

2018 Disability Resource Center Annual Program Plan

DRCX Disability Resource Center

I.A. Program Profile: Purpose

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?

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.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Melissa Matthews - Coordinator/Counselor, Disability Resource Center

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or 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:

DRC's MIS student count remained steady for Spring 2017 was 317 and for Fall 2017 it was 358.

DRC staff has continued to maintain a high touch service model, regularly meeting with students to provide support. The DRC coordinator/counselor held 364 appointments with students in Spring 2017 and 344 appointments with students in Fall 2017. DRC hired a full time LD Specialist in mid-Spring 2017, during that time she held 64 appointments. During Fall 2017, the LD Specialist met with 212 students for accommodations and LD eligibility assessment. DRC did not have a full time Assistive Technology Specialist in during 2017; a new AT Specialist was hired towards the end of Fall 2017 and regular one-on-one appointments were not made available until Spring 2018.

In Spring 2017, DRC proctored 1066 exams; in Fall 2017 DRC proctored 820 exams.

In Spring 2017, the Alt Media team converted 250 books requested by 100 students and converted 131 exams. One student requested textbook enlargement, which requires many hours of detailed work by the Alt Media team. In Fall 2017, the Alt Media team converted 377 books requested by 87 students and converted 109 exams. Two students required textbook enlargements.

In Spring 2017, the AT Lab loaned 55 SmartPens and a variety of other equipment (calculators, headsets, recorders. In Fall 2017, the AT Lab loaned 85 SmartPens. In Fall 2017, the AT Lab was able to loan Chromebooks to students; 5 students loaned the Chromebooks for the duration of the semester.

Progress towards Goals:

The following goals were identified during the 2016/17 Annual Program Plan:

- 1) Implementation of a District-wide accommodation management system and alignment of District processes.
- 2) Evaluation of the peer note taker program.
- 3) Create a more impactful transition program for incoming high school students.

DRC has made progress towards its identified goals but has further progress to make in these areas.

Throughout Spring 2017, the District DRCs explored vendors that could offer a robust accommodation manager which communicated with Banner. At the conclusion of Spring 2017, the DRCs within SMCCCD jointly purchased Clockwork. The Clockwork program, when fully implemented, will be accessible to students and faculty through their WebSmart sign-on. Students across the District will be able to independently access their accommodation letters and make appointment for counseling and testing. Faculty will no longer need to rely on paper accommodation letters; rather, they will be able to access a list of students requesting accommodation in their course in WebSmart. Because all DRCs within the District are moving to Clockwork, the units spent time aligning their processes. With all three colleges using the same processes, we anticipate a more streamline experience for students attending multiple colleges.

In addition to its accommodation management tools, the Clockwork system has an extensive peer note taker feature. Within the Clockwork portal, peer notetakers will be able to upload their notes and students with the accommodation will be able to download them. This will allow for more immediate access to notes and a less arduous process. DRC will evaluate the success of this new peer note taker system after its implementation during the 2018-19 academic year.

During Spring 2017, DRC continued to offer its Priority Enrollment Program (PEP). In keeping with last year's goals, the PEP was more closely aligned to general PEP, including a focus on Multiple Measure Placement, rather than offering placement testing. Forty-two incoming high school students registered for Spring 2017 PEP Day. After PEP, the DRC counselor conducted appointments at the high schools providing them with Student Education Plans (SEPs) and accommodation counseling. DRC hosted Welcome Day in the week prior to Fall 2017 to orient students to their first semester. During Welcome Day, students received an academic planner, tips for self-advocacy, and received instructions for utilizing their accommodations.

During Fall 2017, DRC explored the possibility of offering a 1-unit COUN 101 course at a high school. While Jefferson High School was interested in partnering with the DRC to pilot this course; the JUHSD's Superintendent decided not to move forward with offering the course during the upcoming academic year. DRC will continue to explore this potential opportunity for transitional support.

II.B. Analysis: Program Environment

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.

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)

The DRC went through considerable staffing changes during 2017; a new LD Specialist was hired in Spring 2017 and a new AT Specialist was hired in Fall 2017. DRC faculty have evaluated current course offerings and will be modifying or developing new courses to meet the needs of our student population.

Additionally, DRC is continuing the process to move to a new accommodation management system. In Spring 2017, DRCs across the District purchased Clockwork. The initial implementation began in Fall 2017; there will be a phased rollout of the new system during Summer 2018 through Spring 2019.

Skyline College as a whole is undergoing a redesign of its majors and the counseling division will also be redesigning how services are offered. DRC must adapt to the changes and determine what our role will be in the redesigned college. This will impact how we offer orientation services. There has been a focus and emphasis on offering orientation services to students at their high school campuses. DRC wants to promote students inclusion in activities at their high school, while still offering information related to disability services. DRC will be collaborating with the Outreach and Counseling Offices to determine the best way to support our population.

Further, with the passage of AB 705 colleges across California are reexamining their English and Math placements. DRC will continue to advocate for developmental courses for students who need to build foundational skills prior to moving into college level coursework. DRC faculty will collaborate with English and Math faculty to support our population.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

(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.

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 2017 and Fall 2017, DRC evaluated the SLO related to utilization of DRC Services by examining the number of accommodated tests that were proctored by the DRC across different semesters. DRC saw a significant increase in the number of accommodated tests scheduled at the DRC after the implementation of an online scheduling tool. However, the number of accommodated tests scheduled at the DRC leveled off after the initial increase. DRC will be moving to a new test scheduling tool once Clockwork is fully implemented. DRC will re-evaluate our testing numbers after that system is in use to determine whether further changes to our scheduling process need to be made.

DRC also evaluated the SLO related to knowledge of DRC services by examining the test proctoring forms submitted by students. Students are requested to indicate their approved accommodations on the form. However, in a random sampling of 100 test forms, only 51 students correctly indicated their approved accommodations; 46 did not indicate approved accommodations at all; 3 incorrectly indicated their approved accommodations. DRC will be moving to a new accommodation management system which will require students to engage with their accommodation requests more actively. DRC anticipates this will increase the number of students who have fuller awareness of their approved accommodations.

III.A. Reflection: Considering Key Findings

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.

Narrative

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- DRC would like to improve its follow up with students throughout the semester. Regular newsletters have been sent to students to announce important dates, upcoming events, and reminders. DRC will continue these newsletters but will also seek to improve individualized follow up.
- DRC will need to create training programs on the new accommodation management system for faculty and students.
- DRC will be working collaboratively across the college to navigate the redesign and upcoming legislative changes.

III.B. Reflection: ISLOs

If your 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.

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. Strategy for Program Enhancement: Continuation/Modification

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.

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) Implementation of the Clockwork accommodation management system in collaboration with our sister colleges.
- 2) Focusing on the transition from high school to college through our transition program and related activities. DRC will continue to advocate for providing a COUN 101 course specifically for students with disabilities at a feeder high school. DRC will also be reevaluating our transition offerings in light of the changes occurring with our high school outreach programs.
- 3) DRC faculty will evaluate DSKL course offerings and modify or develop courses to meet student needs.



IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

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. Institutional Goals.

Narrative

Associated Objectives
 464-DRC will provide comprehensive transition support to first year students  465-DRC will provide developmental support in the areas of English and Math

Objectives of Disability Resource Center

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2335DRCX00	Disability Resource Center	Matthews, Melissa

Objective Status: New/In Progress

464	DRC will provide comprehensive transition support to first year students DRC will provide comprehensive transition support for first year students
465	DRC will provide developmental support in the areas of English and Math DRC will provide developmental support in the areas of English and Math through the creation of DSKL support courses, tutoring, and academic coaching
