



Skyline College

SKY SS W/ Courses PRU Report 2023 - 2024

SKY SS - Educational Access Center

Cheryl Johnson

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11/30/2023

Assessment Unit Information

Program Type

Student Services with Courses

Division

Student Equity and Support Programs (SESP)

Assessment Contact

Melissa Matthews

Comprehensive Program Review

2025 - 2026

Program Review Update

Fall 2021, Fall 2023

SKY Student and Learning Support Services Program Review Update

Submitter Name:

Melissa Matthews

Submission Date:

11/15/2023

DIVISION:

Student Equity and Support Programs (SESP)

PROGRAM NAME:

Educational Access Center

YEAR OF REVIEW

2023-2024

1. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs) RESULTS

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

1 - Fall 2023 survey sent out to students to assess knowledge; Spring 2024 survey for satisfaction; Fall 2024 for use. All 3 PLOs will be assessed in the 3 year cycle period.

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

Awaiting final results - we are considering the questions of whether a student has knowledge of their rights/responsibilities. Results from survey will be uploaded.

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

Yes

iv. Please indicate whether the following tasks have been completed.

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

Yes

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

Not Applicable

Updated the program website with new and/or changed PSLOs after approval by the appropriate person(s)

Not Applicable

SKY Student and Learning Support Services with Courses Program Review Update

2. ADDITIONAL INFORMATION

The last step is to review the multi-year program goals, update their status, and add resource requests as needed. You can access program goals from the hamburger menu in the upper-left hand corner, Step 2: Goals and Resource Requests.

3. COURSE STUDENT LEARNING OUTCOMES

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? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed in the last three years?

Number of Course SLOs:

17

Percentage:

17

ii. Which course(s) were assessed in the last three years?

EDAC 823, 824, and 840

iii. Degree-bearing programs are expected to assess Institutional SLOs, ideally during each ISLO's featured year. List which course(s) were assessed for which ISLOs in the last three years.

Not applicable - Program is not degree bearing.

iv. Drawing from course and institutional SLOs results, what notable conclusions were drawn? Which results led to action(s) that were planned or taken, if any, to enhance student learning in those courses?

Courses are being offered as hi-flex to provide maximum flexibility for students allowing them to join physically or remotely as needed. EDAC 823, 824, 828 lost full time instructor in 2021. After hiring in Spring 2024, those courses will return to a consistent SLO assessment schedule.

4. CURRICULUM

Please indicate whether the following tasks have been completed:

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

Yes

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

Not Applicable

Updated the program website with new and/or changed PSLOs after they are published in the College Catalog

Not Applicable

5. The last step is to review the multi-year program goals, update their status, and add resource requests as needed. You can access program goals from the hamburger menu in the upper-left hand corner, Step 2: Goals and Resource Requests.

GOAL

New Program Name - Educational Access Center

Goal and Desired Impact on Students

Revised Goal - EAC will stabilize enrollment through continued high touch in-person and online services, outreach on campus, and community partnerships.

In Fall 2020, the Disability Resource Center implemented the new name - Educational Access Center. Because of the campus was closed, we were not able to have a launch event as originally planned. An email from Marketing went out campuswide and our department contacted our own registered students announcing the name change. We also contacted our community partners to let them know about the change. Additionally, we kept "Disability Resources" as an index option on the webpage so it would link to our website for students looking for our department. However, we have not been able to assess the impact on our program enrollment numbers. Enrollment across the district is down due to Covid and our department enrollment has also been reduced. We did implement the name change but we were not able to do so with the level of fanfare we anticipated being on campus. The name change was announced but relied on students and staff reading emails about it rather than seeing it visually on campus. Anecdotally, we received a majority of positive feedback from students, staff, and faculty about the name change. We did have a student state they felt it was destigmatizing and a faculty member commented that they felt it improved the referral process. For these reasons, we've discontinued the goal of determining whether the name change impacted enrollment. However, we have created a new goal of stabilizing enrollment with the EAC name.

Year Initiated

2020 - 2021

Implementation Step(s) and Timelines

n-person services - EAC will continue to create a warm, welcoming physical environment for students who come to the office for in-person services. Prior to COVID, the EAC created a student lounge area with a couch, snacks, and games. We look forward to a post-COVID world where students can once again gather in our space and create a feeling of community. When students feel connected to the EAC space, they will maintain their active enrollment with the program.

Online services - EAC has expanded our ability to provide students with online services. Because of COVID, EAC is now able to offer online counseling, AT support, and tutoring. Additionally, EAC has the ability to complete all steps of the enrollment process electronically. This allows students the flexibility to interact with the department, even if they cannot physically come onto campus.

Campus partnerships - EAC partnered with the CTTL to create a LibGuide with FAQs related to offering accommodations. This LibGuide is located on the main CTTL page and EAC's faculty support page links back to it. It includes video on how to refer students to the EAC and sample syllabus statement to support faculty bringing students to our department. Additionally, EAC will continue the critical partnership with the campus recruiter as we implement our high school to college transition program, Guiding Your Path to Success.

Community partnerships - Community partnerships are critical to stabilizing enrollment. In particular our high school to college transition program, Guiding Your Path to Success (GPS). GPS works with our feeder high school to provide a seamless transition into the college. We have developed videos and a variety of online resources for incoming high school students to prepare them for the differences in disability services in college that high school. We have a partnership with SFSU Master's in Counseling program to host an intern that works with our 1st semester population.

Mapping

- SKY College Values: (X - Selected)

- Community Partnership: X
- Open Access: X
- Student Success and Equity: X

STATUS

Goal Status Date

11/06/2023

Academic Year Updated

2023 - 2024

Goal Status

Completed

GOAL

Update Online Resources

Goal and Desired Impact on Students

DRC will update online resources, videos, and other materials to align with the change to the Educational Access Center.

Revised Goal - EAC will evaluate processes to increase efficiency and reduce paper usage.

During 2020/21 and 2021/22 academic year - our office updated the EAC website to reflect the name change.

"Disability Resources" is an index option on the webpage so it links to our website for students looking for our department. We updated our Guiding Your Path to Success fliers to reflect the new name and alerts counselors from our feeder high schools of the name change. We created a google sites page with information, links, and videos all using the name of Educational Access Center. EAC also evaluated and updated all Formstack forms to ensure we were capturing the information we needed to effectively offer services.

Year Initiated

2021 - 2022

Implementation Step(s) and Timelines

As part of our new goal - EAC will participate in the campus-wide goal of paper reduction to increase efficiency and reduce material (printer, paper, etc) costs. Due to moving fully online, EAC updated our forms and processes. We began using Adobe Sign to obtain the required signatures on Academic Accommodation Plans. Moving forward, using electronic forms and documents will be the default method of collecting signatures and providing documents to students. Paper forms will be available for students who request them.

Additionally, EAC will implement the Student Success Link (SSL). General Counseling and other departments on campus have already begun using SSL to allow students to schedule appointments. However, due to challenges around maintaining student confidentiality, DRCs/EACs across the District have not been able to implement SSL. However, EAC is now targeting a Spring 2022 implementation timeframe in line with other DRCs in the District.

Mapping

- SKY College Values: (X - Selected)

- Sustainability: X

STATUS

Goal Status Date

11/06/2023

Academic Year Updated

2023 - 2024

Goal Status

Completed

Goal Status Narrative

Created a google sites page with information and videos; we provide this website to incoming new students so they can review the process of receiving accommodations.

GOAL

Collaboration with Math

Goal and Desired Impact on Students

DRC will determine whether to continue the collaboration with math as embedded affective domain counseling based on outcomes.

Revised Goal - EAC will continue develop and support innovative programs and services for students in math in light of AB 705.

Year Initiated

2021 - 2022

Implementation Step(s) and Timelines

Already implemented - EAC's Learning Disability specialist collaborated with math instructors to provide affective domain support embedded into the classroom as part of a pilot program. EAC's LD Specialist created EDAC 840 to support students in affective domain for math. EAC hired a full time math tutor IA-II to support students one-on-one in math.

New implementation steps - Because the math/EAC pilot program was cut short due to the move online, EAC will need to reassess whether to continue this work as we return to campus. EAC collaborated with ASLT and the math department on the submission of a Math Modules President's Innovation Fund. EAC was to contribute an affective domain module. This was also interrupted due to the pandemic. EAC needs to revisit whether this project is still continuing.

Mapping

- SKY College Values: (X - Selected)

- Student Success and Equity: X

STATUS**Goal Status Date**

11/06/2023

Academic Year Updated

2023 - 2024

Goal Status

On Hold

Goal Status Narrative

Original pilot program was cut short due to Covid; we have discontinued embedded programming with math classes for the time being as there are legislative changes that must be implemented in math curriculum. Will revisit whether we should continue with the pilot in Spring 2024 for a Fall 2024 restart.

GOAL

EDAC Online Course Offerings

Goal and Desired Impact on Students

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

Technology Upgrade

Goal and Desired Impact on Students

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

Year Initiated

2021 - 2022

Implementation Step(s) and Timelines

he 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: X
- Student Success and Equity: X

STATUS

Goal Status Date

11/06/2023

Academic Year Updated

2023 - 2024

Goal Status

On Hold

Goal Status Narrative

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

GOAL

Secure Consistent Funding for Assistive Technology

Goal and Desired Impact on Students

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

STATUS

Goal Status Date

11/06/2023

Academic Year Updated

2023 - 2024

Goal Status

On Schedule

GOAL

Revive and update the Assistive Technology program and curriculum.

Goal and Desired Impact on Students

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

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: X

- Student Support and Resources: X

STATUS

Goal Status Date

10/25/2023

Academic Year Updated

2023 - 2024

Goal Status

On Schedule

Goal Status Narrative

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

Resource Request

Division Name

Student Equity and Support Programs (SESP)

Year of Request

2023 - 2024

Resource Type

Faculty Position (permanent)

Resource Name

Hire replacement AT Specialist

Resource Description

Request to replace the AT Specialist position that was lost Spring 2023

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.

The AT Specialist is a critical role in maintaining accessibility for students with disabilities. The AT Specialists is an important part of Skyline's compliance with the ADA and all applicable regulations and laws.

Cost

78,372

Level of need, with 1 being the most pressing

1

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GOAL

Expand evening hours

Goal and Desired Impact on Students

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

Year Initiated

2023 - 2024

Implementation Step(s) and Timelines

Secure funding to support an evening OA-II position

Mapping

- SKY Strategic Goals: (X - Highlight Selected)

- Increased Student Enrollment: X
- Student Support and Resources: X

STATUS

Goal Status Date

11/06/2023

Academic Year Updated

2023 - 2024

Goal Status

On Schedule

Goal Status Narrative

Will continue to monitor budget availability for this position

Resource Request

Division Name

Student Equity and Support Programs (SESP)

Year of Request

2023 - 2024

Resource Type

Classified Professional/Administrator Position (permanent)

Resource Name

Office Assistant II - part time

Resource Description

Hire a part time OA-II to support expansion of hours into the evening

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.

Expand services (front office support, test proctoring) into the evening. EAC did historically provide this support but the position was lost during COVID.

Cost

25,000

Level of need, with 1 being the most pressing

5

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