



Skyline College

Comprehensive Program Review 2025 - 2026

SKY SS - Educational Access Center

Richard Hough

Richard Hough

04/21/2026

William Minnich

William Minnich

04/21/2026

Lauren Ford

Lauren Ford

[Lauren Ford \(Apr 21, 2026 13:32:10 PDT\)](#)

04/21/2026

Student and Learning Support Services with Courses Comprehensive Review

Submitter Name:

Melissa Matthews

Submission Date:

01/25/2026

BACKGROUND

1.A. DIVISION:

Student Equity and Support Programs (SESP)

PROGRAM NAME:

Educational Access Center

1.B. YEAR OF REVIEW:

2025 - 2026

1.C. PROGRAM REVIEW TEAM

Melissa Matthews (Faculty Counselor/Coordinator), Jessica Truglio (Learning Disability Specialist), Khristin Godfrey (Assistive Technology Specialist)

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:**i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."**

The Educational Access Center (EAC) provides access to instructional and non-instructional activities for students with disabilities. The EAC program assists Skyline College in maintaining its compliance with Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act, and Title 5. Beyond meeting legal expectations, the EAC contributes to Skyline College by offering academic and disability counseling, a Learning Disability program, an Assistive Technology program, providing Alternate Media, intensive math and chemistry tutoring, and specialized courses that help support student success and retention.

EAC'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). EAC contributes to Skyline College's goal of completion by providing academic accommodations, which contribute to higher success and completion rates in courses. Additionally, EAC contributes to the College's goal of economic mobility for students with disabilities by providing access to the wide variety of academic programs available at Skyline. In addition to EAC's student support services, EAC engages with faculty and staff as they work with students with disabilities and provides training with the support of the Center for Transformative Teaching and Learning. EAC seeks to be part of the equity conversation on campus, recognizing that students with disabilities are an important part of the campus's overall diversity.

ii. Alignment with the College Values:

Social Justice

Open Access

Student Success and Equity

For each chosen Value, provide a concrete example of how each connects to your program.

Social Justice – The EAC recognizes that disability is an important identity for students and seeks to promote an inclusive environment through offering training and support for faculty and staff members in their work with students who have disabilities. The EAC works to promote Skyline as an anti-ableist environment and supports the removal of barriers to students' access to education.

Open Access – We are dedicated to providing students with course materials in alternative formats, sign language interpreting, or physical space accommodations to ensure students have access to their educational programs.

Student Success and Equity - EAC seeks to identify equity gaps due to disability and work with faculty, staff, and

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students to provide accommodations that bridge those gaps.

1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

3

Adjunct Faculty FTE:

0

Classified Professionals FTE:

3

Manager/ Director FTE:

0

Dean FTE (if applicable):

0

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

EAC has lost a OA-II position since the previous CPR. The OA-II position was used to offer evening hours; the EAC can no longer offer evening hours due to the loss of this position. Presently evening hours for proctoring are only provided if no other arrangements can be made and are provided through overtime for our classified professional staff members.

1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

EAC faculty and staff have a commitment to professional growth. The EAC Coordinator/Counselor and LD Specialist attends the CAPED Convention (the conference for California Community College DSPS programs) as well as any available legal and legislative training offered through the CCCO. EAC's Learning Disability (LD) Specialist is actively involved with CAPED's LD professional organization. EAC Asssitive Technology (AT) Specialist attends CSUN's AT Conference. EAC's staff assistant and IA-II have both completed the Learning, Equity & Growth Series (LEGS) through the Student Equity and Support Program (SESP) Division. EAC staff have also participated in Flex Day and other professional development opportunities offered by SMCCCD. All EAC staff are encouraged to participate in training opportunities whenever possible. EAC faculty regularly present at Flex Days and have supported the Learning Center's training and simulation workshop on learning disabilities.

ii. Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

N/A

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

- The department successfully rebranded from the Disability Resource Center to the Educational Access Center. Renaming the department was meant to focus attention on the educational support and access the office provides. Many campuses across the country and in California have similarly renamed their disability service office to focus attention on accessibility.

With our last CPR, we moved to rename all our courses from Developmental Skills (DSKL) to Educational Access Courses (EDAC). This again emphasizes access and removes any stigma associated with taking courses considered "developmental."

- EAC has introduced Otter.ai, a note-taking application that has taken the place of needing peer note takers as an accommodation. Otter.ai has been the most successful new technology introduced to the college in recent years. EAC now provides up to 100 licenses to students to use Otter.ai for note-taking, transcription, and study tools such

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as creating practice exams and visual aids.

- The EAC has also introduced NaturalReader as an alternative option to Kurzweil. Kurzweil was our exclusive text-to-speech offering. The EAC is now able to provide students with options. NaturalReader has become particularly popular natural-sounding voices offered by the software.
- Learning Disability testing continues to be a robust area of the EAC. All LD testing must be completed in person. During the COVID-19 pandemic, the LD Specialists across the California Community Colleges created a stopgap measure to provide some support to students who would otherwise receive in-person LD testing. Upon the return to campus, our LD testing program has seen an uptick number of referrals, LD screenings, and LD assessment appointments. (Usage numbers are uploaded in supporting documents)
- EAC continues to partner with our local, feeder high schools to provide transition support to incoming high school students. Our PEP (Priority Enrollment Program) includes a day of academic orientation, disability specific orientation, assistive technology demonstrations, intake, and academic counseling. The EAC also partners with Outreach and Counseling to support general PEP Day activities.
- EAC has partnered with The Learning Center to provide a Learning Disability Simulation training for faculty and Learning Center staff. This training experience was well-received. The EAC will continue our record of providing high-quality training experiences for the Skyline community. Additionally, EAC partnered with Student Equity and Support Programs to bring nationally renowned speaker Jonathan Mooney, to speak on celebrating neurodiversity and inclusion.
- During 2022-2024, the EAC had An Informal partnership with the Jefferson Union High School District Transition Program. This program provided support for students with disabilities up to the age of 21. As part of this partnership, EAC's interns would meet with JUHSD students on their own campus to discuss academic support and life skills. The students would also register for EDAC courses on Skyline's campus. Skyline College is currently in talks to build a new partnership with JUHSD transition and special education programs; EAC will provide support as needed.
- Immediately upon return to campus after COVID, EAC instructional faculty transitioned EDAC courses from being offered solely in person to a hybrid/hy-flex model.

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

- In 2017, the California legislature passed AB 705, and in 2022, it passed AB 1705. These bills eliminated pre-transfer level math and English courses. The EAC responded to these bills by investing in an IA-II position dedicated to math tutoring. EAC's one-on-one, intensive math tutoring has a core service for our office as students.
- Since 2018, Skyline College has supported a Zero-Textbook Cost (ZTC) and Open Educational Resources (OER) initiative to address the rising cost of textbooks and the barriers those costs cause for student success. The majority of ZTC and OER materials are electronic. Due to the increase in electronic textbook usage, the EAC's demand for textbook conversion into accessible electronic format materials has dropped considerably.
- EAC faculty continue to attend training related to legal and regulatory changes, both federally and statewide, that will impact our services.
- The rise of artificial intelligence will have an impact on the technology and services offered to students, the ability of students to create accessible materials independently, and how students with disabilities interact with their educational experiences. The EAC staff continues to seek training opportunities on the benefits and limitations of incorporating AI into accommodations and technology offerings.
- Due to COVID and the need to move to online services, the EAC implemented a fully online Application system in Spring 2020. Students can now apply for services online, upload their relevant documentation, and request intake appointments through the EAC's online system. To assist with tracking our services, the EAC also tracks responses to the application to ensure timely responses to students.

ACCESS

3.A. DATA COLLECTION OVERVIEW

What program data about usage or access is relevant to your program, and why? How is it collected?

EAC utilizes MIS data that is reported to the California Community Colleges' Chancellor's Office. EAC provides information on types of disabilities categories and student demographics. Using EAC's MIS code, PRIE was able to provide data sets on persistence and completion.

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3.B. USAGE TRENDS

Provide student and/or community usage trends for all major programming over the last five years, by cohort, if applicable.

The EAC has seen stable usage over the last 5 years. There was a slight dip in usage during the 2021/22 and 2022/23 academic years, but usage has been on the rise since 2023/24. The 2024/25 academic year marked the highest usage (429 students) over the last 5 years. However, if we examine usage to 2019/20, there was a significant difference in our population size - the EAC served 602 students that year. While the overall college saw a slight increase in enrollment after COVID, our program saw a 33% drop. Possible explanations for the drop in EAC enrollment: 1) students with disabilities being uncomfortable taking in-person classes during COVID, 2) students with disabilities being uncomfortable taking online courses, 3) students with disabilities enrolling in online courses but not needing to utilize accommodations due to the asynchronous nature of the courses.

The California Community College Chancellor's Office requires that EAC collect and report information regarding the categories of disabilities served by the department. In comparison, the percentages of each disability category have remained stable with little change, except for two categories. There has been a slight trend towards an increase in students presenting with ADHD. There has been a slight decreasing trend in students presenting with a learning disability.

Supporting Documents

[DSPSSumm Annual Count.csv](#);

[MIS annual numbers with charts.pdf](#)

3.C. DISAGGREGATION OF PROGRAM PARTICIPANT DATA

Disaggregate the data from 3.B. and compare it to the overall College population; choose disaggregations which are most relevant to programming decisions (e.g., ethnicity, gender, age, enrollment status, and/or modality).

Work with PRIE to disaggregate any data collected via student IDs.

The demographics of the EAC student population have remained stable through the years.

The EAC student group's most prevalent ethnic demographics are: Hispanic, White, and Asian. Our least prevalent ethnic demographic is African American. This mirrors Skyline's overall ethnic group demographics.

The largest ethnic group registered with the EAC is students who identify as Hispanic. Over the past 5 years, the percentage of EAC students identifying as Hispanic has been as follows: 2020/21 - 37%, 2021/22 - 32%, 2022/23 - 33%, 2023/24 - 37%, and 2024/25 - 31%.

Our next most prevalent ethnic group is students who identify as white: 2020/21 - 24%, 2021/22 - 25%, 2022/23 - 26%, 2023/24 - 22%, and 2024/25 - 24%.

Our third most prevalent ethnic group is students who identify as Asian: 2020/21 - 13%, 2021/22 - 14%, 2022/23 - 11%, 2023/24 - 14%, and 2024/25 - 9%. We have seen a small decrease in students identifying as Asian during the 24/25 academic year. The EAC will continue to examine whether this is an ongoing trend. Research into higher education accommodation use nationally confirms the trend; researchers Bennet and Christian (2025) have found that Asian-origin students apply for and receive accommodations at a lower rate than their peers.

Since 2020/21 through 2024/25, EAC has seen a slight increase in students who identify as African Americans. In 2020, 4% of the EAC students were African-Americans. We saw a dip to only 2.4/2.8% in 2021/22 and 22/23, respectively. We have seen a rise to 5% in the past two academic years (2023/24 and 2024/25).

Supporting Documents

[Barnett & Christian \(2025\). Academic Accommodations in Higher Education.pdf](#);

[DSPSSumm Ethnicity.csv](#);

[EAC enrollment by ethnicity in chart.pdf](#)

3.D. EQUITABLE ACCESS TO THE PROGRAM

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i. What usage trends do you observe, and what may account for these trends?

There are a variety of ways that students access the EAC.

- PEP – The EAC partners with our feeder high schools and Skyline College Outreach to provide programming for incoming high school students through our Priority Enrollment Program (PEP). The

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EAC offers our feeder high schools special programming, allowing high school transition counselors to bring their students to Skyline College for EAC intake, Academic Accommodation Plans, and presentations about the high school to college transition for students with accommodations. The EAC has served the following number of students during PEP: 2023/24 – 40, 2024/25 – 52, 2025/26 – 88.

- Referrals – The vast majority of EAC students find the office through referrals. Of the 1930 applications received since 2020, 1084 students indicated they had been referred to the office. Typical referrals are from Skyline College instructional faculty, counseling faculty, high school counselors, health care providers, and Disability Resource Center staff at our sister colleges. Because of the importance of referrals, the EAC staff regularly participates in professional development efforts on campus, including Flex Day presentations and speaking at division meetings.

- Self-referral – Of the 1930 applications received since 2020, 846 indicated they did not receive a referral and would be considered “self-referred.” The EAC recognizes the importance of outreach efforts to help students find our services. The EAC regularly participates in classroom presentations, tabling events, and presentations during campus tours.

After students join the EAC, they may utilize assistive technology and alternate media.

The most popular assistive technology used by EAC students is text-to-speech software. The EAC provides both Kurzweil (132 users) and Natural Reader (55 users). Recently, we have seen an increase in students requesting Natural Reader due to the natural AI-voices. EAC initially provided 25 licenses as a pilot program to test the popularity of Natural Reader. EAC increased to 55 licenses due to the demand. EAC currently shares Kurzweil licenses with our sister colleges in the District. As we move into a new shared contract, we are considering further increasing Natural Reader licenses and decreasing the amount of Kurzweil licenses based on student feedback. EAC also provides students with Otter.ai licenses. We currently have 103 users of Otter. Response to Otter has been overwhelmingly positive. Given the variety of AI tools available in Otter, EAC's AT Specialist is working to create an AI usage guide for students to provide guidelines on appropriate AI usage.

Alternate media is the process of providing students with accessible textbooks and course materials. The EAC has seen a significant drop in the number of students utilizing alternate media accommodations. In 2020, EAC had a total of 243 requests; in 2021, EAC had a total of 289 requests; in 2022, EAC had a total of 197 requests; in 2023, EAC had a total of 134 requests, 2024 EAC had a total of 133 requests; in 2025, EAC had a total of 51 requests. The drop in requests coincides with the expansion of the ZTC/OER campaign on campus. More classes are utilizing electronic materials that do not require remediation by the EAC to be accessible.

Supporting Documents

[PEP numbers 23 24 25.pdf](#);

[SKY EAC Application Data with IDer removed.xlsx](#);

[Alt Media Data.pdf](#);

[AT Usage numbers.pdf](#);

[Subjects Tutored 2020-2025.pdf](#)

ii. How do your program demographics compare to that of the College as a whole, and what differences, if any, are revealed?

Overall, the EAC's ethnic demographics mostly mirrored Skyline's overall demographics.

Students who identify as African-American make up 2.7% of Skyline College's overall population. However, students who identify as African-American make up about 5% of EAC students. While this is EAC's least prevalent ethnic group, the EAC is still serving a larger percentage of African-American students than the college overall. EAC sees this same trend with Hispanic and White students. These students are slightly overrepresented in EAC's population than Skyline's overall population.

We see the inverse trend for students who identify as Asian and Filipino, they are underrepresented at the EAC. EAC identifies an interest in increasing the proportion of Asian and Filipino students who are registered with the EAC to bring them more in line with Skyline's overall demographics. However, this trend is in line with national findings concerning the use of accommodations in higher education by Asian-origin students. EAC mirrors Skyline's overall gender demographics for all years analyzed (2020/21 to 2024/25).

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Considering the age demographic, EAC is overrepresented among students who are over the age of 50. While in 2024/25, this demographic only made up about 3% of Skyline's overall population, the population made up 8% of EAC's students.

Supporting Documents

[DSPSSumm Ethnicity.csv](#);

[DSPSSumm Gender.csv](#);

[DSPSSumm Age Group.csv](#)

iii. What are the implications for how you will provide services and conduct outreach for your program?

The EAC sees a discrepancy in the number of Asian and Filipino/a students services within our program vs. the overall Skyline population. The EAC will conduct further outreach and partnerships with Asian/Filipino/a learning communities and student groups.

3.E. EQUITABLE ACCESS TO COURSES IN THE PROGRAM

Provide an analysis of how students, particularly historically disadvantaged students, are able to access courses in the program. Specific questions to answer in your response:

i. PROGRAM ACCESS: How do your overall enrollment to courses demographics compare to that of the College as a whole? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

Overall, enrollment in EDAC courses closely correlates with Skyline's overall enrollment demographics with underrepresentation amongst Black/African American students as well as Pacific Islander students.

ii. COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?

Overall, enrollment in EDAC courses has fluctuated since 2020. The highest enrollment period being Spring of 2022 (31 total enrollment) and the lowest being the Spring of 2025 (13 total enrollment). Although these courses are available to all students, they are primarily accessed by students with disabilities and are recommended by counselors as well as partnerships with the Adult Transition programs in our local feeder schools. Some of these programs have gone through changes recently which have impacted the number of students being referred to our courses. Improved partnerships with these programs are outlined in our program goals.

iii. What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.

Our EDAC courses are advertised each semester to all incoming new students as well as to the Counseling division in order to increase awareness. Additional outreach could include presentations to additional divisions, student organizations and outside organizations who support adults with disabilities.

EFFECTIVENESS

4.A. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

i. How frequently were PSLOs assessed for the last five years?

EAC had 3 PLSOs that were assessed in 3-year cycles:

- Students will show they are satisfied with the types and availability of services provided by the Educational Access Center.
- Students will utilize their accommodations.
- Students will demonstrate knowledge of their accommodations.

In Spring 2025, the EAC updated our PLSOs:

- Students will acknowledge their Rights and Responsibilities as a student registered with the Educational Access Center.
- Students will show they are satisfied with the types and availability of services provided by the Educational Access Center.

Current plans are to assess both PSLOs each year.

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ii. What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?

EAC's most recent satisfaction survey was conducted in Spring 2025 using CCCO survey questions and had lower participation than previous surveys— only 21 students responded to the survey. The PLSO goal of 80% satisfaction was nearly met (77% responded they strongly agreed, agreed, or somewhat agreed). We believe students are satisfied with their services through the EAC, as has been the result of similar satisfaction surveys in years past. The EAC also nearly met our PSLO goal of 80% of students' understanding of their rights and responsibilities (77% indicated they strongly agreed (24%), agreed (24%), or somewhat agreed (29%) with the statement "I understand my rights and responsibilities as a student with a disability"). This survey had a lower response rate than surveys in years past; the EAC will continue to work on receiving more participation in our surveys. Strategies may include adding fliers with QR codes linking to the survey, multiple emails advertising the survey, and adding a "splash" page with the survey to the request forms process on the EAC's website. EAC has historically had high satisfaction amongst our students. EAC will continue to provide high touch services and follow up for students in an effort to continue high satisfaction among our students.

iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

In Spring 2025, EAC updated our PSLOs. EAC deleted two PSLOs – one PSLO that focused on students' utilization of accommodations and the other PSLO that focused on students' demonstrating knowledge of their accommodations. It was increasingly difficult to assess utilization of accommodations with the rise of online courses and ZTC/OER. While students may be using their accommodations (receiving extended testing time and using text-to-speech software), because those uses were completed independently of the EAC's coordination, we had little insight into overall usage. We decided to continue our assessment on whether students were satisfied with our program. During a previous survey, we found that students were unaware of their rights and responsibilities as EAC students. We have updated our PLSOs to begin assessing for this specifically.

iv. Please check the boxes to indicate that the following tasks have been completed.

Updated the Improvement Platform with new or changed PSLOs after approval by the appropriate person(s).

Yes

Updated new or changed PSLOs on the program website after approval by the appropriate person(s).

Yes

Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness

Yes

4.B. ADDITIONAL DATA DEMONSTRATING EFFECTIVENESS

i. Briefly describe and upload additional data that is relevant to evaluating your program's effectiveness (e.g., reports to the federal or state government, grantors, etc.). Disaggregate when possible.

The EAC submits annual survey results to the CCCO; both students and faculty/staff are assessed. The survey is created by the CCCO. For the students' survey, the CCCO has created questions to assess satisfaction, availability of accommodations, student identity and intersectionality, and feeling of inclusion on the college campus. The EAC utilizes this survey to assess our satisfaction and rights/responsibilities of PSLOs. Additional questions on the CCCO's survey are useful in gaining insight into how students are experiencing their classrooms, the campus, and their identities as students with disabilities. Unfortunately, during our 24/25 survey cycle, we received no results from faculty/staff. However, in previous years, EAC has used the staff/faculty survey to evaluate our outreach efforts to the campus at large and determine interest in workshops/trainings presented by EAC faculty. In EAC's 2023 survey, the majority of the respondents said they would like more training on connecting students to disability services. EAC has conducted flex day trainings on this topic, as well as other disability related topics.

Supporting Documents

[EAC Faculty survey 2023.xlsx](#);

[EAC Skyline - Student Data 2025.pdf](#);

[EAC Student Survey 2023.xlsx](#)

ii. What were the results? What may account for these results? What are their implications to your programming?

The majority of students strongly agreed/agreed/somewhat agreed that they understood how their disability impacted their academics.

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4.C. STUDENT FEEDBACK

If student feedback was not addressed in 4.A. or 4.B., describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why. Upload feedback results.

Student feedback was addressed in previous questions. We received no responses from faculty/staff due to having the survey included in the overall campus announcements email. The EAC will determine more effective ways for receiving faculty/staff feedback. In past years, EAC had the survey distributed by Division Assistants rather than MCPR. When the survey was distributed by DAs, EAC received survey responses. Additionally, EAC could add the survey to the "splash" page for instructors submitting their test information through the form on our website.

4.D. COHORT RETENTION, SUCCESS, AND/OR PERSISTENCE RATES

Identify cohorts and upload reports on the relevant success metrics for the program. Provide analysis of the data. Specific questions to answer in your response:

i. What have you learned from reviewing the cohort retention, success, and/or persistence data?

Students registered with the EAC demonstrate stable success, retention, and withdrawal rates that closely mirror Skyline's overall rates.

Retention Rates: For each year examined, EAC's retention rates were within 5 points of the overall Skyline retention rates. The EAC believes this demonstrates that students registered with the EAC feel prepared to complete their courses.

[EAC retention: 2020/21 - 85%, 2021/22 - 84.5%, 2022/23 - 86%, 2023/24 - 86%, 2024/25 - 86%. Skyline College retention rates are as follows: 2020/21 - 88%, 2021/22 - 88%, 2022/23 - 90%, 2023/24 - 90%, 2024/25 - 90%]

Success Rates: For each year examined, EAC's success rates were within 4% of Skyline College's success rates, with the 2022/23 year being the outlier, being 6% below the college's success rates. EAC believes this demonstrates that the accommodations are effective in mitigating educational limitations and leveling the playing field for students with disabilities at Skyline College.

[EAC success rates are as follows: 2020/21 - 75%, 2021/22 - 74%, 2022/23 - 71%, 2023/24 - 75%, 2024/25 - 74%. Skyline College success rates are as follows: 2020/21 - 77%, 2021/22 - 75%, 2022/23 - 77%, 2023/24 - 77%, 2024/25 - 78%.]

Withdrawal Rates: For each year examined, the EAC's withdrawal rates were within 4% of Skyline College's withdrawal rates. The EAC believes this demonstrates that students registered with the EAC feel prepared to complete their courses.

[EAC withdrawal rates are as follows: 2020/21 - 15%, 2021/22 - 15.5%, 2022/23 - 14%, 2023/24 - 14%, 2024/25 - 14%. Skyline College withdrawal rates are as follows: 2020/21 - 12.5%, 2021/22 - 12.5%, 2022/23 - 10%, 2023/24 - 10%, 2024/25 - 10%.]

One caveat is that the success, retention, and withdrawal metrics are examined post-census. Currently, EAC and Skyline College do not have insight into whether students with disabilities are dropping courses pre-census; however, we do know that when students who are registered with the EAC decide to stay in a course, they persist at similar rates as the general Skyline population.

Supporting Documents

[Program Review Report - Disability Yes - 2021-2425.xlsx](#);

[Program Review Report - Overall - 2021-2425.xlsx](#)

ii. How do the cohorts' results compare to the overall College's results?

Students registered with the EAC closely mirrored Skyline's overall retention and persistence rates. One caveat is that the persistence and retention metrics are examined post-census. Currently, EAC and Skyline College do not have insight into whether students with disabilities are dropping courses pre-census; however, we do know that when students who are registered with the EAC decide to stay in a course, they persist at similar rates as the general Skyline population.

iii. What factors may be contributing to these outcomes?

EAC believes this demonstrates that the accommodations are working to mitigate education limitations and level the playing field for students with disabilities at Skyline College.

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4.E. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

i. How do the overall course success rates compare to the College and/or Division success rates?

Given the low enrollment in our EDAC courses, course success rates are difficult to evaluate using pass/fail rates. We have discussed this as a department and have decided to implement a survey that we can use with our classes that guides students through self-reflection about the class and how it has impacted their learning skills and how confident they are that they can apply these skills to other classes.

ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).

EDAC courses have such small enrollment numbers that we are unable to disaggregate or evaluate course success rates in comparison to the College.

iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

EDAC courses have such small enrollment numbers that we are unable to disaggregate or evaluate course success rates in comparison to the College.

4.F. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

Given the low enrollment in our EDAC courses, course success rates are difficult to evaluate using pass/fail rates. We have discussed this as a department and have decided to implement a survey that we can use with our classes that guides students through self-reflection about the class and how it has impacted their learning skills and how confident they are that they can apply these skills to other classes.

4.G. COURSE SLO RESULTS

Drawing from the last six years of course SLO assessment, and Institutional SLO assessment if your program participated, what notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program?

On an anecdotal level, students who have participated in EDAC courses over the last 6 years have reported improved overall academic confidence, a greater understanding of the assistive technology tools available to them, as well as the ability to engage with peers in the college setting. Educational Assistance Courses by design have low enrollment caps and beyond that, our enrollment has declined due to factors discussed previously. For these reasons, it is not possible to disaggregate course success rates or data related to these courses.

4. H. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals in the Action Plan.

No courses are a concern due to course success rates or SLOs.

4.I. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.

Secured approval of updated courses by the Curriculum Committee

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee.

Not Applicable

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

ACTION PLAN

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

Despite the challenges of the 2019/20 academic year with the tumult of COVID, the EAC has maintained a fairly stable program. While the EAC did face a loss in student enrollment due to COVID, the EAC is seeing a rise in enrollment numbers approaching pre-COVID levels. The EAC program continues to have high satisfaction with our students. The success, retention, and withdrawal numbers for students registered with the EAC is within 5 points of Skyline College's overall numbers, indicating that the accommodations do make a positive impact on students. As we return to pre-COVID participation numbers, the EAC would like to expand our evening offerings. The EAC is hoping to bring back the part-time OA-II position that was lost during COVID. At present, students with evening exams are rescheduled to test during daytime office hours to complete their exams. In the rare events when we are unable to reschedule students, the EAC provides overtime to EAC Classified Professional Staff to provide evening test proctoring.

There is always a challenge of whether students who are eligible for accommodations are reaching out to the EAC to receive them. The EAC currently engages in outreach through classroom presentations, welcoming campus tours to the office, and tabling during student service events. The EAC will continue to engage in this outreach and consider any other outreach opportunities.

The EAC feels strongly that the learning disability assessments provided by our Learning Disability Specialist are an important offering. The normed tests used for the assessments have been recently updated. The EAC is committed to ensuring our LD Specialist is current in all relevant training and that students are receiving the most up-to-date assessments.

The EAC has long been known for our focus on Assistive Technology. Technology changes at such a fast pass, especially in the current environment with the advent of AI. The EAC is committed to ensuring our technology offerings are relevant and up-to-date. Additionally, when we are able to offer a diverse selection of technology to our students, we are able to better meet their needs. Finally, our AT Specialist will evaluate student use of AI that are embedded in our AT tools and develop and AI framework for students to use as a guide.

Goals & Resource Requests

EDAC Online Course Offerings

DRC will pilot online versions of EDAC course offerings. Due to the immediate move to remote courses, EDAC courses were offered as distance education courses. During Summer 2019 Kim Saccio and Summer 2020 Jessica Truglio Quality Online Teaching and Learning training to be certified to take the courses online. During Fall 2020, EDAC did go to curriculum committee to have the DE Addendum approved. Enrollment was consistent throughout the pandemic and the courses did not have a loss of students due to moving to an online format.

Year Initiated

2020 - 2021

Goal Status

Inactive

UPDATE

Goal Update Date

11/12/2025

Academic Year Updated

2022 - 2023

Goal Update

Completed

Goal Update Narrative

EDAC courses are now offered as hi-flex with both in person and online options.

Technology Upgrade

Providing students with relevant and cutting edge technology to access instruction.

Year Initiated

2021 - 2022

Goal Status

Inactive

Implementation Step(s) and Timelines

The Assistive Technology Specialist will continue to evaluate EAC's technology offerings to ensure that our office is providing the latest educational technology to our students in the areas of note taking, writing, and reading. The AT Specialist will attend training events and AT conferences to maintain currency in the field.

EAC would like to find an ongoing, consistent funding source for assistive technology (AT requests have traditionally been provided through Instructional Equipment requests).

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence**: undefined (X)
- **Student Success and Equity**: undefined (X)

UPDATE

Goal Update Date

11/12/2025

Goal Update

Completed

Goals & Resource Requests

Goal Update Narrative

This goal was tied to Kim Saccio, who has moved on. New goals have been updated to reflect the staffing change.

UPDATE

Goal Update Date

02/10/2025

Academic Year Updated

2024 - 2025

Goal Update

On Schedule

Goal Update Narrative

EAC's AT program continues to examine new technology offerings and is regularly updating our offerings to students.

UPDATE

Goal Update Date

11/06/2023

Academic Year Updated

2023 - 2024

Goal Update

On Hold

Goal Update Narrative

Currently on hold while we await a new AT Specialist to join the team and evaluate our technology needs.

Expand evening hours

Be able to provide support to evening students on a more consistent basis

Year Initiated

2023 - 2024

Goal Status

Inactive

Implementation Step(s) and Timelines

Secure funding to support an evening OA-II position

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)

UPDATE

Goal Update Date

02/10/2025

Academic Year Updated

2024 - 2025

Goal Update

On Hold

Goal Update Narrative

Goals & Resource Requests

Current budget for college and EAC does not support additional staffing. EAC will continue to monitor the budget landscape and seek opportunities to advocate for funding for evening hour coverage.

UPDATE

Goal Update Date

11/06/2023

Academic Year Updated

2023 - 2024

Goal Update

On Schedule

Goal Update Narrative

Will continue to monitor budget availability for this position

Secure Consistent Funding for Assistive Technology

EAC would like to find an ongoing, consistent funding source for assistive technology (AT requests have traditionally been provided through Instructional Equipment requests). Support is needed for the AT Specialist to attend events and trainings for the field.

Year Initiated

2021 - 2022

Goal Status

Inactive

UPDATE

Goal Update Date

02/10/2025

Academic Year Updated

2024 - 2025

Goal Update

On Hold

Goal Update Narrative

AT salary is supported by Fund 1. Current budget climate does not support moving AT needs outside of DSPPS budget/instructional equipment budget

UPDATE

Goal Update Date

11/06/2023

Academic Year Updated

2023 - 2024

Goal Update

On Schedule

Goals & Resource Requests

Revive and update the Assistive Technology program and curriculum.

Improve course offerings in assistive technology, provide one-on-one support for students needing assistive technology, maintain up to date assistive technology offerings.

Year Initiated

2023 - 2024

Goal Status

Inactive

Implementation Step(s) and Timelines

Hire replacement AT Specialist - Submitted paperwork for replacement AT Specialist, hiring committee formed Fall 23, hopeful to start date Spring 24

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)

UPDATE

Goal Update Date

02/10/2025

Academic Year Updated

2024 - 2025

Goal Update

Completed

Goal Update Narrative

Full time AT Specialist was hired in Spring 2024. Full time AT Specialist is updating curriculum for CPR.

UPDATE

Goal Update Date

10/25/2023

Academic Year Updated

2023 - 2024

Goal Update

On Schedule

Goal Update Narrative

Screening committee for replacement position is on 10/31/2023

Update computers and other equipment in the computer lab and testing room

Current computers were updates prior to 2020 and may not be working effectively for students.

Year Initiated

2025 - 2026

Goal Status

Active

Implementation Step(s) and Timelines

Assistive Technology Specialist will work with Skyline College IT to evaluate the current computers and determine what updates need to be made.

Mapping

4/1/2026

Goals & Resource Requests

- SKY Strategic Goals: (X - Highlight Selected)

- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)

Diversify the Assistive Technology/Educational Technology licenses available to students.

Currently EAC offers 3 technology licenses to students (Otter, Natural Reader, and Kurzweil), with the proliferation of educational technology, the EAC is committed to providing the most recent and varied options for students.

Year Initiated

2025 - 2026

Goal Status

Active

Implementation Step(s) and Timelines

Assistive Technology Specialist will evaluate current licenses, usage, and determine other software that may be valuable to EAC students.

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)

Update Learning Disability Assessments

Purchase most recent learning disability assessments for cognitive ability (WAIS V) and achievement (WJ V) and obtain training for LD Specialist in order to become proficient in the new tools. The updated assessment tools will ensure that we are in compliance with state norms and will demonstrate that we are providing the most up to date learning disability information for our students.

Year Initiated

2025 - 2026

Goal Status

Active

Implementation Step(s) and Timelines

Step 1: Purchase tools Fall 2025-Spring 2026 Step 2: LD Specialist will seek training opportunities for new assessments to be completed by Spring of 2026, Step 3: Ensure that new tools are being used by the end of Spring 2026 semester

Hire part time OA-II to provide evening hours

Increase the service hours for test proctoring by offering evening hours.

Year Initiated

2025 - 2026

Goal Status

Active

Implementation Step(s) and Timelines

Monitor funding availability and advocate for part-time OA-II for evening hours.

Mapping

4/1/2026

Generated by Nuventive Improvement Platform

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Goals & Resource Requests

- SKY Strategic Goals: (X - Highlight Selected)

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)

Resource Request

Division Name

Student Equity and Support Programs (SESP)

Year of Request

2025 - 2026

Resource Type

Classified Professional/Administrator Position (permanent)

Resource Name

PT OA-II

Resource Description

Requesting the hiring of a part time OA-II to provide evening service hours for test proctoring.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Prior to 2020, EAC provided evening service hours through a part-time OA-II who proctored tests. Since the loss of the part-time OA-II, EAC has needed to reschedule evening tests for daytime hours or provide overtime for other classified professionals to provide evening proctoring. Having a permanent part-time OA-II would allow us to have consistent evening proctoring services available.

Cost

20,000

Level of need, with 1 being the most pressing

4

FOR ADMINISTRATIVE USE ONLY

AI guide for students using assistive technology

Develop an AI guide for students to reiterate proper and appropriate use of AI embedded in AT tools

Year Initiated

2025 - 2026

Goal Status

Active

Implementation Step(s) and Timelines

AT Specialist will develop an AI guide for students based on best practices and the AT field and in consultation with expert colleagues.