



Disability Resource Center

Program Review - Comprehensive Review

2023 - 2024

Program Context

Mission (100 word limit)

1- How does your program align with the college and district mission? <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>

The DRC aligns with the district's mission to "sustaining open access for students" by providing a range services to assist students in attaining their educational goals, which includes academic accommodations, specialized tutoring, and working with local community supports. The program also upholds the district's mission to "celebrate the community's rich cultural diversity...and maintain a campus climate that supports student success" through advocating for individuals with disabilities. Additionally, the DRC is supporting the college's mission to "transform lives", foster academic excellence, be student-centered, while upholding social justice and cultural empathy for all it's procedures and protocols.

Program Description (500 word limit)

2- Who does your program serve?

Students with disabilities.

a. How many students are served by your program?

2,559

b. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)?

The DRC serves students with disabilities who are disproportionately impacted by providing these students with academic accommodations, accessible textbooks, tutoring, and counseling. In addition to having disabilities, many DRC students are also racially minoritized, undocumented, low-income, homeless, and part of the LGBTQ+ community. Therefore, the DRC works in collaboration with local partnerships and on campus programs to provide extra supports (ex: VROC, Dream Center, Sparkpoint).

3- How has student access, retention, and completion changed over the course of this program review cycle?

Student access changed due to COVID. Therefore, in addition to offering in person appointments, the DRC now offers virtual appointments (zoom and phone).

One term retention rates were climbing steadily to 86% until Spring 2023 when it dropped to 75%. But it appears it went up in the Summer 2023 semester to 85%.

One year retention rates remain low but seems to be increasing in small increments since Spring 2022 to Fall 2022 from 54% to 63%.

Completion rates have fallen a bit since Spring 2022 from 80% to 71% by Summer 2023. The percent of certificates awarded also decreased from 14% in Spring 2022 to 8% in Summer 2023. Degrees awarded have also declined from 22% to 11% in the past 5 semesters.

Although we do not have the data to determine why completion rates have fallen, the three main reasons voiced by most students are: 1. Most students do not want to take in-person courses. So when we only offer classes that are only offered in-person, they go take the courses elsewhere. 2. The transition back to in-person classes has been a struggle for many students, especially students with mental health challenges and students joining us straight out of high school. 3. And lastly, a lot of our students do not have the foundational

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skills to take transferrable courses, which also impacts their academic success.

4- What delivery method(s) does your program utilize to best serve students? (ie. in person, in the community, online, hybrid, hyflex, scheduled appointments, drop ins etc.). How does your program determine which delivery methods are most beneficial for students?

In addition to virtual appointments, the DRC offers scheduled appointments and drop ins. The determination of delivery methods is dependent on the type of appointment. For example, Learning Disability assessments must be conducted in person because the Learning Disability Specialist has to observe body language. However, counseling appointments are determined by students' preference because these appointments only rely on having a conversation with students, which can be done over the phone, in person, or via zoom.

5- What are your on and off-campus community partnerships and how are they operationalized to support students?

On campus community partnerships

- Personal Counseling Center: Offers documentation and additional coping strategies for students with mental health disabilities.
- Health Center: Can also provide refills of prescriptions and referrals to local clinics for additional supports.
- Promise: The DRC counselors work in collaboration with Promise Scholars program to support shared students.
- TRIO: The DRC counselors also work in collaboration with the TRIO program to support shared students.
- Sparkpoint: The DRC counselors also work in collaboration with Sparkpoint to help provide extra supports to students with housing and food insecurities.
- Dream Center: When undocumented DRC students come to us, we always refer them to the Dream Center to also play a part in their academic and career goals.
- Puente: We usually have one DRC team member be a mentor in the Puente program every year to offer additional supports for students with disabilities who are also Puente students.
- CARES Team: The CARES team will often refer students to the DRC who are struggling with their academics.

Off campus community partnerships:

- Department of Rehabilitation (DOR): When DRC students need financial assistance, school supplies, vocational training and private tutors, we rely on the DOR to provide these additional services.
- Regional Center: For students who are intellectually delayed or under the spectrum, Regional Center can also offer vocational training.
- Lighthouse for the Blind: The DRC will also reach out to the Lighthouse when students with visual impairments require materials in braille or need training from mobility specialists.
- Sequoia High School District and San Mateo School District: The DRC meets with both school districts regularly to provide incoming high school students with disabilities a seamless transition to college.

6- How does your program support Cañada College as an Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution?

The DRC offers students to see a Spanish speaking disability counselor, as well as have a Learning Disability testing in Spanish. There is also an Asian disability counselor for our AANAPISI student population.

Looking Back

7- Describe major accomplishments since the last program review cycle.

Since the last program review cycle, the DRC has hired an adjunct Spanish speaking disability counselor, began offering Learning Disability in Spanish, hired an Assistive Technology Specialist, began to offer specialized tutoring, have purchased new assistive technology to offer students (ex: Otter, Mindomo, Natural Reader, Ohmni robot), and have a close working relationship with DOR.

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a. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?

These accomplishments have helped close the opportunity gap for students from low-socio economic backgrounds who cannot afford computers, books, and tuition. The college's ESL students now have access to a Spanish speaking counselor. Students with mobility impairments can have the option to attend in-person classes with a use of an Ohmni robot. All of these supports have contributed to the highest enrollment in the program thus far with over 400 students in the 2022 to 2023 school year.

8- Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?

The major challenges include lack of space and not having enough full-time staff. The challenge of having to share space with the PCC counselors have hindered the DRC from offering in-person counseling appointments on a daily basis. The inability of office assistants to work past 5pm has also made it difficult to offer in person appointments for the CWA students in the evenings. Not having a full-time Assistive Technology Specialist has made it difficult for students to receive their assistive technologies (such as notetaking software) in a timely manner. Lastly, since we have had staffing challenges in the Alt Media Lab and space is limited, the DRC cannot offer proctoring appointments daily. All of these challenges have contributed to the continuation of equity gaps to supports that students with disabilities require.

Impact of Resource Allocations Process (250 word limit)

9- Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

The impact of not having the request for more space approved has impacted the number of in person appointments, drop-in availability, and proctoring availability.

Since the DRC counselors have to share offices with PCC counselors, we must have counselors work on hybrid schedules, which means we cannot have all of the counselors in the office every day.

And since we only have one full-time Instructional Aide and only one classroom to provide tutoring and proctoring, we must limit proctoring availability due to lack of space.

a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?

The impact we are seeing is that students must wait longer to see a DRC counselor, which increases the wait for accommodations. The average wait time during peak times of the semester is 3 weeks. The impact of not having another room designated for proctoring has also impacted the number of proctoring appointments that the DRC can offer at this time. The longer wait times to see a DRC counselor and receive proctoring from the DRC may have contributed to the falling completion rates of DRC students.

b. What have you been unable to accomplish due to resource requests that were not approved?

We were unable to accomplish:

- Offering drop ins every day
- Reduced wait time for appointments
- Offer proctoring appointments on a daily basis

c. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

The lack of space has impacted students with disabilities receiving timely accommodation supports.

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SAOs and SLOs (100 word limit)

10- State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

Students will report a satisfaction rate of at least 80% on all major components of DRC service provision

11- Describe how your program assessed your SAOs and/or SLOs.

Unfortunately the data has been lost due to Nova surveys being inaccessible.

12- Summarize the findings of your program's SAO/SLO Assessments.

NA

a. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to

NA

b. How did your program's SAO/SLO assessment address antiracism?

NA

c. How did your program's SAO/SLO assessment address equity?

NA

Looking Ahead

SAOs and SLOs for the Next Review Cycle (100 word limit)

13- State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discuss how you will address antiracism in the next program review cycle. Discuss how you will address equity in the next program review cycle.

1. Assistive Technology: 70% of DRC students who have completed assistive technology evaluations will use their assistive technology accommodations to successfully complete their courses.

2. Offer wait times that do not exceed 10 business days for students to see a DRC staff member in person.

Opportunities for improvement will be identified by student feedback and continued data collection. The DRC will address the opportunities for improvement by amending procedures to fit the needs and demands of students, as we are this year with our Resource Requests. The DRC will continue to be an advocate for anti-racism by making sure all of our policies and procedures are inclusive and are services are accessible. Equity will be addressed by assuring all of our DRC students are supported with equitable access to all programs and events on campus.

Program Improvement Initiatives/Resource Requests (250 word limit)

14- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success

Changes that can be implemented to improve the DRC program include:

- Acquiring more space on campus for the counselors and instructional aides will improve access to in-person appointments, more drop in availability, and proctoring appointments.
- Hiring more full-time staff who can provide disability supports on a daily basis.
- Hiring more bi-lingual staff members.

Action plan:

- Submit a resource request for DRC office and Alt Media Lab to move to a more accessible space that does not have to be shared with another program, which will eliminate the need for hybrid schedules.
- Submit a resource request to make one part-time Instructional Aide position into a full-time position, so that the DRC can address the growing need for more proctoring appointment availability.
- Submit a resource request to hire a permanent full-time Assistive Technology Specialist who can provide evaluations for all DRC students, especially our Deaf and Hard of Hearing students and Mobility Impaired

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students with technologies that can provide equity to opportunities for learning new skills and concepts.

- Hire bi-lingual graduate counseling student interns, so that the DRC can offer more readily available support to students who prefer to see a counselor who speaks their primary language.

15- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

The DRC will submit resource requests for more space and full-time staff (especially bi-lingual), so that the program can improve accessibility to daily in-person support (counseling, proctoring, tutoring).

a. What additional antiracism training do you/your program need in the upcoming year?

The DRC team can benefit from trainings that focus on addressing issues at the intersection of disability and racial justice. CSSJ and ADA National Network offers workshops.

b. What research or training will you need to accomplish these plans?

Research will involve demographic data collection to identify the gaps that disability services can best support academic success for minoritized groups. Training will include most up-to-date best practices, new assistive technology trainings, and neurodiversity awareness training.

c. What supplies, equipment, or facilities improvements do you need?

The DRC will need more lab space and office space for staff, preferably all on the same floor to improve accessibility of our facilities.

If your program is requesting resources, please go to “STEP 2: Resource Request (OPTIONAL)” and submit your specific requests there.

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

Disability Resource Center

Item Requested

More space

Item Description

The DRC is requesting larger space to accommodate: 5 dedicated offices for counselors, interns and director, 1 office for assistive technology specialist, a Proctoring Lab for one instructional aide to proctor, a Lab for another instructional aide to tutor and for students to come and study, and also a space for the Alt Media Specialist and at least 3 student assistants for zone editing.

Program Goals this Request Supports

Status

Continued Request - Active

Type of Resource

Facilities Requests

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

Having more space will give students with disabilities access to the professionals who can see them in person every day, as well have a designated proctoring space that is not shared with the tutoring and studying space in the lab.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This request specifically supports Latinx students to see Spanish speaking DRC staff in person every day. This resource request also supports the AANAPISI students who want access to see an Asian counselor in person.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture,Community Connections,Student Access, Success, and Completion,Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Make registration easier,Connect students to the academic program(s) and classes they need,Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete,Create and sustain an inclusive, antiracist, and equity-minded campus culture,Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps,Support innovative teaching that creates more equitable and antiracist learning environments,Be the best college choice for local high school students,Strengthen K-16 pathways and transfer,Help meet the basic needs of Cañada students and other

Disability Resource Center - Resource Request

community members, Ensure the physical campus is accessible, Provide adequate access to technology, Manage resources effectively

Personnel - Instructional Faculty (2023 - 2024)

Personnel - Instructional Faculty (2023-2024)

Requesting Unit

Disability Resource Center/Student Services

Position Description

Assistive Technology Specialist will have the following duties: Provide Assistive Technology Evaluations for DRC students; Collaborate with local partnerships (such as Department of Rehabilitation) to help students acquire assistive technologies that the college cannot; Teach DRC courses; Develop and implement the curriculum in assistive computer technology as it relates to college-level students in a diverse educational environment and monitor effectiveness through Student Learning Outcomes; Provide classroom and individual (or direct or one-to-one) instruction to students in the use of Assistive Technology software and strategies for its application to their college course(s); Develop accessible course materials for assistive computer technology classes; Train staff (including Student Assistants and Instructional Aides) who provide classroom support; Coordinate with the District Information Technology Department the installation and maintenance of assistive computer technology in the Alternative Media Lab and Test Proctoring Lab; Provide technical assistance to campus instructional and technology committees on access requirements for individuals with disabilities; Collaborate with the District's Accessibility Specialist about the accessibility of online content (i.e., website, forms, or course management system).

Status

New Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Provide # of months

10

Program Goals this Request Supports

70% of DRC students who have completed assistive technology evaluations will use their assistive technology accommodations to successfully complete their courses.

Critical Question: How does this resource request support closing the equity gap?

Students with disabilities often have higher dropout rates than students who do not have disabilities. Because they struggle to meet the same expectations as the rest of their classmates, they must rely on accommodations (especially assistive technology accommodations) to do so. Therefore, having a full-time Assistive Technology Specialist who can be available for staff, faculty, and students on a daily basis would be instrumental toward improving retention and completion rates.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Many DRC students are also Latinx and AANAPISI students who benefit from assistive technologies that can help them expand their communication skills and increase social interactions in the classroom.

Disability Resource Center - Resource Request

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

The proposed position aligns with the district strategic plan to "develop and strengthen educational offering, interventions, and support programs that increase student access, success, and completion". An Assistive Technology Specialist will serve as an interventionist who will provide a specialized support that no other DRC team member can by making sure DRC students have assistive technologies that can improve their functional limitations.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

This proposed position addresses the goal to improve the declining completion rates, certificates awarded, and degrees awarded to DRC students. Ensuring that DRC students have access to a full-time expert in assistive technology may be beneficial to achieving this goal.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1.Number (headcount) of full-time faculty in the program or department.

1

2.What is the Full Time/Part Time ratio?

1:4

3.Does your current FTEF (Total Full Time Equivalent Faculty) meet the 75% annual goal? What is the FTEF in both Fall and Spring semesters over the past 3 years? What is the average per year?

Does your current FTEF (Total Full Time Equivalent Faculty) meet the 75% annual goal? No the current FTEF does not meet 75% of the goal.

What is the FTEF in both Fall and Spring semesters over the past 3 years? 2.8 for 1 year and then 1.6 for 2 years = 4.4

What is the average per year? The average per a year is 2.0

4.Average number of sections offered per year.

0

5.Average departmental Fill Rate per year.

0

6.Qualitatively and quantitatively describe student demand within this discipline, especially for those courses that will be assigned to the proposed faculty member.

About 1 out of 4 students who complete their intake with the DRC ask us if we offer support courses that teach skills they can apply to their academic course. Since we do not offer courses due to low staffing, we refer students to our sister colleges who do have courses specifically designed for individuals with learning differences.

7.Are there any course offerings, programmatic needs, and/or degree completions impacted and/or not available due to an inadequate number of faculty?

Course offerings are not available because the DRC does have adequate number of faculty. All of the adjunct counselors are inundated with counseling appointments and accommodation memo requests and the one full-time counselor is focused on learning disability testing appointments. And our part-time Assistive Technology Specialist is too busy with appointments with students and managing accessibility on the website that she does not have time to teach any DRC course at this time.

Disability Resource Center - Resource Request

8. Are there any course offerings, programmatic needs, and/or degree completions that will not be available if the position does not move forward at this time?

If this request does not move forward at this time, the wait time for students to see an Assistive Technology Specialist will remain long, DRC courses will not be able to be taught, and faculty will not have an expert to seek technology assistance/consultation for planning lessons/activities for their courses.

9. Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.

Support courses for students with disabilities, which are considered high-need courses are offered infrequently at our college because unlike our sister colleges, our DRC has not had an Assistive Technology Specialist as a permanent member of the team. This puts our students at a disadvantage compared to the students with disabilities at our sister colleges who have been offering these courses regularly for years.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access, Success, and Completion, Equity-Minded and Antiracist College Culture, Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support ?

Connect students to the academic program(s) and classes they need, Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete, Support innovative teaching that creates more equitable and antiracist learning environments, Create and sustain an inclusive, antiracist, and equity-minded campus culture, Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps, Strengthen K-16 pathways and transfer, Be the best college choice for local high school students

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Hiring Division/Department:

Counseling/Disability Resource Center

Position Title:

Instructional Aide II

Is this position permanent?

Yes

Position Type

Full-time

Provide # of months

10

Program Goals this Request Supports

Offer wait times that do not exceed 10 business days for students to see a DRC staff member in person.

Disability Resource Center - Resource Request

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

The specific need for the current part-time position (currently 22 hours per a week) to become a full-time position (37.5 hours per week) is due to the ongoing demand for more proctoring appointment availability. Because the Instructional Aides are inundated with tutoring, notetaking support and accessible textbook requests, they simply do not have the time to offer more proctoring appointments. However, if the part-time position could be made into a full-time position, the DRC would be able to offer more proctoring appointments for students.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

With an additional full-time Instructional Aide, the DRC will be able to uphold the college's mission to be student-centered and practice empathy for this marginalized group of students who are demanding more proctoring appointment availability, especially with bi-lingual Instructional Aides.

3. Explain how adding this position will strengthen the department or division.

This position would be an amendment to an existing position; Therefore, the full-time position would be a seamless transition for the staff to strengthen the department by increasing access to testing accommodations for students with disabilities, as well as the other services that Instructional Aides perform (ex: scribe, time management, technology support, etc).

4. Explain how this work will be accomplished if the position is not filled.

The work will be accomplished by continuing to refer students to the Learning Center for tutoring and proctoring needs.

5. Critical Question: How does this resource request support closing the equity gap?

Students with disabilities will have more access to an Instructional Aides who are trained in supporting individuals with disabilities, which the Learning Center cannot provide. And thus, help improve the retention and completion rates for students with learning differences.

6. Critical Question: How does this resource request support Latinx and AANAPISI students??(

Students will have access to bi-lingual Instructional Aides who can provide supports in their primary language. Currently, the DRC has bi-lingual Instructional Aides who are from Spanish and Asian descents. To be able to have both Instructional Aides work full-time will increase supports to DRC's Latinx and AANAPISI students.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support

Student Access, Success, and Completion, Equity-Minded and Antiracist College Culture, Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete, Support innovative teaching that creates more equitable and antiracist learning environments, Create and sustain an inclusive, antiracist, and equity-minded campus culture, Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps, Be the best college choice for local high school students, Strengthen K-16 pathways and transfer, Better share what Cañada offers, Help meet the basic needs of Cañada students and other community members, Ensure the physical campus is accessible

This position has been reviewed by the department or division and is recommended for hiring.