

2018-19 Disability Resource Center Comprehensive Program Review

I.A. Program Purpose

Describe the purpose of the program and how it contributes 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 Skyline College by offering academic and disability counseling, Learning Disability program, an Assistive Technology program, and specialized courses that help support student success and retention.

Counseling - . The DRC provides students with counseling with a focus on their academic and career goals in light of their strengths and challenges presented by their disabilities. DRC counseling also aims to promote students' self-advocacy and understanding of their rights and responsibilities. DRC counseling has placed a special focus on the critical transition incoming high school students experience as they begin attending Skyline College. DRC supports the transition through the Guiding Your Path to Success (GPS) Program. The GPS program provides students and their families with a DRC Orientation and multiple follow up events to ensure a smooth transition into the college.

Learning Disability Support –The DRC continues to provide assessments of learning disability eligibility through the LDESM model. Students have the opportunity for follow up appointments with the Learning Disability Specialist to review learning strategies based on their individual needs. Additionally, the DRC's LD Specialist teaches specialized courses designed to support students with learning disabilities in reading, writing, and math. The DRC has also provided students with one-on-one hour tutoring in English and math.

Assistive Technology –The DRC has a comprehensive AT program that includes individualized AT support provided to students by the AT Specialist, an alternate media team to provide students with their materials in their preferred format, a software and equipment loan program, and specialized AT courses.

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 and provides trainings with the support of CTTL. 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 Student Learning Outcomes

List the current program student learning outcomes (PSLOs).

Narrative

- DRC students will use their accommodations (i.e., test proctoring, textbooks in alternate format, and text-to-speech program such as Kurzweil 3000).
- Students will be able to demonstrate knowledge of their disabilities, accommodations, and services available to them.
- Students will show they are satisfied with the types and availability of services provided by DRC.

I.C. Profile: Program Review Team

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

Narrative

Melissa Matthews - Coordinator/Counselor

Jessica Truglio - Learning Disability Specialist

Kim Saccio-Kent - Assistive Technology Specialist

II.A. Program Effectiveness

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes.

Program data may

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

Narrative

DRC has seen a steady increase in the students enrolled in our program from 455 in the 2013/14 academic year to 545 in the 2017/18 academic year. This increase is due to extensive outreach to the community, collaboration with our feeder high schools, and training for faculty on referring students to the DRC. In addition to our program growth, DRC has also had no audit findings since 2012 demonstrating that we are in compliance with our Title 5 requirements. DRC regularly receives feedback from students about the important role that accommodations and DRC's support programs have played in their college success. Responses to SLO surveys reflect the high level of satisfaction that students have with the DRC program.

DRC faculty and staff have a commitment to professional growth. The DRC Coordinator/Counselor attends the CAPED Convention (the conference for California Community College DSPS programs) and the Director's Training each year to remain current on legal updates, legislative changes, and best practices in the field. DRC's Learning Disability (LD) Specialist has participated in training opportunities for California Community College LD Specialist. DRC's Assistive Technology Specialist recently completed a certificate in Assistive Technology from the California State University, Northridge. All three of DRC's faculty members have completed the Equity Training Series offered through the Student Equity and Support Program (SESP) Division. All DRC staff is encouraged to participate in training opportunities whenever possible.

II.A.1 Progress on Prior Program Objectives (Goals)

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

Narrative

During DRC's previous Comprehensive Program Review, three areas of improvement were identified and addressed:

- The implementation of an electronic student record management tool and modernization of DRC's systems to better improve efficiency.
 - The DRC reached this goal and continues to work towards enhancement of our electronic management systems. In 2014, the DRC was able to implement the Student Accommodation Manager (SAM). The DRC embarked on a wide scale project to scan all active student records and create electronic files for students; over a thousand electronic files were created. SAM allowed the DRC a great amount of customization and the department was able to issue accommodation letters with clearer information about how an instructor should implement a listed accommodation. Skyline DRC was the first DRC within SMCCCD to implement SAM; College of San Mateo followed behind nearly 2 years later. Additionally, in 2016, based on survey results collected during our SLO process, DRC created an online tool for students to request accommodation letters, submit alternate media requests, and make accommodated test appointments. Skyline DRC is the only DRC in the District to provide these services electronically to students.
- Reinvigorate the Differential Learning Skills program to support individuals with learning disabilities and promote learning disability assessments.
 - The Differential Learning Skills program was reinvigorated with new curriculum in the years following our previous CPR. Skyline's LD Specialist, Carol Newkirk developed writing support courses for individuals with learning disabilities (DSKL 823 and DSKL 824). After Carol Newkirk became the Director of the DRC at CSM, Skyline hired Jessica Truglio as LD Specialist. Recognizing a need for additional math support for students in the affective domain, Jessica created DSKL 840 Success Strategies for Math. Additionally, DRC created an outreach campaign to inform students and faculty about the existence of learning assessments. This led to an increase in students categorized as LD from 105 in 13/14 to 188 in 17/18. Jessica has also promoted LD assessments at the Student Success Workshops for students who are on academic probation.
- Expand the Assistive Technology program to ensure cutting edge technology and hire appropriate support staff.
 - The Assistive Technology program has received enhancements to cutting edge technology since our previous program review. In 2016 the DRC's Assistive Computer Lab received an overhaul and all computers were replaced. In 2018, all computer operating systems were updated to the

latest Windows 10. Each year the DRC, through instructional equipment funds and DSPS funding, has been able to provide updated Dragon NaturallySpeaking software to ensure the latest version is being taught. Additionally, students are provided with the latest Kurzweil, Read and Write, and Fusion (JAWS and ZoomText). Furthermore, DRC has expanded our equipment loan offerings. In 2017, DRC was able to purchase Chromebooks to offer for student loan in addition to SmartPens, graphing calculators, and digital recorders. In Fall 2015, DRC was able to add an additional full time Instructional Aide-II position. Since 2017, there has been staffing turnover in the Instructional Aide-II positions and the Assistive Technology Specialist bringing a new outlook to the program. DRC's new AT Specialist, Kim Saccio-Kent, has focused on creating courses with an emphasis on academic success strategies incorporating technology, rather than teaching the technology in isolation from the strategies.

During DRC's most recent Annual Program Plan, three goals were identified and addressed:

- Implementation of a District-wide accommodation management system and alignment of District processes
 - In 2016, the DRCs across SMCCCD purchased an electronic accommodation manager, Clockwork. The goal was to have all three DRCs utilizing the same system, the system would integrate with Banner and WebSmart. Students would be able to receive accommodation letters, make testing appointments, and receive notes through the online portal housed in WebSmart. Originally a target implementation date of Fall 2018 was set; however, due to alignment with District scheduled upgrades to WebSmart, the goal for implementation has been moved to Fall 2019.
- Evaluation of the peer note taker program
 - During Fall 2017, DRCs across SMCCCD were informed that we were no longer permitted to provide student note taker stipends but rather must have them complete a much longer, much more complicated, New Student Assistant packet. This has been a barrier to signing up student note taker and compensating them for their work, as students are also intimidated by the amount of paperwork that must be completed. DRC has begun some conversations about amending this process but this is a District conversation that may need the involvement of individuals at the Dean level. DRC is currently following the format set out by the District and will continue to advocate a more streamlined and less onerous method of providing payment to peer note takers.
- Create a more impactful transition program for incoming high school students
 - In Spring 2018, DRC received a President's Innovation Fund grant to create Guiding Your Path to Success (GPS), a transition program for incoming high school students that replaced our previous Priority Enrollment Program (PEP). GPS has been designed to integrate with the Counseling Division's High School Liaison program, providing supplemental support for students who have Individualized Education Plans (IEPs) in high school. Similar to PEP, GPS provides incoming students and their families with information sessions about the differences between high school and college, available support services, and DRC's Assistive

Technology. However, in addition to these sessions, GPS also provides students with a Welcome Day to orient them to their college accommodations prior to the start of the Fall semester, dedicated technology for loaning, regular follow up meetings with a DRC intern, and social events in their first year to build community. DRC began implementing some of the GPS components in Fall 2018 with a goal of full implementation for the students incoming during the 2019/2020 academic year.

II.A.2 Progress on Program Student Learning Outcomes

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Narrative

Utilization of DRC Services

- DRC has evaluated this SLO through the use of existing data – specifically determining whether students are utilizing their alternate media, Kurzweil, and testing accommodations. Additionally, has evaluated barriers to students providing their accommodation letters to instructors. DRC has found that students do utilize their accommodations for alternate media (although students were not completing requests within 2 weeks of registration), Kurzweil, and testing. DRC also found that the majority of students did provide accommodation letters to their instructors. DRC has not evaluated utilization of the Smartpen Loan Program; this should be the next area for evaluation.

Knowledge of DRC Services

- DRC has evaluated this SLO in two ways: a survey to determine whether students were aware of DRC services and a review of test proctoring forms to determine whether students properly indicated their accommodations. DRC has not met this criteria in the 2017/18 assessment and in the 2012/13 assessment. DRC should consider our method for assessing this SLO or whether this SLO needs to be refined or changed.

Satisfaction with DRC Services

- DRC has evaluated this SLO through satisfaction surveys. Surveys indicate that students are satisfied with the service and support programs they receive from Skyline's DRC. The California Community College Chancellor's Office has mandated that all DSPS programs begin evaluating programs through the use of a survey provided by the CCCCCO. DRC will use this survey to evaluate satisfaction of students and faculty with our program beginning in the 2018/19 academic year.

Evidentiary Documents

[DRC-TracDat 201819.pdf](#)

II.A.3.a Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Narrative

The current staffing of the DRC is made up of:

Melissa Matthews, Faculty Counselor/Coordinator

Jessica Truglio, Faculty Learning Disability Specialist

Kim Saccio-Kent, Faculty Assistive Technology Specialist

Rachel Hipps, Staff Assistant

Saul Milan, PT Office Assistant-II

Charmaine Cortez, Instructional Aide-II/Alternate Media Specialist

Celia Pender, Substitute Instructional Aide-II

There have been many changes in DRC staff since our previous Comprehensive Program Review. All positions, other than DRC Coordinator/Counselor, turned over as staff members pursued other professional opportunities. This provided an opportunity for DRC to update DSKL curriculum. Additionally, the change in an IA-II position gave DRC the opportunity to reassess needs and that position will be focused more as math support, as that has been seen as an increased need in recent years.

II.A.3.b Personnel FTE

Provide the current FTE of each category of personnel.

- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Narrative

FT Faculty FTE	3
Classified Staff	3 FT; 1 PT

II.A.4 Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Narrative

The Disability Resource Center is open to students Monday-Wednesday from 8am-7pm, Thursday from 8am-4pm, and Friday 8am-12pm. DRC often extends our hours during finals week due to the large number of accommodated tests. Additionally, DRC staff has demonstrated a flexibility to assist students at times outside of our posted hours. The Assistive Technology Lab is open to students during DRC's open hours but closes during times when the lab is being utilized for class and closes during finals week to accommodate the overflow of tests.

The DRC has developed an online system for students to request accommodation letters, alternate media, and accommodated test appointments for the convenience of both on-campus students and students who utilize distance education courses. Students are also able to submit an application for services online and the DRC counselor is available for phone and electronic appointments. Our online services were developed based on feedback from students' requesting a way to interact with the DRC that did not involve physically coming to the office.

Skyline DRC is currently the online DRC in the District to provide an online system for making requests and to provide 3 nights of evening hours.

In Fall 2018, DRC launched a Canvas page for all students registered as active with the DRC. The Canvas page serves as an information hub for important dates, learning resources, and links to DRC's online request systems. The Canvas page is currently maintained by DRC's counseling intern.

DRC's AT Specialist is exploring the possibility of offering some DSKL Assistive Technology focused courses in an online format.

II.A.5 Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

There have been many changes since DRC's last program review that have impacted our program.

- In 2016 Skyline created the division of Student Equity and Support Programs (SESP), DRC was moved from the Counseling division to this new division. DRC's counselor and LD Specialist continue to attend Counseling division meetings and activities. However, DRC's staff attends SESP division meetings and the coordinator attends one-on-ones with SESP's Dean and SESP Director/Coordinator meetings.
- In 2016 updates to Title V impacting DSPS were implemented. The changes added disability categories, changed the funding formula, changed the weights of the disabilities, and created the requirement for an Academic Accommodation Plan.
 - - Changes to disability categories: The categories of ADHD and Autism Spectrum Disorder (ASD) were created as part of the Title V updates. Previously, individuals with ADHD and ASD were categorized as "Other." Programs across the state were having a difficult time directly answering how many students in their programs were presenting on the Autism Spectrum and needing the specialized support sometimes needed by that population of student. To comply with the new categories, DRC worked with the District and our accommodation management program (SAM) to upgrade reporting systems. DRC also began the process of recategorizing students in the "other" category for placement in the ADHD and ASD categories.
 - Changes to the funding formula: The new funding formula incentivizes college effort; DRC has sought out appropriate match to increase the amount of college effort whenever possible.
 - Changes to the weights of the disabilities: DRC has surveyed and updated students in the "other" category to ensure our MIS and funding is accurately representing our student population.
 - Requirement of Academic Accommodation Plan: DRC worked with SAM to create an electronically generated AAP. The requirement for the AAP supplanted a requirement that students sign a Student Education Contract each semester; this meant that we no longer needed to have students physically present themselves for signatures. Because we no longer needed a wet signature each semester, DRC was able to create the online system to provide students their accommodation letters electronically.
- In 2017 Skyline began a Counseling/High School Liaison Program to allow incoming high school students to complete their SSSP requirements on their

high school campuses. In the past, students would come to Skyline's campus for Priority Enrollment Program (PEP); DRC had created a specialized PEP for incoming students with IEPs and 504 Plans. DRC realized that changes we needed to be responsive to larger changes with the transition from high school to Skyline. DRC determined that students with IEPs and 504 Plans would benefit from Counseling/High School Liaison activities. DRC created the Guiding Your Path to Success (GPS) program to support incoming high school students and their families. The GPS program is meant to compliment current Counseling/High School Liaison activities and provide additional support and information through an Open House, Welcome Day, and regular check-ins through the first year.

- In 2017 the California Legislature passed AB 705, which “requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe.” DRC anticipates some impact to our students due to the implementation of AB 705 and the removal of below transfer-level coursework in English and math. DRC has had wide ranging conversations with English and Math Departments on how we can support students who need to acquire basic English and math skills before reaching transfer level courses. These conversations are ongoing.
- From 2016 through 2018, DRC experienced staffing changes due to long standing staff pursuing other professional goals. During this time, all DRC positions other than the Coordinator/Counselor turned over. DRC has used this unique opportunity to examine processes and curriculum. There was an update to the curriculum made by the new Assistive Technology Specialist and Learning Disability Specialist, this will be discussed in another section. Additionally, DRC took the opportunity of an open IA-II position that was previously focused on alternate media production and is moving forward with a math support focused position.
- In 2018 DRC welcomed a graduate intern from San Francisco State University. DRC's intern has provided support to students in the area of executive function. DRC hopes to continue as an internship site for Counseling Psychology graduate students.

II.A.6 Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Narrative

When compared to Skyline College’s overall demographics, students who identify as Black, Hispanic, and White are overrepresented, students who identify as Asian and Filipino are underrepresented. In DRC’s previous program review, DRC found that our demographics mostly mirrored Skyline’s overall demographics. DRC identifies an interest in increasing the proportion of Asian and Filipino students who are registered with the DRC to bring them more in-line with Skyline’s overall demographics. Additionally, DRC has an interest in exploring the demographics of students coming from our feeder high schools and determining whether our demographics are in-line with the high schools’ demographics.

	DRC (17/18)	Skyline (Fa18)
African-American	5.14	2.7
American-Indian/Alaska Native	.18	.1
Asian	9.54	17.2
Filipino	10.83	17.9
Hispanic	37.61	19.7
Pacific Islander	.92	1.1
Multi-racial	8.07	21.4
Unknown/Non-respondent	2.39	1.4
White	25.32	18.4
	DRC (17/18)	Skyline (Fa18)
African-American	5.14	2.7

III.A. Curriculum Review

There are four steps to program review of curriculum:

1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).
4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Narrative

- (1) Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses.**

The Disability Resource Center faculty have made the following recommendations for deleting/banking courses within our department:

Delete the following courses – These courses are no longer taught, nor have they been taught in the last 3-5 years. The course material has been supplanted by new courses and/or service offerings.

- DSKL 811 DIFFERENTIAL LEARNING SKILLS ASSESSMENT (.5)
- DSKL 817 ASSISTIVE COMPUTER ACCESS (.5-3)
- DSKL 821 DEVELOPMENT OF SELF-ADVOCACY SKILLS: PERSONAL EMPOWERMENT FOR STUDENTS WITH DISABILITIES (.5)
- DSKL 825 ASSISTIVE COMPUTER TECHNOLOGY (1)

Delete the following courses - These are experimental courses that have been made permanent and/or are no longer in line with our curriculum philosophy.

- DSKL 880SG ASSISTIVE COMPUTER TECHNOLOGY: TOOLS FOR WRITING (.5)
- DSKL 880SH ASSISTIVE COMPUTER TECHNOLOGY: SMARTPEN (.5)
- DSKL 880SI ASSISTIVE COMPUTER TECHNOLOGY - SONOCENT AUDIO NOTETAKER (.5)

Bank after Fall 2018 – The course content presented in these courses have been included in new courses with a focus on strategy/technique rather than specific

software; however, we would like the ability to bring back these courses should the need for software-specific instruction arise at a later date.

- DSKL 825.1 ASSISTIVE COMPUTER TECHNOLOGY - KURZWEIL 3000 I (.5)
- DSKL 826.1 ASSISTIVE COMPUTER TECHNOLOGY - DRAGON NATURALLYSPEAKING I (1)
- DSKL 827 ASSISTIVE COMPUTER TECHNOLOGY: SMARTPEN (.5)

(4) Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites

DRC courses are support courses that are not necessary to complete certificate, degrees, or transfer. Further, DRC courses have no prerequisites.

Evidentiary Documents

[DRC DSKL CourseOutlinePrereqChecklist 201819.pdf](#)

IV.A.1 Considering Key Findings

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Narrative

Program Strengths

- High satisfaction with DRC services and staff reported by students.
- Collaboration with faculty and staff across campus.
 - DRC will continue to provide trainings in partnership with CTTL.
 - DRC office hours at the Veterans Resource Center
 - DRC partnership with Outreach to identify incoming high school students for Guiding Your Path to Success
 - DRC partnership for outreach to Middle College
 - Collaboration and outreach with community partners
 - Adult Transition Programs
 - Center for Independence of Individuals with Disabilities
 - Department of Rehabilitation
 - ARC
 - Golden Gate Regional Center
 - San Mateo County Transition Fair for individuals with disabilities
- Assistive Technology program loans Chromebooks in addition to SmartPens, graphing calculators, and recorders.
- Learning Disability eligibility testing remains an important and popular service
- Executive function support for students
- Updated curriculum to DRC classes in Assistive Technology and Learning Support with an emphasis on skill building

Challenges

- Ongoing attempts to align DRC programs across the District have been challenging due to staffing changes and scheduling conflicts.
- Implementation of Clockwork system has been difficult as part of the implementation is dependent on the District's move to a single sign on system.
- Creating a streamlined method for recruiting and paying note takers. Current system involves a lot of paperwork and is a barrier to recruiting note takers.

Opportunities

- Continue serving as an internship site for Counseling Psychology students – this provides DRC with an ability to support students on executive function.
- Creation of a comprehensive math support program through the collaboration of the math department, DRC's IA-II in math, Assistive Technology Specialist, and Learning Disability Specialist.
- Implementation of Salesforce across the District will open up the opportunities in how we track and communicate with students

Concerns

- During 2018/19 the California Community College Chancellor's Office sent DSPS programs a total of 4 allocations, each changing based on how the funding formula was calculated. Current issues with the funding formula have made it difficult to project budget year-to-year.
- Increase focus on digital textbooks and online platforms are wonderful for keeping costs low for students; however, DRC is focused on ensuring that all products purchased and implemented are accessible.

Areas for further research

- AB 705 has created a potential challenge for DRC students in English and math. DRC will be evaluating ways in which we can develop innovative supports and programs for students in these core subjects.

IV.A.2 Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Narrative

The long term goal of DRC is to transform into the Educational Assistance Center (EAC), a place for students, regardless of their disability status, to receive educational technology and support in pre-transfer level math and English skills. While disability services would be EAC's core function, DRC hopes to leverage our space, staff expertise, and resources to widen the population of students we support. Additionally, DRC believes that a transformation into the EAC would destigmatize services as some students who would otherwise qualify for DRC services do not view themselves as students with disabilities (this is particularly true for our Veteran populations and incoming high schools students who do not want to continue "special education"). DRC would like to continue to provide a high level of support and services to students with disabilities in compliance with Title V.

Additionally, the DRC would like to implement a caseload model for first semester students who have recently graduated from high school. We find that these students often struggle with the differences between high school services and college. DRC has implemented some components of this system through our creation of Guiding Your Path to Success (GPS); however, the program model as intended has not been fully implemented. We are working closely with our feeder high schools to successfully design and implement this program for recent high school graduates.

V.A. Program Strategy

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Narrative

- 1) Name change to EAC
- 2) Course name changed to EDAC
- 3) Math strategies lab and structure for one-on-one math tutoring.
- 4) Create a caseload and programmatic structure for GPS
- 5) Implementation of Clockwork and integration with other DRC programs in the District

V.B. Action Plan and Resources Requests

Develop one or more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR 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 CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative**Associated Objectives**

[680-Change DRC's name to EAC](#)

[679-EDAC course code](#)

[681-Expand support](#)

[682-Guiding Your Path to Success GPS](#)