

2019-20 Disability Resource Center Annual Program Plan

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, Chromebook 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 transition support and services through our President's Innovation Fund funded program, Guiding Your Path to Success (GPS). Counseling services that include academic (abbreviated and comprehensive) student educational plans, disability, and accommodation-related needs are provided on an ongoing basis. Additionally, DRC provides one-on-one intensive math tutoring.

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. The DRC is preparing for a new transition in 2020/2021 through the change of our department name to Educational Access Center. We believe this name will be less stigmatizing for students, ease the referral process, and further support equity work being done on campus.

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

Jessica Truglio - Learning Disability Specialist

Kim Saccio Kent - Assistive Technology Specialist

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

Activities:

DRC's MIS student count for Spring 2019 was 428, Summer 2019 was 136, and Fall 2019 was 457. There has been an increase in students served over the last few years.

DRC staff has continued to maintain a high touch service model, regularly meeting with students to provide support, as well as provide a safe space on campus for students.

Some changes to our program since our last APP:

- DRC has hired a full time instructional aide to provide one-on-one math and chemistry tutoring. The tutoring provided by is intensive and extensive. Students with learning challenges appreciate the one to one ratio, as well as being able to book appointments for one hour at a time.
- DRC's Assistive Technology Specialist has created a process for assessing students' educational technology needs through the use of a Tech Tools website
- DRC has moved to renaming our courses DSKL (Developmental Skills) which was potentially stigmatizing to EDAC (Education Access).
- DRC has brought on a counseling intern to work with students one-on-one for executive function support, as well as support in the high school to college transition.
- DRC has updated all forms for a more modern and streamlined process
- DRC received approval to change our name to the Educational Access Center to begin in Fall 2020.
- DRC has created a Canvas page for our Guiding Your Path to Success program, including video guides for students on transitioning into college.
- DRC created a student lounge area to serve as a safe space for our students; we're providing snacks and stress reduction materials in the space.

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

DRC hired a full time instructional aid to work with students as a math and chemistry tutor. DRC has also created an internship program for students who are receiving a master's in counseling psychology with an emphasis on college counseling.

With the passage of AB 705 colleges across California have eliminated pre-transfer level offerings. DRC's Learning Disability Specialist worked in close collaboration with 2 math instructors to provide integrated math affective domain support to students as part of a pilot program. The results of this program will be assessed and decisions on whether to continue the collaboration will be determined.

The Spring 2020 and Summer 2020 semesters have been impacted because of COVID-19. This has impacted the delivery of services that are traditionally face-to-face. Generally in Spring, DRC is launching our Guiding Your Path to Success, activities for students transitioning from the high school into the college. DRC has developed online materials and videos to substitute for the face-to-face activities normally done at this time. However, these materials and videos will be valuable resources even when we revert to fully on campus.

DRC has received approval to change names moving to Educational Access Center in Fall 2020. DRC advocated for a name change to destigmatize the process of receiving educational support services. Faculty had reported discomfort in making referrals to students who did not have a visible disabilities. DRC is hoping that the new name will break down any barriers students may have towards seeking support services through our department.

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

During the Spring 2020 semester DRC was scheduled to assess the following PSLOs:

Students will show they are satisfied with the types and availability of services provided by DRC.

Students will be able to demonstrate knowledge of their disabilities, accommodations, and services available to them.

However, due to COVID-19 and the disruption to the Spring 2020 semester, DRC has decided to delay assessment of these PLSO's until we return to campus.

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

- DRC would like to increase outreach utilizing the new name Educational Access Center. We would like to assess whether the name change impacts enrollment numbers.
- DRC will update online resources, videos, and other materials to align with the change to the Educational Access Center.
- DRC will determine whether to continue the collaboration with math as embedded affective domain counseling based on outcomes.
- DRC will pilot online versions of EDAC course offerings.

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

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

During our CPR, DRC discussed wanting to create the Educational Access Center that would expand current services to students at the college were not high school graduates, returning adults (+10 years outside of college/high school), or who had disabilities. DRC was approved for the name change but was not approved for the expansion of the mission. EAC will continue to work exclusively with students who have disabilities.

However, DRC/EAC is still exploring ways we can expand our services. Specifically through the submission of a President's Innovation Fund request to create an Educational Technology program for students who do not have a disability. This grant request was submitted by Kim Saccio Kent in April 2020 and DRC awaits to see if the proposal was funded.

The DRC Comprehensive Program Review also proposed the creation of a Gateway Math and English program. This was also not approved. However, DRC has been working collaboratively with Math faculty to provide embedded counseling and affective domain support. Jessica Truglio also serves on a committee to monitor and address the impact of AB 705.

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. Need help? Contact the PRIE Office for further instructions.

Narrative

Associated Objectives

[1170-EAC Name change awarenes](#)

Enhanced Budget with Objectives and Task Detail

[Disability Resource Center Enhanced Budget with Objectives and Task Detail](#)