

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.

Department Name:

Division Name:

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

Name	Department	Position
Mimi Rea/ LeeAnn Emanuel, Janet Weber	DRC	Counselor
Leonardo Camargo	DRC	Assistive Technology Coordinator
Benjamin Schwartzman	DRC (Transition to Work)	Part Time Faculty
San Lu	DRC	Interim Supervisor
Russell Wong	DRC	Learning Disability Specialist

Number of Full Time Faculty:

Number of Part Time Faculty:

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

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

List all departments covered by this review and indicate the appropriate program type.

DRC 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

SECTION 1.1: SERVICE AREA DATA**1.1A. Service Area Data:**

2013-2014

2014-2015

2015-2016

Number of Students Served	1219	1183	1219
Full-Time Load (FTEF)	4	4	4
Part-Time Load (FTEF)	4.7	4.9	5.82

1.1B. Student Service Trend:

Students Served (Over Past 3 Years): Increase Steady/No Change Decrease

1.1C. Student Demographics: Please describe service trends for the following student groups, comparing the current program-level data with previous data (past 3 years).

	Increase	Steady/No Change	Decrease
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Filipino	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American (no available data)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<25 Years Old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
>25 Years Old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.1D. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipino/Pacific Islanders. If your service trend for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is declining, what is your program doing to address this?

There are two student groups of concern:

- 1) African Americans: the number of African American students with disabilities is declining.
- 2) Pacific Islander: there are fewer than 5 Pacific Islander students with disabilities.

It is unclear why the numbers are declining or in the case of Pacific Islanders, why so few use services from DRC. The department is looking at ways to outreach to these two populations and to better understand why they are underrepresented in the DRC population.

1.1E. Service Area: How has assessment and reflection of service-area Student Learning Outcomes (SA-SLOs) led to program changes and/or improvements?

1.1E. SA-SLOs: If your program's SA-SLOs are not being met, please discuss your program objectives aimed at addressing this.

SECTION 1.2: INSTRUCTIONAL PROGRAM DATA & ENROLLMENT

If your program has an instructional component, please complete Section 1.2.

If your program does not have an instructional component, please skip to Section 2.

1.2A. Transcriptable Program Data: Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016

1.2B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016
TTW student cohort (unduplicated headcount)	24	16	22
Community Based courses (# of sections offered each academic year)	138	140	162

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data.

The purpose of these two programs is to provide access to education for people with disabilities. TTW (Tools for Transition and Work) provides students with moderate-severe disabilities an opportunity to learn vocational and independent living skills. Community Based courses serve students with disabilities in the program. Aside from access to education, these two programs provide DRC with categorical revenue so that we may support services for students who are in basic skills, transfer or workforce programs at Foothill College.

1.2C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment			
Productivity			
Course Success			
Full-Time Load (FTEF)			
Part-Time Load (FTEF)			

1.2D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): Increase Steady/No Change Decrease

1.2E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>					
Asian	<input type="checkbox"/>					
Filipino	<input type="checkbox"/>					
Latino/a	<input type="checkbox"/>					
Native American	<input type="checkbox"/>					
Pacific Islander	<input type="checkbox"/>					
White	<input type="checkbox"/>					
Decline to State	<input type="checkbox"/>					

1.2F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: Above Level At Level Below Level

Female: Above Level At Level Below Level

<25 Years Old: Above Level At Level Below Level

>25 Years Old: Above Level At Level Below Level

1.2G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

1.1H Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this issue.

1.1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: Increase Steady/No Change Decrease

Program Productivity (Compared to College Goal): Above Goal At Goal Below Goal

Please discuss what factors may be affecting your program's productivity.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

1.1J. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: Above Standard At Standard Below Standard

Targeted Student Course Completion: Above Standard At Standard Below Standard

Online Student Course Completion: Above Standard At Standard Below Standard

In-Person/Hybrid Course Completion: Above Standard At Standard Below Standard

1.1K. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: Above Goal At Goal Below Goal

Targeted Student Course Completion: Above Goal At Goal Below Goal

Online Student Course Completion: Above Goal At Goal Below Goal

In-Person/Hybrid Course Completion: Above Goal At Goal Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

1.1L. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? Yes No

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings Opening Day Online Discussions Other:

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

1.1M. Course-Level: How has assessment and reflection of CL-SLOs led to course-level changes?

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

SECTION 2: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. Past Program Objectives/Outcomes: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Create 2 year expansion plan for TTW (2015-2016)	Year:	<input type="checkbox"/> Completed	X Ongoing	<input type="checkbox"/> No Longer a Goal
Improve Outreach for TTW, DRC, and Community Based Courses (2015-2016)	Year:	<input type="checkbox"/> Completed	X Ongoing	<input type="checkbox"/> No Longer a Goal
Increase assessment of potential College Level LD students (2015-2016)	Year:	<input type="checkbox"/> Completed	X Ongoing	<input type="checkbox"/> No Longer a Goal
Increase accessibility to accommodations	Year:	<input type="checkbox"/> Completed	x Ongoing	<input type="checkbox"/> No Longer a Goal
Hire TTW Instructional Aide (2015-2016)	Year:	<input type="checkbox"/> Completed	x Ongoing	<input type="checkbox"/> No Longer a Goal
Hire DRC Front Office Receptionist (2015-2016)	Year:	<input type="checkbox"/> Completed	X Ongoing	<input type="checkbox"/> No Longer a Goal
Hire Assistive Technology Coordinator/ Deaf Coordinator	Year:	X Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Create 2 year expansion plan for TTW (2015-2016) - Writing and developing new curricula takes about 2 years to be approved and ready to use in program

Hire DRC Front Office Receptionist (2015-2016) - Ongoing funds to support this FT position is not available

Please provide rationale behind any objectives that are no longer a priority for the program.

2B. New Program Objectives: Please list all new program objectives discussed in Section 1; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Student Education Plan Training</i>	<i>On going</i>	<ul style="list-style-type: none"> • Collect baseline data for # of SEPs for current students • Maintain 95-100% compliance of students with SEPs.
Further development of academic coaching program	On going	<ul style="list-style-type: none"> • Develop non-credit curriculum for coaching program. • Increase hiring pool for coaches by establishing relationships with different graduate schools
Improve LD testing services	On going	<ul style="list-style-type: none"> • Increase number of students tested each quarter
Continue Academic Coaching Program- expand services to reach veterans and reduce waitlist	On-going	<ul style="list-style-type: none"> • Increased retention of DSPS and veterans students • Improve success rates of DSPS students and veteran students

2C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

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

Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.

Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

2D. 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. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 2B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augment	Ongoing B-Budget Augmentation	Facilities and Equipment

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW TEMPLATE for 2016-2017

				ation			
Hire Full time faculty position: PT LD Specialist/ PT DRC counselor	\$80,000	Increase LD assessment and diagnostic testing		x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hire TTW Aide		Improve safety conditions in TTW classroom and reduce chance of liability		Funded through categorical fund 22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hire DRC front office receptionist		Increase efficiency in DRC front office and protect student confidentiality to better meet student needs.		x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hire 3 Academic Coaches for 2017-2018	\$90,000			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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2F. Review: Review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

In Fall 2016, DRC staffing requests were reviewed by the Director of Finance in the district. We were approved for 2 positions: TTW instructor and DRC/ VRC counselor. TTW instructor is an existing position, but was vacated by Beth Beiers at the end of Spring 16. The DRC/VRC counselor is a new position. The front desk position was approved as a TEA position until June 30 2017. We strongly advocate for this position to be made permanent.

SECTION 3: PROGRAM SUMMARY

3A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments

3B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

We would like to highlight several new projects that DRC has been implementing:

Parent Support Group

The goals of this group are to; have a space for parents to support each other, learn about resources from each other and to gain skills in communication and parenting children with disabilities.

DRC Student Club (“Be Different”)

The goals of this club are to; give students a voice to share their experiences as a student with a disability, empower students to take pride in their differences and help students learn self advocacy for equitable learning experiences, allow students to share in their disability identity and learn from each other and to increase the disability awareness on campus,

DRC Outreach Group

This is a group that we would like to start this year. The goals of the group will be to reach out to faculty on staff on campus to educate them about all types of disabilities and accommodations. It will also allow an opportunity for the faculty and staff to work develop strategies on working together.

DRC Case Management with Owl Scholars/ Athletics etc

DRC has been meeting weekly with Owl Scholars, Athletics, and other faculty to case manage students who have complicated needs. This has been an excellent way to create wrap-around services for students who are struggling and to keep them from falling through the cracks.

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SECTION 4: LEARNING OUTCOMES ASSESSMENT SUMMARY

4A. Attach 2015-2016 Service-Area Outcomes: Four Column Report for SA-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

4B. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 5: FEEDBACK AND FOLLOW-UP

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

5A. Strengths and successes of the program as evidenced by the data and analysis:

This department has been strengthened by the establishment of clubs and participation from students and parents. It is exciting to see students and families becoming civically engaged in their education and advocating for their needs. Many kudos to the faculty, staff, students and families who have supported this.

5B. Areas of concern, if any:

At this time, writing and maintaining curriculum for our TTW SPED and other DSPS special classes remains of concern. We need a permanent representative on curriculum so that our department can execute the various non-credit curriculum. This is not just a source of revenue, but a reflection of our pedagogical philosophy to teach students empowerment, advocacy and independent life skills beyond just managing academics and earning a degree.

Another area of concern is the Academic Coaching program. We initially received \$25,000 annually from a donor to kick start the program. Funding for this program has also been supplemented by Equity funding in 15/16. This funding will run out by 17/18. The program is now in its 3rd year and will need additional funding to continue it. We have proposed a non-credit supplemental instruction course to encompass the Academic Coaching program. This will develop a revenue stream for the program as soon as the state approves the curriculum. However, for 17/18, we are asking for bridge funding so that we can sustain the coaching program. The program is currently full. There is a waitlist of 30 students for winter.

5C. Recommendations for improvement:

I recommend continued efforts in engaging students with disabilities to empower and advocate for themselves. I also recommend continued efforts in writing curriculum and the re-establishment of this department as its own division, separate from Guidance and Counseling.

5D. Recommended Next Steps:

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

Upon completion of Section 5, 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>SA - Disability Resource Center - SRC SA-SLO: Choosing Academic Adjustments - As the result of a DRC intake, students will be able to choose the necessary standard academic adjustments to have a more equitable learning experience.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 03/01/2016</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Look at ClockWork to find out how many students were able to request academic adjustments.</p> <p>Assessment Method Type: Data</p> <p>Target: 95% of DRC students who have adjustment recommendations, will request academic adjustments through ClockWork for their classes when needed.</p>	<p>02/22/2017 - Students are continuing to use Clockwork to request letters for accommodations/ adjustments as needed. We continue to rely on student workers, front desk and academic coaches to teach students how to use the software.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Continued funding for student workers, front desk and academic coaches</p>	
<p>SA - Disability Resource Center - Increase sections for off-campus classes - DRC will increase the number of off campus classes for people with disabilities by 5% each academic year</p>	<p>Assessment Method: Total number of sections offered. Measure baseline.</p> <p>Assessment Method Type: Survey</p>	<p>01/01/2017 - We increased the number of sections offered from 140 to 162.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
Year(s) to be Assessed: End of Academic Year Start Date: 09/01/2015 End Date: 08/31/2016 SA-SLO Status: Active	Target: 5% increase each academic year.	2015-2016 GE/IL-SLO Reflection: We need to increase our revenue sources for DRC. There is demand in many community centers and assisted living homes for people with disabilities for our classes.	