pacific Islander	28	0.34 %
	Two or More Races	384	4.68 %
	Unknown/Non-Respondent	171	2.08 %
	White Non-Hispanic	3,212	39.15 %

4. Access Programs retention and success rates

		Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019	Fall 2019
		Basic Skills	Basic Skills	Credit	Credit	Degree Applicable	Degree Applicable	Transferable	Transferable	Vocational	Vocational
		Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
Cerro Coso											
	CAFYES			94.44 %	66.67 %	94.44 %	66.67 %	94.12 %	70.59 %	100.00 %	60.00 %
	CalWORKs	100.00 %	100.00 %	97.37 %	86.84 %	97.30 %	86.49 %	96.97 %	87.88 %	100.00 %	88.24 %
	CARE	100.00 %	100.00 %	87.10 %	66.13 %	86.89 %	65.57 %	85.45 %	67.27 %	92.59 %	74.07 %
	DSPS	66.67 %	41.67 %	87.42 %	62.26 %	88.26 %	63.09 %	89.82 %	64.73 %	92.71 %	71.88 %
	EOPS	80.00 %	65.00 %	89.29 %	71.78 %	89.57 %	71.98 %	90.08 %	73.54 %	87.42 %	72.33 %

		Spring 2020	Spring 2020	Spring 2020	Spring 2020	Spring 2020	Spring 2020	Spring 2020	Spring 2020	Spring 2020	Spring 2020
		Basic Skills	Basic Skills	Credit	Credit	Degree Applicable	Degree Applicable	Transferable	Transferable	Vocational	Vocational
		Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
Cerro Coso											
	CAFYES			90.91 %	81.82 %	90.91 %	81.82 %	100.00 %	88.89 %		
	CalWORKs	100.00 %	100.00 %	90.70 %	76.74 %	90.48 %	76.19 %	90.00 %	75.00 %	100.00 %	89.47 %
	CARE	100.00 %	100.00 %	92.86 %	80.36 %	92.73 %	80.00 %	92.00 %	78.00 %	100.00 %	92.00 %
	DSPS	60.00 %	60.00 %	88.66 %	74.37 %	89.27 %	74.68 %	88.67 %	74.88 %	88.24 %	75.00 %
	EOPS	40.00 %	40.00 %	90.47 %	77.06 %	90.88 %	77.36 %	92.09 %	78.91 %	92.15 %	73.30 %

Outcomes Assessment: Gaps to be Addressed

Lack of awareness regarding Access Programs policies and procedures.

Type:

AUO

Target Missed/Gap Detected:

All plans for improvement have been started but not completed.

Type of Gap:

Need to improve operational processes.

Analysis and Plan for Improvement:

The previous plans for improvement have been started but not completed. The goals are to -

1. Work with the Director of Distance Education on the Distance Education Accessibility Action Plan to provide faculty informational opportunities through lunch and learns and video or newsletter passages

- One Lunch and Learn has been completed and two more will be presented in 2020-21

2. Create an Access Programs Handbook

- Multiple pieces have been created but not put into a completed handbook

3. Procedures and process on the website

- Materials have been obtained but not completed and ready for website

Anticipated Semester for Implementing Planned Improvements:

Spring 2020-21

Anticipated Semester of Next Assessment:

Spring 2020-21

Program Review: Actions Taken

Access Programs

Year of Last Program Review:

2019

Actions Taken in the Prior Year to Address Strategies:

Strategy progress-

- **Strategy** - Integrate Navigate into scheduling, student information, education plans, and communicating (text/email).
 - Progress made -
 - Navigate is fully used for scheduling, entering and reviewing student information, and entering education plans.
 - Text and emails are being incorporated in a broader context and for multiple purposes
 - The progress report campaign is completed through Navigate
- **Strategy** - Provide targeted transfer advisement to students who identify their educational goal is to transfer.
 - Progress made -
 - One small group transfer workshop is held each semester
 - Access Programs partners with General Counseling in providing transfer workshops
- **Strategy** - Create an opt-in mid-semester progress report for DSPS students
 - Progress made - completed
- **Strategy** - Develop online virtual educational workshops to support students has been completed
 - Progress made - completed
- **Strategy** - Access Programs will provide ongoing support and resources for CalWORK's, EOPS, CARE, and NextUp students. Orientations, 3 semester contacts, education planning, transfer services and educational activities and workshops will be provided. This has been done in 2019-20 and is a strategy that will be a goal each year.
 - Progress made - DSPS students are provided an accommodation plan and letter to instructor

Strategies Still to be Addressed:

Strategy to still be addressed -

- Increase Counselor, Staff, and Peer Mentor awareness about 1st generation students.
- Plans for increasing DSPS student participation in orientation needs to be developed.
- Integration of Access Programs in a broader spectrum college-wide through Faculty 411, lunch and learns, and updated materials needs to be developed and completed

Annual Planning: Actions Taken

Increased integration into the Cerro Coso Community College environment

Access Programs collaborated with Counseling, Outreach, Distance Education, and the Learning Assistance Center (LAC) to support increased integration into the college community. Staff have helped create awareness about DSPP by providing LAC tutor training for the first time, have partnered with the Counseling Department on Coffee with Counseling, was part of a college wide team working on Virtual Commencement, and opened up Access Programs workshops (ESCC) for the larger college community.

Stabilize the delivery of services to incarcerated students

The EOPS population at the California Correctional Institute(CCI), Tehachapi has been small. The spring of 2020 EOPS had 6 graduates on D yard and 1 graduate on C yard. It has been the intent of Access Programs to increase EOPS services at CCI with paced growth so services would be provided in an excellent manner. With the Tehachapi incarcerated student counselor's recommendation it was decided to approach the Educational Coordinator at the CCI, C-Yard, and discuss expansion. Access Programs staff educated the C-Yard Educational Coordinator about EOPS state regulations and EOPS goals. The Coordinator chose to support the expansion with strategic plans set in place.

Plan set in place -

- A student letter of application was drafted which stated EOPS regulations for acceptance and maintaining eligibility.
- In-house procedures were determined to support the quickest route to review applications and verify eligibility
- A time line was set for material distribution which will happen three times a semester
- A time line was determined for meeting the 3 EOPS contact requirements
- Communication -
 - Educational Coordinator will be informed of each semester's plan
 - Meetings will be set up with the Educational Coordinator to discuss upcoming plans and appraise each semester's success

The measure of success is that the EOPS program has the full support of the Educational Coordinator on C-Yard and 33 EOPS students at CCI.

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

In developing a communication plan to improve the identification of students who qualify for Access Programs, the program has a staff member attend monthly Community Collaborative meetings and report about upcoming outreach, events, registration dates, program guidelines and updates, and other important information relevant to greater understanding about Access Programs. The program has marketed EOPS information on the CCCC website each semester and worked with Outreach to create virtual informational workshops.

The measure of success would be an increase in EOPS students but due to unforeseen circumstances this did not happen.

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

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Increase retention and success of 1st generation EOPS students

Yes, the Program needs the Institutional Researcher to pull the Cerro Coso EOPS students who are EOPS, 1st generation. The Program has developed it's own internal process but would like support and verification from the Institutional Researcher.

Expand EOPS program to online students.

No

Increase DSPP student success rates

No

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Expand transition services for non-transfer degree, career seeking students, and track how many students get jobs after achieving their goals.

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Introduce students to the Employment Development Department (EDD) and create awareness about tools and resources available.
- Work with East Kern Program Coordinator, to support non-transfer incarcerated students
- Work with the Career Development Coordinator to hold workshops specific to non-transfer career options
- Create workshop for students in similar majors

Lead Measure of Success:

1. Contact EDD and obtain resources and workshops they have available in September of 2021.
2. Obtain the incarcerated student non-transfer plan from East Kern Program Coordinator in September of 2021
3. Present one non-major workshop in the fall of 2021

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:

When 70% of students achieving their educational goals are able to obtain jobs in their field or related field.

Person Responsible:

Access Programs Director and 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, Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections

Bring greater support strategies to 1st generation students which will be verified by EOPS and CARE students having the same success and retention rates as the general population students.

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Improve Information sharing
 - Work with Employment Development Department and College Financial Aid Office to obtain money management resources and training
- Workshops
 - Review workshops offered to students and verify relevance through student survey
 - Create or revamp current workshops to address the needs of 1st generation students
- Provide staff professional development on 1st generation thinking and challenges
- Strengthen data collection
 - Work with Institutional Researcher

Lead Measure of Success:

- EOPS/CARE progress reports will be used to track students needing additional support strategies.

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

No

Does the department request help to develop these instruments?

Lag Measure of Success:

This will be determined by success and retention percentages.

Person Responsible:

Director, Access Programs

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

Update Access Programs processes and procedures on all mediums.

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- Create/update Access Programs Handbook
- Create an incarcerated student handbook
- Place processes on each categorical web page
- Create succinct Access Programs brochure
- Verify all documents are accessibility compliant

Lead Measure of Success:

DSPS processes and procedures will be in place at the beginning of fall 2021. All other actions will be created by the end of spring 2022.

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:

A handbook for Access Programs and an incarcerated student handbook will be created with all program processes and procedures. The CCCC website will have current information about each Access Program. All documents will be accessibility compliant.

Person Responsible:

Director, Access Programs

It addresses a gap in student equity**Which strategic goal does this initiative address?**

Goal 1: Maximize Student Success

Evaluate Resource Needs

Facilities

A concern I have regarding the facilities is the access to the copy machines in the one-stop. It seems unsafe for staff to climb the shaky stools to make copies, fax, or scan a document. I see the setup now as a safety hazard.

Secondly, I would request a space in Tehachapi to place a Special Services Assistant. Most likely, cubicle walls, a desk, and a chair would be needed.

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)
- Glean
- 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 informational brochures and fliers for in-reach and outreach. Also, website and social media support and marketing will be needed for events and information regarding registration.

Professional Development

Access Programs would like staff to participate in the following -

- EOPS/CARE/NEXTUP webinars supported by the Chancellors Office
- EOPS Statewide Conference supported by CCCEOPSAA
- CAPED Continued Accessibility Training
- 1st generation training

Research and Data

Needs -

- Help with identifying Cerro Coso only, 1st generation, EOPS, CARE, NextUp, DSPS, and CalWORKs students.
- Support an EOPS/CARE student survey
- Support a DSPS state survey

Staffing Requests

1000 Category - Certificated Positions

N/A

Location:

Justification:

No positions are being requested.

2000 Category - Classified Staff

N/A

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: