| Basic Program Information |
|---|

**Department Name:** Disability Resource Center

**Division Name:** Student Services

**Program Mission(s):**

The Disability Resource Center (DRC) provides individualized academic accommodations and support services to students with verified disabilities. The DRC ensures equal educational opportunities for students with disabilities who have the potential to achieve academic and vocational goals consistent with a community college program.

Support services include: adapted equipment loan, alternative media, counseling, information/ referral, orientation, sign language interpreters, liaison, on-campus transportation (shuttle), note takers, tutors, readers, registration assistance, test accommodations, facilitation, temporary handicap parking permits and priority-registration.

The DRC provides information and support to Foothill College employees to assist the College in carrying out the institution's responsibility to students with disabilities. This office contributes to the college's commitment to campus climate, student equity, transfer, outreach, retention and matriculation, consistent with the mission of the college.

The DRC monitors disability accessibility to campus programs and facilities.

DRC Mission Statement:
- To provide access to Foothill College's educational programs for students with disabilities, in compliance with section 504 of the Rehabilitation Act, and Americans with Disabilities Act.
- To assist students with disabilities in matriculation, transfer, retention and success.
- To serve as an information/ resource center for students with disabilities, for the campus and community.
- To identify architectural and other campus barriers to accessibility and recommend removal and modifications.

**The following services and programs are housed within DRC:**

Accommodations for Students with Disabilities

The DRC facilitates academic accommodations for students with disabilities which includes, but is not limited to: extended time exams, note taking, priority registration, on campus shuttle etc.

Alternate Media Services

Alternate Media is any instruction related material which is converted or altered from its original state into a different format so it is accessible and usable by students with disabiltieis. This may include, but is not limited to Braille, ASCII text, large print, recorded audio, electronic text (e-text) formats, and video captioning.

Computer Access Center
The Foothill College Computer Access Center provides instruction and support in the usage of adaptive computer technology for students with disabilities.

Counseling for students with disabilities
DRC counselors provide specialized academic, personal, vocational/career and disability counseling for Foothill students with physical, psychological and learning disabilities. Counselors liaison with faculty, staff and administrators when necessary, and advocate for inclusion and access for students with disabilities while supporting and encouraging student self-advocacy and success. Counselors also liaison with community agencies such as the department of Rehabilitation, San Andreas Regional Center, local high school districts and educational agencies, as well as individual providers to support students.

Community-Based Specialized Classes
Responding to diverse community needs, the Community-based Disabled Students Program exists through innovative and comprehensive educational programs, to provide lifetime opportunities for continued growth, development, and involvement which enhance quality of life of students with disabilities.

The Community Based Disabled Students Program takes the resources of Foothill's Adaptive Learning courses to disabled adults and veterans in the community at independent living centers, community senior centers and VA hospitals in the northern Santa Clara County area. The program promotes the physical, intellectual and social well-being of the older disabled adult. Staying active and involved in community life is encouraged. To accomplish this goal, instruction and classroom activities are planned to meet student needs and interests. All classes are tailored to the capabilities of disabled adults.

Learning Disabilities Assessment and Services
The Learning Disability Assessment and Services within the Disability Resource Center provides essential academic support to students with learning disabilities. These services promote equal access to opportunity, which empowers students to realize their full academic potential. Learning Disability Assessment and Services advocates for the needs and interests of these students to the Foothill College community and assists the college in meeting its legal and educational code obligations. Learning Disability Assessment and Services encourages and promotes student independence and self-advocacy. As students progress through their academics, they are taught to identify their particular learning style, strengths and weaknesses. Furthermore, students are encouraged to explore on-campus resources to address and accommodate their specific academic, career and counseling needs.

Transition to Work Program
The Transition to Work Program (TTW) is a 12-month vocational program designed for students with disabilities who can function independently on a college campus but may not have the ability to succeed in a traditional college classroom. Focused instruction gives TTW the opportunity to develop specific job skills. Students receive on-the-job training at the Foothill

campus and enroll in communication, social skills, physical education and other vocational focused classes.

Please list all Program Review team members who participated in this Program Review:

| Name | Department | Position |
|---|---|---|
| **Margo Dobbins** | DRC | Supervisor |
| **Julie Brown** | DRC | Admin Assistant II |
| **Russell Wong** | DRC | Faculty |
| **San Lu** | DRC | Accommodations Specialist |
| **Janet Weber** | DRC | Counselor/Faculty |
| **LeeAnn Emmanuel** | DRC | Counselor/Faculty |
| **Brenda Davis** | DRC | CAC Lab coordinator and Deaf Services coordinator |
| **Beckie Urrutia Lopez** | DRC | Faculty |
| **Teresa Ong** | DRC | Dean |
| **Neil Chang** | DRC | Mobility Assistant |

Please include the following information about your program:

| | |
|---|---|
| Total number of Full Time Faculty: | 4 |
| Total number of Part Time Faculty: | 18 |
| Total number of Classified Professionals: | 3 |

| **Please list all existing Classified positions:** |
|---|
| *Administrative Assistant II, Accommodations Specialist, Supervisor and Compliance Officer, Shuttle Driver, Computer Access Lab Coordinator and Deaf Services.* |
| |

List all Programs* covered by this review & check the appropriate column for program type:

| Program Name | Certificate of Achievement Program | Associate Degree Program | Pathway Program |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

## Section 1: Data and Trend Analysis

Please complete the appropriate data elements.

### A) Instructional Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php
You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

| Certificate and Degree Programs | 2011-2012 | 2012-2013 | 2013-2014 | % Change |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |

|  | 2011-2012 | 2012-2013 | 2013-2014 | % Change |
|---|---|---|---|---|
| Enrollment |  |  |  |  |
| Productivity (College Goal 2014-15: 535) |  |  |  |  |

### B) Student Services Programs Data

Please enter the number of students served over the last 3 years.

California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

| | Annual 2011-2012 Student Count | Annual 2011-2012 Student Count (%) | Annual 2012-2013 Student Count | Annual 2012-2013 Student Count (%) | Annual 2013-2014 Student Count | Annual 2013-2014 Student Count (%) |
|---|---|---|---|---|---|---|
| Foothill Total | 1,259 | 100.00% | 1,232 | 100.00% | 1,219 | 100.00% |
| Acquired Brain Injury | 54 | 4.29% | 96 | 7.79% | 108 | 8.86% |
| Developmentally Delayed Learner | 23 | 1.83% | 14 | 1.14% | 14 | 1.15% |
| Hearing Impaired | 67 | 5.32% | 92 | 7.47% | 87 | 7.14% |
| Learning Disabled | 124 | 9.85% | 117 | 9.50% | 134 | 10.99% |
| Mobility Impaired | 82 | 6.51% | 198 | 16.07% | 220 | 18.05% |
| Other Disability | 670 | 53.22% | 530 | 43.02% | 465 | 38.15% |
| Psychological Disability | 202 | 16.04% | 147 | 11.93% | 141 | 11.57% |
| Speech/Language Impaired | 6 | 0.48% | 4 | 0.32% | 8 | 0.66% |
| Visually Impaired | 31 | 2.46% | 34 | 2.76% | 42 | 3.45% |

This data was obtained via the following sources (circle):  CCC Apply, Ask Foothill, Credentials, SARS, Other (List): CCC DATAMART

## C)  Administrative Unit Data

Please enter the information below.

| Dimension | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|
| Students Served (Unduplicated) | | | |
| Faculty Served | | | |
| Staff Served | | | |
| Full-time FTEF | | | |
| Part-time FTEF | | | |
| Full-time Staff | | | |
| Part-time Staff | | | |

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data?   (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology,  etc.)

| Section 2: Student Equity |
|---|

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students.  One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

> We are currently piloting wrap-around services for students with disabilities. We are able to do this with 3 educational coaches who provide "hi-touch", "immediate response" services to students in the areas of time management, executive functioning, organizational skills coaching etc.  Students are able to meet with their coaches weekly or bi-weekly to go over classroom materials, personal planning and organization to help them stay in class and increase course completion rate. This program is supervised by DRC counselors.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them?  If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

**BASIC SKILLS ENGLISH COHORT**
**Foothill College English Cohort and Completion Counts by percentages by Disability**

|  | Enrollment Count | Enrollment Rate | Success Count | Success Rate |
|---|---|---|---|---|
| Yes | 71 | 11.09% | 33 | 10.09% |
| No | 569 | 88.91% | 294 | 88.91% |
| Total | 640 | 100.00% | 327 | 100.00% |

**Foothill College by Proportionality Index of English Completion Rates by Disability Status**

|  | Cohort % | Success % | Completion Proportionality |
|---|---|---|---|
| Yes | 11.09% | 10.09% | 0.91 |
| No | 88.91% | 89.45% | 1.01 |

**Foothill College Proportionality Index of English Completion Rates by Disability Status Analysis:**

|  | Enrollment Count | Success Count | Success Rate | 80% Index |
|---|---|---|---|---|
| Yes | 71 | 33 | 46.48% | 0.90 |
| No | 569 | 294 | 51.67% | 1.00 |

There is no significant impact on Basic Skills English course completion rates at this time.

**BASIC SKILLS MATH COHORT**

Foothill College Math Cohort and Completion Counts and Percentages by Disability Status

|  | Enrollment Count | Enrollment Rate | Success Count | Success Rate |
|---|---|---|---|---|
| Yes | 66 | 11.09% | 29 | 10.55% |
| No | 529 | 88.91% | 246 | 89.45% |
| Total | 595 | 100.00% | 275 | 100.00% |

Foothill College Proportionality Index of Math Completion Rate by Disability Status

|  | Cohort % | Success % | Completion Proportionality |
|---|---|---|---|
| Yes | 11.09% | 10.55% | 0.95 |
| No | 88.91% | 89.45% | 1.01 |

Foothill College Proportionality Index of Math Completion Rates and 80% index by Disability Status

|  | Enrollment Count | Success Count | Success Rate | 80% Index |
|---|---|---|---|---|
| Yes | 66 | 29 | 43.94% | 0.94 |
| No | 529 | 246 | 46.50% | 1.00 |

**Analysis:**
There is no significant impact on Basic Skills Math course completion rates at this time.

| Section 3: Outcomes Assessment Summary |
|---|

**A) Attach 2013-2014 Course-Level** (for Instructional Programs Only) – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

**B) Attach 2013-2014 Program Level** – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

| Section 4: Assessment and Reflection |
|---|

**Based on your assessment data and reflections, please respond to the following prompts.**

**A) For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

**B) For instructional programs only, how has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

For all programs: Instructional, Students Services, Administrative

C) **How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?**

> Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

DRC serves students with disabilities and ensures accessibility of education to all students. We continue to be the only college in the area to offer a comprehensive array of courses for people with disabilities in our community through our community-based programs and through Transition To Work. We continue to seek innovative solutions for our students through technology. We have taught many students to use SmartPens , ReadOutLoud and a variety of mobile apps as assistive devices for students with disabilities.

D) **What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

Our department meets weekly; we frequently have discussions on our program's SLOs and evaluate if we are appropriately meeting these SLOs. Our staff are constantly researching and looking for ways to improve the outcomes of our students.

| Section 5: Program Goals |
|---|

**Please comment on progress you have made on program goals from prior program reviews.**
Check the appropriate status box & provide explanation in the comment box.

| Goal/Outcome (This is NOT a resource request) | Completed? (Y/N) | In Progress? (Y/N) | Comment on Status |
|---|---|---|---|
| A. Purchase and implement database for Foothill DRC | No | Yes | We are in the final testing and pilot stage for Clockworks. Our anticipated launch is April 2015 |
| B. Implement Smart Pen Program for Note taking | Yes | | We purchased and loaned out 40 smart pens this past academic year. |
| C. Keep up with technology for diverse learners | On---Going | Yes | Faculty and Staff attended CUE Harker and CUE Napa Valley, and various trainings offered by the High Tech Center at De Anza. Implemented several apps and cloud based programs for students such as Bookshare, Livescribe, Evernote. Will continue to send staff and faculty to more trainings offered by CUE, ISTE and the High---Tech Center.<br><br>Beckie:<br>- Attended Learning and Brain Conference, Feb 2013<br>- Attended Learning and Brain International Conference, May 14<br>- Attended Learning and Brain Summer Institute, June 14<br>San:<br>- Attended CUE in Napa in October 25th & 26th<br>- Attended AHEAD Nov 18-21st in CO<br>- Attended CUE at KCI Google docs 6/27/14 |

| D. Testing Services (LD Testing) | On--going | On--going | We have continued this year to test 15 students per quarter.  We would like to increase this number to 20 per quarter by exploring the possibility of restructuring the LD Specialist position and/or hiring an additional specialist.<br>Testing Services-<br>Due to the elimination of STEP, the learning disability specialist position have been restructured to include a balance of learning disability assessment and testing, student service hours, and consulting with the TLC and PSME.  The emphasis of this approach is student centered and not measured by a fixed number of students tested per the quarter.  Students can begin testing in one quarter and complete the testing the following quarter.  We won't be able to determine the number of students tested until the end of the year. |
|---|---|---|---|
| E. Explore the expansion of TTW as a 2--year program | August 2015 | In Progress | Exploration of 2 year program has been delayed due to updating designated ALTW classes need to reviewed and revised as either a Lecture or Lab class.  Curriculum is being updated, fall 14; deadline is Dec 5, 2014.  The changes will affect the faculty assignments.<br><br>DRC will host a symposium of transition specialists in Spring 2015 to determine what areas of TTW to expand. |

| | | | |
|---|---|---|---|
| **F. Build student---run enterprises for TTW** | On Going | In Progress | Enterprise ventures are still being explored.<br>• Staffing of garden for infrastructure (rodent/animal deterrence) maintenance has impacted the Garden Project.  Need more staff to maintain garden and there is no staffing power during summer session, which is harvest time for garden.<br>• Sewing and shredding enterprise needs staffing in order to put into an operational mode. |
| G. **Work closely with IR to better track DRC students** | Long Term | Not complete/restructure goal | This goal was not completed. However with the implementation of Clockworks, we should be able to better track our students. |
| H. Work with College Testing Center to improve accommodated testing services for students with disabilities | Short Term | On-going | We have worked with the college testing center to install and set up many different assistive technology programs in the center including the use of screen readers and voice recognition.<br><br>With the implementation of Clockworks, we will be able to decrease our turnaround time for accommodation notifications and test bookings.<br><br>We still run into the issue of students arranging for testing at the last minute. The testing center and DRC are working on ways to diminish this behavior. |

| | | | |
|---|---|---|---|
| I. Student education Plan Training. (Ensure students have a Degree Works ed plan) | Short and Long Term | On-going | 1.  All DRC counselors have been trained on how to use the current version of Degree Works through workshops offered at Counseling In-Services.<br>2.  Students affiliated with DRC are taught how to use Degree Works in CNSL 5 and SPED 8 courses.<br>3.  All students, who do not have a current SEP approved by a counselor, are being contacted by Admissions and Records to remind them to complete an Education Plan with a counselor in order to get Early Enrollment.<br>4.  We currently have 2 FT counselors and 1 counselor on Article 19.  To reduce wait time from 3 weeks to 2 weeks, we need to request an additional part time counselor (60% time) so that students do not have to wait more than 2 weeks for an appointment. |
| J. Improve registration procedure for off-campus classes for seniors. | Long term | On-going | We have not been able to work on this. We are awaiting to see what the new CCCApply looks like before implementing any new procedures.<br><br>We have hired a TEA for 20 hours a week to assist Julie Brown with the laborious registration process at this time.  This program generates 30% of DRC's revenue.  However because of the disability issues faced by this population, self-registration is not possible.  The TEA and Admin Assistant 2 positions help with hits. |
| K. Set up system for tracking TTW Alumni | Short term | -- | • A database has been created for previous TTW students (13-14).<br>• Survey will be developed and emailed to previous TTW students by March 15, 2015<br>• Demographics of findings will be gathered and reported to Teresa Ong. |

**Please list any new goals for your program you would like to undertake this year.** The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

| Goal/Outcome (This is NOT a resource request) | How will this goal improve student success or respond to other key college initiatives? | How will progress toward this goal be measured? |
|---|---|---|
| **1. Expand non-credit programs on campus for students with disabilities** | This goal is in response to the college's commitment to accessibility and the community's need for educational programming for students with disabilities. | • Enroll at least 15 students per quarter in non-credit program "Fridays at Foothill"<br>• Reach out to transition programs in the area to find out how to better serve disabled students transitioning out of K-12 |
| **2. Continue with Educational Coaching Program** | This is in line with 3SP. We are fortunate to have funding from a donor to hire 3 educational coaches. This provides wrap-around services for students with disabilities and provides "hi-touch" services to those most at-risk. | • Track and collect baseline data for students working with educational coaches<br>• Outreach to DRC students on probation to use Educational Coaching services. |
| **3. Transition TTW students successfully into jobs or other resources** | This goal is in response to the college's workforce initiatives. | • Place at least 5 students into volunteer positions or employment positions after TTW<br>• Place TTW students who are not yet ready for work with other agencies or resources |
| **4. Improve over the counter services for students/ decrease admin-related time for counselors and specialists.** | This is to allow increased time/ appointments for students with counselors and specialists. We can serve more students and provide 1-1 appointments for educational planning, counseling and LD testing | • Decrease admin hours for specialists by 1 hour each week per specialist.<br>• Decrease appointments without proper documentation as well as documentation wait time.<br>• Provide at least 4 additional hours of specialist appointments per week by taking over clerical duties. |

| Section 6: Program Resources and Support |
|---|

**To be completed only if making a new resource request.**

Using the tables below, summarize your program's <u>unfunded</u> resource requests.  Refer to the Operations Planning Committee website: <u>http://foothill.edu/president/operations.php</u> for current guiding principles, rubrics and resource allocation information.

**Full Time Faculty and/or Staff Positions**

| Position | Related Goal from Table in section 5 and how this resource request supports this goal. | Was position previously approved in last 3 years? (y/n) |
|---|---|---|
| **Part Time Coordinator for TTW program** | See goals E,F,K and 3 | No |
| **Increase Shuttle/Mobility driver's position to 100% time** | See goal J.  Part of Neil's position is clerical.  We need a lot of help with data entry for the off-campus programs.  If this position can be increased to 100% we save the costs of training another person. | No |
| **C1-41, Senior Secretary position** | See goal (4). Each specialist currently has at least 4 hours of administrative time per week, part of which encompasses clerical duties. With 5 specialists, that's at least 20 hours per week spent on administrative work. The senior secretary position will reduce the number of specialist hours spent on clerical work duties and open up at least 5 additional specialist appointments to students. | This is a new request. |

**Unbudgeted Reassigned Time** (calculate by % reassign time x salary/benefits of FT)
Indicate duties covered by requested reassign time:

| Responsibility | Related Goal from Table in section 5 and how this resource request supports this goal. | | % Time |
|---|---|---|---|
| none | | | |

| | | |
|---|---|---|
| | | |
| | | |

## One Time B Budget Augmentation

| Description | $ Amount | Related Goal from Table in section 5 and how this resource request supports this goal. |
|---|---|---|
| none | | |
| | | |
| | | |

## Ongoing B Budget Augmentation

| Description | $ Amount | Related Goal from Table in section 5 and how this resource request supports this goal. |
|---|---|---|
| none | | |
| | | |
| | | |

## Facilities and Equipment

| Facilities/Equipment Description | $ Amount | Related Goal from Table in section 5 and how this resource request supports this goal. |
|---|---|---|
| none | | |
| | | |
| | | |

## Section 7: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

| Recommendation | Comments |
|---|---|
| 1. Hiring Full Time C1-41 Senior Secretary position. | DRC Front desk reception / administrative support is inadequate. Reception is currently provided by student employees and full time classified staff who rotate their duties to perform reception duties including: scheduling appointments, phone, general information, registration assistance, shuttle service in |

|  | the absence of the shuttle driver, etc. The disadvantages of using student employees are as follows: Confidentiality of students with disabilities is compromised; delivery of important information to students is inconsistent due to the turnover of student employees; the need for ongoing re-training and monitoring of student employees negatively affects the productivity of DRC program staff; students do not receive equitable and consistent quality of services because student employees do not have access to systems such as BANNER and Staff Notes; The difficulty of training part time student employees creates difficulty in ensuring the consistency and quality of critical information imparted to DRC students;<br><br>The volume of contacts that the DRC reception desk encounters has significantly risen since moving to the Student Resource Center. The DRC front desk now serves as a point of entry of students and staff seeking information regarding 5 programs: Disability Resource Center. Transition To Work, Veterans Resource Center, Family Engagement Center, and the Workforce Center. |
|---|---|
| 2. Further development of the educational coaching program. | This program should be further developed and continued as the coaches provide so many wrap-around services for our students. The key is getting the word out about our coaches and increasing their usage. This also builds a talent pool for DRC to hire from as the coaches are all Master's level students majoring in Counseling and improves our hiring efficiency. |
| 3. Increase Shuttle/Mobility driver's position to 75% time | The population of students with mobility issues has jumped from 82(11/12) to 220 (13/14). Right now, various staff members are pinch hitting whenever a student needs a ride and the shuttle driver is off. It is not a sustainable situation for other staff members to keep doing this- it makes the service unreliable and non-compliant with ADA. |

**a. After reviewing the data, what would you like to highlight about your program?**

DRC is now located in a brand new facility. The Student Resource Center now houses DRC, TTW, LD services, VRC and Workforce Center together under one roof. The collaboration between VRC and DRC is now better than ever. By locating similar services under one roof, we are able to share resources and encourage veterans to also self-identify with DRC to receive even more services. DRC and VRC students now have access to 4 counselors- 2 full time and 2 part time (Article 19) counselors. It also allows for easy accessibility to other

specialists such as the Accommodations Coordinator, Computer Access Center Coordinator and Technology trainer. The new center has a lounge area for students to hang out in.  We have seen students hang out both in the DRC lounge and VRC lounge.  It provides a safe space to discuss common challenges.  The synergy in the building is outstanding as students learn from each other and from staff.

We are also excited that Clockworks will be implemented in Spring 2015.  This will improve efficiency of the accommodations approval process and reduce a lot of reconciliation work by DRC staff and Testing Center staff.

## Section 8: Deans Feedback and Follow Up

**This section is for the Dean to provide feedback.**

### A) Strengths and successes of the program as evidenced by the data and analysis:

I would like to highlight the success of our counselors completing education plans. Starting this Fall, all DRC students had to have education plans so that they could qualify for priority registration. All of our counselors diligently met with and worked on education plans with DRC students. Fewer than 30 students per quarter had to submit appeals for priority registration to be restored. DRC has a caseload of approximately 400 students per quarter.

With the commencement of the educational coaching program, we have been able to refer students who need substantial guidance to the educational coaches. These include students with more severe disabilities such as autism.

I would like to point out the many committees our staff/faculty are working in. This ensures that we are well represented in all decision-making processes at Foothill, but also gives us the ability to highlight and advocate for our population:

Our staff and faculty are represented in the following committees:
- Academic Senate
- Curriculum
- Workforce Workgroup
- PaRC
- Basic Skills

### B) Areas of concern, if any:
### C) Recommendations for improvement:

Concern/ Improvement 1:
One area of concern is the accessibility and cost effectiveness of learning disability testing services. We currently have .5FTEF providing testing services for the campus. We can only potentially test 18 students per quarter and these slots are filled even before the quarter halfway over. Qualified students are waiting 4-6 weeks for an appointment.

The immediate issue here is that appointment scheduling are not dynamic enough so that if a student cancels, another student can immediately call in to fill that slot. This results in wasted time for the LD specialist and reduces the cost-effectiveness of providing this service.

The long term issue however is the sustainability of testing services.  With the latest amendment to the ADA, the student's self report is now considered the most important documentation of his/her disability, followed by interactions and observation of the student by the higher education disability professional.  Although Title V of the California Education Code requires us to document a learning disability by with specific testing guidelines for LD funding, it does not mean that the student cannot be served by DRC.  The point here is that if we can document the student's qualification for services under the ADA with a self report and with a higher education disability professional's opinion, a student does not need to be tested.

This does not mean that LD testing has no inherent value. LD testing provides the student with insight into their own cognitive abilities and learning abilities.  Knowing whether or not they have a learning disability gives the student great relief and changes their understanding of self and identity.  Many four-year colleges and testing boards also still require LD testing documentation for accommodation purposes. It is also an issue of equity: most students of lower socio-economic status may not have had the ability to pay for psychoeducational testing and this is the only way that psychoeducational testing is available to them.  Ultimately, this is a department wide discussion that must be had to determine if this is a priority.


Concern/ Improvement 2:
We anticipate the retirement of Margo Dobbins in the coming year.  Margo's primary function has been to evaluate and implement accommodations for students with disabilities.  Some of this work has shifted to the counselors already and the department could potentially move to a case management model where students are assigned to a specific counselor for all their needs including accommodations, disability and academic advising. This will improve the student experience with DRC where one staff/faculty member is responsible for coordinating the student's needs.  This would be the ideal scenario. To accomplish this, we would need to replace Margo's position with another DRC Counselor position so that we have enough hours for students to consult with their counselors.

Alternatively, if we do not move to a case management system, Margo's position would need to be replaced by a Disabilities Specialist position where students who need accommodations would meet with a Disabilities Specialist.  This would mirror our current model and potentially provide some cost savings to the college.

In both cases, Margo's supervisory and data management duties would need to be shifted to the Accommodations Coordinator and Administrative Assistant II.

Concern/Improvement 3:
The revenue stream for DRC has fallen significantly in the last 2 years.  This is because students may no longer repeat special courses, in particular APE courses, unless they are matriculating student.  The reduction in special class revenue is significant. While we

previously offered upwards of 8 sections of APE credit courses each quarter, we now offer only 2 per quarter.

There are areas where DRC can grow however- this is in the Transition to Work Program and in the Community Based programs.  We can at least replace the lost revenue stream from APE courses these two programs can be expanded.

The TTW program is the only one of its kind in the area and continues to serve students with disabilities who graduate from k-12, and have no other educational option. These are students who would not be successful taking regular college classes at the time but would benefit greatly from the socialization and education in a college setting.  The program already has an outstanding curriculum but needs a coordinator who can (1) meet with transition specialists and school districts to place students into TTW (2) provide career resources and job placements for appropriate students graduating from TTW (3) be the liaison for appropriate students who are transitioning to regular college classes.

The same can be said for the community-based program.  This program serves disabled individuals in the community through non-credit offerings.  Many senior living centers have requested for classes in their facilities.  However, an expansion of this program requires additional staff to help with registration, documentation of disability and connecting with the many agencies that house this program.

 

**D) Recommended next steps:**

___ Proceed as planned on program review schedule

___ Comprehensive Program Review (Out of cycle) Recommended

___ Remediation Plan Recommended

*Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.*

# Foothill College
# SA - Disability Resource Center

**Mission Statement:** The mission of Disability Resource Center is to provide equal access to students with disabilities to the college's educational programs.
**Primary Core Mission:** Transfer
**Secondary Core Mission:** Basic Skills

| Service Area SLOs (SA-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action & Follow-Up |
|---|---|---|---|
| SA - Disability Resource Center - 1 - Students will Identify appropriate strategies for their individual educational success. - Disability Resource Center<br><br>**SA-SLO Status:**<br>Active | **Assessment Method:**<br>Students' utilization of tools available through  DRC: Specialized Counseling, Note taking services, Computer Access Center, Tutorial Services<br>**Assessment Method Type:**<br>Data<br>**Target:**<br>Increase in percentage of students who use one or more of the above services . | 12/16/2014 - We continue to see similar numbers of students using one or more of the above services.  in 13/14, DRC was moved to the Temporary Village. This put us in a smaller space but we managed to locate both counselors and Accommodations Specialist. This allowed for a better referral process as students could find all services located in the same space.<br>Each quarter we receive over 500 requests for accommodations.<br><br>Student Accommodation Requests<br><br>Fall 13: 531<br>Winter 14: 557<br>Spring 14: 529<br><br>There is a slight increase from last year.<br>Data collection continues to be a challenge but we are hopeful that with Clockworks, data tracking will be easier.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014<br>**Resource Request:**<br>Use of Clockworks to better track services<br>**Resource Request:**<br>Use of Clockworks to better track services | |

| Service Area SLOs (SA-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action & Follow-Up |
|---|---|---|---|
| | | | |
| SA - Disability Resource Center - 3 - Students will articulate their disability needs and become effective self-advocates. - Disability Resource Center<br><br>**SA-SLO Status:**<br>Active | **Assessment Method:**<br>By returning signed accommodation letters - requiring a face-to-face conversation between the student and instructor- the student will demonstrate self-advocacy skills and ability to articulate his/her needs.<br>**Assessment Method Type:**<br>Data<br>**Target:**<br>75% of identified DRC students will appropriately request accommodations by using  Accommodation Notification Letters. | | |
| | **Assessment Method:**<br>Comparison of Fall 12 and Winter 13's data against Fall 11 and Winter 12's data.<br>**Assessment Method Type:**<br>Data | 12/16/2014 - Fall 13 Student Requests: 531<br>Fall 14 Student Requests: 707<br>We are seeing a large increase beginning this academic year in number of students requesting accommodations. Students are more aware of their needs to request for accommodations.  We need to further educate students to request for accommodations early on rather than wait til past midterms.  We have gotten feedback from some faculty that they are receiving notifications after mid-terms.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014<br> **Resource Request:**<br> Use of Clockworks to better track accommodation requests | |
| SA - Disability Resource Center - 2 - Students will utilize disability related accommodations and services. - Disability Resource Center<br><br>**SA-SLO Status:**<br>Inactive | **Assessment Method:**<br>Number of students who successfully notify their instructors of their accommodation.<br>**Assessment Method Type:**<br>Data<br>**Target:**<br>Increase in the percentage of students | | |

| Service Area SLOs (SA-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action & Follow-Up |
|---|---|---|---|
| | successfully using services to notify instuctors of their accommodation. | | |