

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Disability Resource Center (DRC)

Division Name: Student Services

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

Name	Department	Position
Mimi Rea/LeeAnn Emanuel/Janet Weber	DRC	Counselor
Russell Wong	DRC	Learning Specialist
Brenda Davis	DRC	Assistive Technology Coordinator
Beth Beiers/ Beckie Urrutia-Lopez	DRC	TTW Instructor
San Lu	DRC	Dean

Number of Full Time Faculty:

5

Number of Part Time Faculty:

18

Please list all existing Classified positions: *Example: Administrative Assistant I*

Administrative Assistant II; Accommodations Coordinator; Supervisor; Mobility Assistant; Assistive Technology Coordinator/Deaf Coordinator

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The DRC program can be broken down into 6 distinct service areas:

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

ALTERNATIVE MEDIA SERVICES

COMPUTER ACCESS CENTER

COUNSELING FOR STUDENTS WITH DISABILITIES

COMMUNITY BASED SPECIALIZED CLASSES

LEARNING DISABILITIES ASSESSMENT and SERVICES

TOOLS for TRANSITION and WORK (TTW) PROGRAM

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

DRC has provided 1,127 students with some form of educational accommodation during the 2014-2015 school year. DRC is now using the Clockwork data management system (since the Spring quarter of 2015), which provides automated accommodation requests and increases the accessibility of accommodations. This system communicates with instructors, students, the testing offices, and the DRC in order to facilitate the accommodations process in a timely manner, allowing for a more student centered experience. DRC is also collaborating with testing offices to provide better outcomes for our

students. Cross training on Clockwork and meeting on a regular basis has helped maximize assistive technology for proctored testing purposes, such as screen readers and voice recognition.

DRC will be continuing with the Educational Coaching Program through a grant. For the 2014-2015 school year, academic coaches saw 144 students. They provided workshops on topics such as study skills, test taking skills, time management, and learning strategies.

ALTERNATIVE MEDIA SERVICES

DRC continues to seek innovation solutions for our students through technology. We purchased 20 new smart pens and loaned out 60 Smart pens. These pens allow DRC to save on the cost of Notetakers, while providing more thorough notes through the recording of classes. We loaned out 25 laptops for classroom use. This helps those students who utilize assistive technology, but don't have a computer that can run the software. Alternative Media Services also supports a Computer Access lab that is located in the middle of the DRC Offices (Building 5400). It has 10 PC desktops, 1 Mac Laptop, 1 Magnifier, 1 portable Magnifier, 1 printer, and 2 scanners for students who are affiliated with DRC to use.

DRC COUNSELING

DRC provides academic and career counseling for students and veterans with disabilities. There have been 1127 comprehensive and/or abbreviated education plans developed for the 2014-2015 school year. Students affiliated with DRC had an overall 77% class success rate, which can be partly attributed to Counselor support. We currently have 2 full-time counselors and one part-time counselor. All of the DRC Counselors meet the criteria to work with students with disabilities and veterans. Consequently, DRC is able to provide more efficient services for Veterans with disabilities.

COMMUNITY BASED SPECIALIZED CLASSES

About 2349 students are being served through Foothill College's community based classes. These classes have increased in productivity by 31.6 % from the last year. There was a 100% success rate in completing these classes, which was an increase by 12% from last year. Less students withdrew from last year, which probably accounts for the higher productivity and the higher course success rate.

LEARNING DISABILITIES ASSESSMENT and SERVICES

As the partnership between the DRC and STEM/TLC continued to develop during the 2014-2015 academic year, the LD referral and testing work flow process was modified and enhanced to capture a larger pool of students. Each quarter saw an increase in the number of students tested. The total number of students tested was 35 as self reported by the LD Specialist.

Fall 2014

- 7 Students

Winter 2015

- 11 Students

Spring 2015

- 17 Students

TTW

DRC is in the process of expanding the TTW program and a first step was hiring a new, full-time faculty position with the goal of providing more coordination support and vocational curriculum development. In the Winter 2014, TTW hosted 2 meetings where local high school transitional specialists were invited to elicit feedback on what type of transitional services were needed for their students. Feedback

included expanding vocational curriculum that would lead to program pathways. TTW also held a successful TTW Alumni Panel to discuss life after the TTW program. Many of the employed alumni spoke out about how supportive the TTW program was in helping them get employment. DRC attributes the success of the TTW Alumni program to the connections with parents and families. For the 2014-2015 school year, two TTW students from the program obtained employment. "Fridays at Foothill" is a non-credit community based course program that was started in the fall of 2014. The first rollout included a Music Appreciation course that was attended by 16 students with developmental disabilities. Courses were rotated throughout the year to include "Travel Around the World", "Current Events", and "Creative Expression" as enrollment has doubled to over 30 students for the classes.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

Due to an interim change in management that occurred during the Fall 2016 quarter and the implementation of a new data tracking system, Clockwork, that rolled out during the end of the 2014-2015 school year, the DRC is still determining how to best access data that can accurately measure progress towards previous program goals.

More Counseling Support

Between the 3SP mandate and the new title V regulations around more immediate support for students with disabilities, DRC is concerned about the amount of students that have to wait beyond a week to see a counselor. While Clockwork and the Institutional Research offers important data, it does not address the specifics on how many students are turned away. However through feedback from the DRC front-office, as well as faculty, students aren't able to get a counseling appointment. The DRC front office estimates between 6-12 students per day cannot get counseling appointments. Another need for counseling support is monitoring which DRC students need ed plans. DegreeWorks doesn't interact with Clockwork. Therefore, DRC is unable to create a comprehensive list of DRC students that are without education plans. An additional full-time DRC counselor is definitely needed to ensure that all DRC students have either a Comprehensive and/or Abbreviated education plan in the system in addition to alleviating the number of students turned away from counseling. Currently DRC counselors try and modify the appointment schedule to reduce no-shows and provide more immediate support.

More LD Support

Increasing LD testing hours for students is a priority as DRC evaluates the need for another LD Specialist. The amount of students being assessed for LD at Foothill College per year is low compared to other colleges. DRC currently has the potential to test 1.5 students per week even with one full-time LD Specialist. In contrast, 3-4 LD assessments are being completed at other community colleges. This becomes an issue in that the DRC is receiving continuous feedback from students and faculty that they are not being served in a timely manner. Waiting lists for LD Assessment start mid-quarter for the following quarter. In the 2014-2015 academic year there was a waitlist of 40 students who did not receive LD testing and services. As a consequence there will be a large number of students who will not be served who could otherwise succeed if they received the testing, resources, and supports. Underrepresented and at risk students are the students that are most susceptible to falling through the cracks and not benefitting from a degree, transfer, and career. The cost of LD assessment is prohibitive and can only be verified through a diagnostic assessment from a learning disability specialist or psychologist. It is estimated that private evaluations cost between \$750 and \$5000 making them highly unattainable for most CCC students

The community college has always prided itself on serving the LD student population by offering cost effective ways for students to receive the LD testing as a service or course offering. Having an additional full time LD Specialist would:

- Help meet the college's mission of basic skills, transfer, career, and equity
- Generate funds via student count for the college
- Maintain DRC compliance
- Provide an additional resource faculty can go to for support/student support
- Helps meet the goals of the Basic Skills Initiative and SSSP

As mentioned previously, DRC will be requesting a full-time faculty position that would be part-time counselor and part-time LD Specialist. This would increase accessibility for DRC students that need accommodations and would leave DRC more in compliance with OCR regulations as counselor provide significant assistance to faculty and students with disabilities in resolving academic issues.

More TTW Support

TTW at Foothill is a unique program in that it is independent of partnerships that specifically work with developmental disabilities. The program serves students who would not be successful taking regular college classes, but would benefit greatly from the socialization and education in a college setting, especially life skills. However, TTW has received feedback from Transition Specialists' focus groups that there needs to be more pathway opportunities that lead to employment or mainstream college courses, depending on the student's goals. Thoughts include creating more vocational curriculum such as Pet Grooming, Sewing/ Crafts, Carpentry, Entrepreneurial Skills, and Drafting/Art. Palo Alto High School district specifically requested a program that would lead to mainstream college classes. There is definitely a community need for a Pathways program to provide vocational opportunities and/or college opportunities. This would require the hiring of more part-time TTW teaching faculty. Discussion around building this program to meet the community needs, will continue through out the year. Discussion points that will be considered include how outreach will be provided. Outreach will need to develop strong relationships with the community (non-profits who work disability), Special Education Departments in the high school districts, and families. This is currently done through Foothill's in-house outreach team, however there are concerns that this population is so specialized that there might need to be a departmental outreach person, who is already apart of the Special Ed Community. The other option is giving reasonable designated coordination time to a TTW faculty member.

TTW also is need of a consistent Instructional Aide instead of student workers for the following reasons:

- 1) A consistent Instructional aide, with an appropriate background, can get to know the students who sometimes have complex behavioral and medical issues, in addition to communication and learning differences.
- 2) TTW classes can not work around the schedules of Student Assistants who may have conflicts with big class assignments or finals.
- 3) For safety reasons there needs to be more than one person in the class at all times. Student Assistants sometimes are late or not reliable.
- 4) TTW has students with severe anxiety, seizure disorder, suicidal thoughts. We have students who need assistance controlling their anger and frustration. In a typical day, a student may have a seizure that requires additional focus on that student. A student may need to be escorted to Psych Services. One Instructional Associate, as opposed to intermittent Student Assistants, will allow for less interruptions in instruction and better classroom management in difficult situations.

More Front Office Support

DRC front desk receptionist/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 drive, etc...The disadvantages of using student employees are

- 1) Confidentiality of student's with disabilities is compromised.
- 2) Delivery of important information to students is inconsistent due to the turnover of student employees
- 3) The need for ongoing retraining and monitoring of student employees negatively affects the productivity of DRC program staff
- 4) DRC 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.
- 5) The volume of contacts that the DRC encounters has significantly risen. The DRC front desk now serves as a point of entry of students and staff seeking information regarding 5 programs.
- 6) There should be a point-of-contact person who can keep track of DRC Faculty/Staff in case an emergency arises.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

- 1) Institutional Research (BANNER) around DRC Enrollment both unduplicated and duplicated counts
- 2) Institutional Research (BANNER) around TTW Course successes
- 3) Institutional Research (BANNER) around Community Based Course successes
- 4) Developing tracking system for students seeking support from Counselors and LD Specialists: Front Desk will survey students that can't get an appointment with a counselor in a timely manner.
- 5) Clockwork reports on of how many students were assessed for LD and how many students that were assessed were coded as LD
- 6) Clockwork reports on how many counselor meetings occurred
- 7) Clockwork reports on completed ed plans
- 8) Transitional Specialist Focus Groups for feedback on TTW and Community Based

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:

"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

Assessing expansion opportunities for TTW/ Community Based Programs in order to meet the needs of the what the community is asking for in terms of working with adults with disabilities.
 Reorganizing Classified Positions to better support accessibility in our various programs: TTW, DRC COUNSELING, COMMUNITY BASED, LEARNING DISABILITY (LD)
 Improving the Intake Process to achieve a more efficient caseload management system, which will support a one-stop-shop for students that are in need of more immediate assistance.
 Evaluating the Efficiency of the current LD Assessment process in order to increase LD assessments per quarter to provide greater equity to those students who wouldn't otherwise have access to assessment.
 Expanding laptop loaning program for those students who need assistive technology and aren't able to

afford technology that can support the specialized software.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Create 2 year expansion plan for TTW	1) Meet with TTW instructors to discuss TTW vision 2) Meet with Local High School Transitional Specialists to determine community needs 3) Meet with DRC Dean to discuss TTW reorganization and the possibility of additional positions, including PT faculty and an instructional aid, which current full-time faculty see as a priority.	Plan of Action for the next 2 years Potential Hiring of Instructional Aide.
Improve Outreach for TTW, DRC, and Community Based Courses	1) Create a list of potential transitional organizations 2) Look at current resources and how DRC can realistically expand upon enrollment 3) Utilizing current outreach resources and assessing whether it meets DRC/TTW needs, especially since the disability community is so specialized.	Increase in TTW/ DRC/ Community Based enrollment for the 2015-2016 school year.
Increase assessment of potential College Level LD students	1) Assess the need for an additional part-time LD Specialist 2) Renegotiate LD Specialist schedule to better meet the students' scheduling needs 3) Develop an universal process to track assessments. 4) Ensure that LD Specialists are utilizing Clockwork as a database management tool 5) Increase Outreach to Resource Specialist Programs	Increase in students assessed for College Level LD for 2015-2016
Increase accessibility to accommodations	1) Through research, determine	Increase number of

ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016

and the number of ed plans for students with disabilities	how many LD assessments per quarter would be necessary to support an additional LD Specialist/Counselor 2) Create job description for a full-time DRC Counselor, that has the LD Specialist credentials 3) Send for approval from PARC 4) Set up hiring committee	education plan completed
Improve safety conditions in TTW Classroom and reduce chance of liability	1) Create job description for a TTW Instructional Aide 2) Send for approval from PARC 3) Set up hiring committee 4) TTW Instructors document how much class time is utilized for emergencies due to lack of support.	More effective, uninterrupted teaching time and less classified staff involvement
Increase efficiency in the DRC front office and protect student confidentiality to better meet students' needs	1) Create job description for DRC Front Office Receptionist 2) Send for approval from PARC 3) Set up hiring committee	Positive student and staff/ faculty feedback about DRC customer service.
Due to potential retirement, will need to hire Assistive Technology Coordinator/ Deaf Coordinator in order to continue to provide assistive technology services for students needing applicable accommodations as well as interpreting accommodations for deaf students.	1) Assess level of personnel needed for this position 2) Create job description 3) Send for approval from PARC 4) Set up hiring committee	More students will be able to access assistive technology and all Deaf students will be able to have interpreters set up for all Foothill affiliated classes.

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Overtime for Part-Time TTW faculty to meet to discuss TTW future vision		Create 2 year expansion plan for TTW	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hire Full-Time Faculty Position: PT LD Specialist/PT DRC Counselor		Increase assessment of potential College Level LD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016

		students/Increase accessibility to accommodations and the number of ed plans for students with disabilities				
Hire TTW Instructional Aide		Improve safety conditions in TTW Classroom and reduce chance of liability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hire DRC Front Office Receptionist		Increase efficiency in the DRC front office and protect student confidentiality to better meet students' needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hire Assistive Technology Coordinator/Deaf Coordinator		Provide assistive technology services for students needing applicable accommodations as well as interpreting accommodations for deaf students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

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SECTION 3: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

3A. Strengths and successes of the program as evidenced by the data and analysis:

As shown in the review above the increased demand for DRC services from our students with disabilities are a strong indication of the DRC service we need to continue to provide for our DRC students. Through DRC staff members like the academic counselors, alternate media/accommodations specialists, learning disability specialists, educational coaches, TTW faculty and other DRC specialists we will continue to provide the most optimal services to our students with disabilities.

3B. Areas of concern, if any:

A few areas of concerns include the proposed retirement of a key DRC staff member, the demand for learning disabilities (LD) screenings/tests, hiring additional DRC academic counselors, and increased mobility services with necessary equipment (wheelchair accessible electric cart, 4 seater electric cart, etc.).

3C. Recommendations for improvement:

After reviewing the current organizational structure and services I hope we can revamp the programs and services to allow for more growth in services and personnel. We should also consider next year to complete a separate program review for the Tools for Transition & Work (TTW) program due to the expansion into a two year program.

3D. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

3E. Strengths and successes of the program as evidenced by the data and analysis:

The DRC team has done outstanding work serving students, collaborating with faculty and providing education campus-wide about students with disabilities.

3F. Areas of concern, if any:

The DRC is in need of a new cart to accommodate up to four people with disabilities for transport around campus.

3G. Recommendations for improvement:

None

3H. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule

☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 3, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Assessment Report - Four Column

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
<p>SA - Disability Resource Center - 1 - Students will Identify appropriate strategies for their individual educational success. - Disability Resource Center</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 09/22/2014</p> <p>End Date: 06/26/2015</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Students' utilization of tools available through DRC: Specialized Counseling, Note taking services, Computer Access Center, Tutorial Services</p> <p>Assessment Method Type: Data</p> <p>Target: Increase in percentage of students who use one or more of the above services .</p>	<p>12/14/2015 - 1,127 requested accommodations for the 2014-2015 school year. This was a decrease of 3.2%. Since the total number is so close to last year, this could be due to a change of tracking data. We formally started tracking data on ClockWork during the Spring quarter. We don't see the negative percentage as a downward trend.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>12/14/2015 - DRC plans to have a consistent tracking system (ClockWork) in the future so data will be more accurate.</p> <hr/> <p>12/14/2015 - DRC has found that students who are able to make an appointment with a counselor are able to identify appropriate strategies for their educational success. However, in the future DRC will be tracking students who aren't able to access a counselor or Learning Specialist and look at the reasons why as well what can be done to provide timely accommodation support</p> <hr/>
<p>SA - Disability Resource Center - 3 - Students will articulate their disability needs and become effective self-advocates. - Disability Resource Center</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: 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.</p> <p>Assessment Method Type: Data</p> <p>Target: 75% of identified DRC students will</p>		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	appropriately request accommodations by using Accommodation Notification Letters. Assessment Method: Comparison of Fall 12 and Winter 13's data against Fall 11 and Winter 12's data. Assessment Method Type: Data		
SA - Disability Resource Center - 4 - Accommodation Letters - DRC Year(s) to be Assessed: End of Quarter SA-SLO Status: Inactive	Assessment Method: Count of returned letters Assessment Method Type: Data Target: 80% of letters will be signed and returned.		
SA - Disability Resource Center - 2 - Students will utilize disability related accommodations and services. - Disability Resource Center SA-SLO Status: Inactive	Assessment Method: Number of students who successfully notify their instructors of their accommodation. Assessment Method Type: Data Target: Increase in the percentage of students successfully using services to notify instructors of their accommodation.		