

2017 Disability Resource Center Annual Program Plan

DRCX Disability Resource Center

I.A. Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College? (**Program Profile: Purpose**)

Narrative

The Disability Resource Center (DRC) provides access to instructional and non-instructional activities for students with disabilities. The DRC program assists Skyline College in maintaining its compliance with Section 504 of the the Rehabilitation Act of 1973, Americans with Disabilities Act, and Title 5. Beyond meeting legal expectations, the DRC contributes to the Skyline Promise by offering specialized classes that help support student success and retention. In addition, the DRC continuously evaluates and improves upon support services offered that leads the District in cutting edge technology support and services such as; alternate media options, our Assistive Technology classroom and lab, the SmartPen Loan Program, and Kurzweil 3000 Loan Program. The Learning Disability Program continues to find innovative ways in which to support student success and retention. The DRC provides incoming high school students who have disabilities with orientation, placement testing, and counseling services (SSSP) during our Priority Enrollment Program (PEP) event. Counseling services that include academic (abbreviated and comprehensive) student educational plans, disability, and accommodation-related needs are provided on an ongoing basis.

DRC's activities contribute to the overall goals and mission of Skyline College through our emphasis on providing equal access and equity for traditionally underrepresented populations (students with disabilities). In addition to DRC's student support services, DRC engages with faculty and staff as they work with students with disabilities. DRC seeks to be part of the equity conversation on campus recognizing that students with disabilities are an important part of the campus' overall diversity.

II.A. Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. (**Analysis: Progress on Prior Program Objectives (Goals) and Activities**)

Narrative

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. (**Analysis: Progress on Prior Program Objectives (Goals) and Activities**)

Activities:

As with previous years, DRC continues to see a growth in our student count. MIS count for Spring 2016 was 424 and for Fall 2016 it was 389. With the implementation of new Title 5 regulations set to begin Summer 2017, we are anticipating further growth in our reported numbers as the new regulations broaden the category of students who can be claimed for MIS purposes.

DRC staff has continued to maintain a high touch service model, regularly meeting with students to provide support. The DRC coordinator/counselor held 462 appointments with students in Spring 2016 and 403 appointments with students in Fall 2016. In Spring 2016, DRC's full time LD Specialist held a total of 214 appointments with students for advisement and assessment. In Fall 2016, the DRC had an adjunct LD Specialist who held 125 assessment appointments. DRC's Assistive Technology Specialist held 67 appointments to provide one-on-one AT support during Spring 2016 and 99 such appointments in Fall 2016.

DRC did see a significant increase in our test proctoring numbers. In Spring 2016, DRC proctored 497 exams; in Fall 2016 DRC proctored 893 exams; a 52% increase from the previous year.

Progress towards Goals:

During DRC's last APP, the following goals were identified:

- 1) Create an online request system for students for accommodation letters, alternate media, and testing appointments.
- 2) Restructure the note taking program to improve the quality of notes and the method for receiving notes.
- 3) Create a Welcome Day Program for incoming high school students.
- 4) Encourage more use of the testing accommodations.

DRC has made significant progress in 3 of the 4 listed goals.

In Summer 2016, the DRC piloted an online system for requesting accommodation letters, alternate media, and testing appointments. The system went into wider use in Fall 2016. During Fall 2016, the system was used to make 90 requests for accommodation letters, 198 testing appointments, and 31 alternate media requests. DRC is continuing to explore ways to service students effectively and efficiently. DRC has recently partnered with CSM and Canada on a project to move the District to a single system that could increase the integration between our colleges and data systems.

DRC has expanded our Priority Enrollment Program (PEP) for incoming high school students to support them through the transition to college. In addition to our one day orientation event, DRC has added a Registration Support Evening on priority registration day where families can come to the DRC for assistance registering for classes and resolve any A & R issues on the spot. During our launch in Spring 2017, we saw large numbers of attendees. Further, DRC created Welcome Day the week before classes to support students coming into college for the first time. During Welcome Day students learned about reading a syllabus, received an academic planner, discussed self advocacy, and received instructions on how to utilize their accommodations. The workshops were well attended and received positive feedback from the attendees.

During our last Annual Program Plan, DRC noted that we wanted to increase the number of testing appointments. Staff really focused on encouraging students to test and created an online process for requesting test appointments. We did see an increase in the utilization of the testing room.

The area that DRC sees continue need for improvement is on the structure of our peer note taking program. DRC continues to think through innovative ways to provide students with their peer notes and incentivize participation in the note taker program. DRC has created a survey to learn more about the experiences of the note takers and the students receiving notes. This survey will be deployed Spring 2017 and implementation of changes could occur as soon as Fall 2017. DRC also increased the payment from a \$50 gift card to the Skyline Bookstore to a \$100 stipend.

II.B. Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur. (**Analysis: Program Environment**)

Narrative

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur. (Analysis: Program Environment)

DRC has undergone a series of major changes in the last year, specifically in the area of staffing. Many long time staff members left to pursue other opportunities within the college or District; there has been turnover in 5 of DRC's 7 staff positions (including 2 of 3 faculty positions). DRC's focus over the last year has been to continue to provide outstanding student service while undergoing the hiring process for replacement of the positions. The hiring process should be completed in May 2017. While there have been many challenges associated with a turnover of the majority of its staff; DRC is using this unique opportunity to reevaluate our services and our methods of offering our services. As new staff members have started their work in their respective areas, they have been tasked with examining previous processes and making recommendations for improvements.

Over the last 3 years, Skyline DRC has pioneered the use of the Student Accommodation Manager (SAM) in our district. SAM is an electronic filing system for maintaining student records, producing accommodation letters, and scheduling student exams. DRC has also pioneered the use of an electronic system for making accommodation letter requests, alternate media textbook requests, and scheduling exam appointments. However, many of these innovations require staff hours to upload documents and manually input data. Skyline DRC is partnering with our sister colleges to explore a more robust accommodation management system. This project would be implemented in Spring 2018. Moving over to this new system would take considerable effort and would be the focus Summer 2017 and Fall 2017.

In addition to the changes within the DRC, the Counseling Division has created a new orientation program for incoming students and moved to a multiple measure placement for English and Math. As a result, DRC has recognized the need to change how we approach servicing our incoming high school students and their participation in our Priority Enrollment Program (PEP). During the Spring 2106 PEP, students were able to use multiple measures to move into higher level English courses and the orientation program was redesigned to more closely align with the standard orientation. DRC will continue to examine and update our PEP in alignment with changes to standard orientation and placement policies.

- II.C.** (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. (**Analysis: Student Learning Outcomes (SLOs and PSLOs)**)

Narrative

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. (Analysis: Student Learning Outcomes (SLOs and PSLOs))

- During Spring 2016, DRC students completed a DRC Utilization Survey to assess the SLO "Students will use their accommodations." This survey received 82 responses, the most responses from a DRC survey ever. Surveys were sent out to both Active and Inactive students to learn more about what accommodations are being used and what are some of the potential barriers to accommodation use.
 - Students requested an online system for making accommodation letter request.
 - Students who did not use accommodations did not believe they needed them.
 - Students were confused by the process of requesting alternate media.
 - Students were not comfortable receiving peer notes or did not feel peer notes were useful.

In response to the student survey, DRC created an online request system for requesting accommodation letters, testing appointments, and alternate media. DRC piloted the program at the end of Spring 2016 and into Summer 2016. The system was more widely advertised in Fall 2016. The goal was to ease the process for making routine requests. Through the online system, DRC began providing students with electronic copies of their accommodation letters eliminating the need to physically come to the DRC at the start of the semester. Further, the DRC simplified the process of requesting alternate media. In the past, students were responsible for submitting a print out of their class schedule along with the request. DRC removed the burden of students' needing to provide the schedule themselves. The ability to make testing appointments via the online system has been well received and about 2% of testing appointments are made with the system.

The responses related to the DRC peer note taker program made it clear that further investigation is needed into how students are connecting to their peer note taker accommodation. DRC has created a survey for both the peer note taker and the students with peer note taker accommodations to learn more about ways we can improve the experience of being a peer note taker and the ease of transfer of notes.

The survey revealed that students who did not use accommodations did not believe that they needed the accommodations. In the previous years, DRC was focused on increasing our student count through outreach. However, the utilization survey revealed that students who did not use accommodations, did not believe those accommodations were needed. DRC should adopt a dual strategy - outreach to let the Skyline College community know about DRC's services but also messaging to our current students the importance of using accommodations and the value of continued interaction with DRC.

In our efforts to improve connections between students and the DRC, the department has started the practice of monthly newsletters to remind students of important dates and upcoming events. We have also added events such as the Holiday Party in December to celebrate the end of the Fall semester and the Ice Cream Social in May to celebrate graduating students and the end of the Spring semester. DRC has continued our annual Disability Awareness Month programming in October and our priority registration collaborations with EOPS/Veterans/Guardian Scholars.

III.A. Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness. **(Reflection: Considering Key Findings)**

Narrative

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness. (Reflection: Considering Key Findings)

-overall students do use the services and are satisfied by them

-want to think through ways to encourage more use of the DRC and interact with staff.

-More follow up with students, especially after implementing new data base.

III.B. If the program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do. (**Reflection: ISLOs**)

Narrative

If the program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do. (Reflection: ISLOs)

DRC did not assess any ISLOs.

IV.A. Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item. **(Strategy for Program Enhancement: Continuation/Modification)**

Narrative

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item. (Strategy for Program Enhancement: Continuation/Modification)

DRC is continuing the following initiatives:

1) Improving the recruitment of peer note takers and easing the process of receiving notes. DRC is deploying a survey in Spring 2017 to learn more about the experiences of both note takers and students needing notes. Based on the responses, DRC may be making changes to the note taker program for Fall 2017 implementation.

2) Focusing on the transition from high school to college through our PEP program and related activities. As DRC moves forward with a new LD Specialist and AT Specialist, we will look for opportunities to provide support for incoming high school students. DRC currently has strong partnerships with counselors and transition specialists from our feeder high schools; we seek to continue those partnerships and look for more integration. We are exploring the following:

- Skyline counseling on the high school campuses.
- Creation of a 1 unit transition course for students who are currently in high school.
- More follow up services for our PEP students, such as regular check-ins and appointments with an academic coach.

IV.B. Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) **IMPORTANT!** Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. **(Strategy for Program Enhancement: Action Plan and Resource Requests)**

Task Details Report

Planning Year: 2017-2018

Planning Unit: Disability Resource Center

Unit Manager: Matthews, Melissa

Objective: 120 - DRC Tutoring

Objective Description:

One-on-one tutoring appointments of 1 hour each held in the DRC in Math and English. 10 hours for math and 10 hours for English.

Start Date:
4/25/2017

Task Type:
Department/Division/Unit

Priority Level:
Medium

Task Order:
1

Due Date:
5/26/2017

Completion Date:

Task Status:
New/Pending

Budget:
\$10,880

DRC is advocating for one-on-one, 1 hour appointments in both Math and English for the upcoming academic year (17/18).

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
2392T	Disability Resource Center	11.5 \$/hr x 10 hours/wk x 30 wks/year = 3680 for English, peer tutor	\$3680.00	\$0.00
2210	Disability Resource Center	Graduate tutor for math 24 \$/hr x 10 hr/wk x 30 wks/yr = 7200	\$7200.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	