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.

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.

Alternative Media Services
Alternative 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 disabilities. 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 use 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 the 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 students 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
Akosua Grant	DRC	Accommodations Specialist
Bea Cashmore	DRC	Counselor/Faculty
Jess Miller	DRC	Counselor/Faculty
Brenda Davis	DRC	CAC Lab coordinator and Deaf Services coordinator
Teresa Ong	DRC	Director
Beckie Urrutia Lopez	DRC	Faculty

Total number of Full Time Faculty:	4
Total number of Part Time Faculty:	18

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

Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review that is submitted to your Dean/Director.

a. **Students served:** (How was this tracked? What is the trend over the last 3 years?)

This data was obtained via the following sources:
_____ CCC Apply
_____ Ask Foothill
_____ Credentials Solutions
____x_ SARS
____x_ Other: Survey Gizmo, CCC DataMart

California Community Colleges Chancellor's Office
Disabled Students Programs & Services (DSPS)
Summary Report

	Annual 2010-2011	Annual 2010-2011	Annual 2011-2012	Annual 2011-2012	Annual 2012-2013	Annual 2012-2013
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Foothill Total	1,397	100.00%	1,259	100.00%	1,232	100.00%
Acquired Brain Injury	68	4.87%	54	4.29%	96	7.79%
Developmentally Delayed Learner	29	2.08%	23	1.83%	14	1.14%
Hearing Impaired	99	7.09%	67	5.32%	92	7.47%
Learning Disabled	126	9.02%	124	9.85%	117	9.50%
Mobility Impaired	245	17.54%	82	6.51%	198	16.07%
Other Disability	584	41.80%	670	53.22%	530	43.02%
Psychological Disability	210	15.03%	202	16.04%	147	11.93%
Speech/Language Impaired	4	0.29%	6	0.48%	4	0.32%
Visually Impaired	32	2.29%	31	2.46%	34	2.76%

The past 3 years, we are seeing a slow decline in the number of students served. This is in line with the drop in enrollment College and statewide. However, it should also be noted that in the past 2 years, our department has been auditing files and ensuring that any student claimed as a DSPS student has proper documentation. We expected this decline, and it has not been particularly significant (27 students from 2011-2012).

There are significant increases in particular student populations, specifically those with Acquired Brain Injury (ABI) (up by 3% points), Hearing Impaired (2% points) and mobility impaired (10% points).

We attribute the increase in ABI and mobility impairments to the increase in the number of student veterans who are attending Foothill College and self-identifying with DRC. We are seeing many veterans returning with PTSD issues, fine and gross motor impairments due to injury from their many tours. That veterans are self-identifying with the DRC is noteworthy and the result of many years of collaboration with the VRC. DRC provides drop-in counseling at the VRC. DRC has also hired student vets as peer trainers for the Computer Access Lab so that student vets feel comfortable learning new technology. The VRC is a community that relies heavily on word-of- mouth.

The increase in number of hearing impaired students is likely due to the ageing population that DRC also serves. DRC offers lip-reading classes to the community and non-credit classes to disabled older adults.

b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

California Community Colleges Chancellor's Office
Ethnic Distribution

	DSPS Ethnic Breakdown		Foothill Ethnic Breakdown	
	Annual 2012-2013	Annual 2012-2013	Annual 2012-2013	Annual 2012-2013
	Student Count	Student Count (%)	Student Count	Student Count (%)
Foothill Total	1,232	100.00%	27,521	100.00%
African-American	61	4.95%	980	3.56%
American Indian/Alaskan Native	4	0.32%	68	0.25%
Asian	88	7.14%	6,547	23.79%
Filipino	9	0.73%	846	3.07%
Hispanic	120	9.74%	5,762	20.94%
Pacific Islander	4	0.32%	1,187	4.31%
Two or More Races	34	2.76%	199	0.72%
Unknown/Non-Respondent	417	33.85%	1,693	6.15%
White Non-Hispanic	495	40.18%	10,239	37.20%

Report Date : 12/18/2013

Highlighted in yellow are 4 ethnic populations which DRC currently underserves as compared to the general college. These are the Asian, Filipino, Hispanic and Pacific Islander communities. DRC needs to improve its outreach to these populations. These populations have culturally regarded disabilities as" taboo" and self-identification is something that they shun. As part of our goals for 2013-14, we are including outreach to student clubs, international students and students in ESL programs.

It should also be noted that we have a significantly large number of students who choose not to respond to questions about ethnicity as compared to the general college population (34% vs 6%).

Another statistic we would also like to highlight is the age distribution of students with disabilities. Foothill DRC serves an extremely large proportion of older adults with disabilities. We offer classes around the community in our community-based programs. This program is staffed by part-time faculty who teach classes from lip-reading to stress management to music appreciation. The program also generates approximately 30% of the apportionment for DRC.

California Community Colleges Chancellor's Office
Age distribution

	DSPS Distribution		Foothill Distribution	
	Annual 2012-2013	Annual 2012-2013	Annual 2012-2013	Annual 2012-2013
	Student Count	Student Count (%)	Student Count	Student Count (%)
Foothill Total	1,232	100.00%	27,521	100.00%
<19	148	12.02%	6,083	22.10%
20 to 24	182	14.77%	8,690	31.58%
25 to 29	59	4.79%	3,955	14.37%
30 to 34	33	2.68%	2,312	8.40%
35 to 39	28	2.27%	1,368	4.97%
40 to 49	48	3.90%	1,962	7.13%
50 +	**722**	**58.60%**	**3,110**	**11.30%**
Unknown	12	0.97%	41	0.15%

Report Date : 12/18/2013

c. **Please describe services offered off campus and how the effectiveness of these services is assessed.**

DRC Counseling is offered at Middlefield Campus by LeeAnn Emmanuel. We also offer accommodated testing at Middlefield Campus for students who primarily take classes there. At this time, we do not have a formal mechanism for measuring the effectiveness of services at Middlefield. We do know that appointments for the counselor are consistently filled at least 2 weeks in advance. Testing services is provided by Al Guzman and Charlie McKellar, Middlefield Campus staff, who regularly meet and discuss issues with main campus DRC staff.

Data for this area is based on services offered at the following locations:
1. _____ Middlefield
2. _____ CCOC
3. __X__ Other: SARS

d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

DRC Counseling appointments are consistently filled at least 2-3 weeks in advance. DRC needs 3 full-time counselors. With the retirement of Bea Cashmore, (June 30, 2014) we will be hiring

another counselor, which will make 2 counselors available for students. To effectively meet the needs of disabled students we need another FT counselor.

In order to decrease response time to student needs, the shuttle driver's contract should be extended to 100% time. (Currently at 50%). At this time, we do not have anyone on Fridays to deliver furniture, or shuttle students. The shuttle driver also leaves at 2pm. After that time, any shuttle delivery is done by other staff members.

The Step Program has seen a drastic decrease in staffing and support. Recent elimination of a 20 hour per week TEA Instructional Assistant in Spring 2013 and reducing 2 full-time faculty learning disability positions to one, has decreased the number of students who can be evaluated, despite a steady increase in requests and referrals. The class is filled the first week of the quarter, and an average of 20 students are turned away each quarter. It is recommended that a 50% time instructional assistant be hired who can be trained to provide consistent support. Another possibility is to replace the LD Specialist faculty position vacated by Teresa Ong.

The need to improve research and tracking of DRC students is imperative. We recommend reviewing and restructuring the DRC Supervisor's position to include time to work with college and district researchers to track persistence, retention and degree attainment of students.

The Transition to Work program requires a great deal of coordination and working with parents, marketing and Judicial Affairs. This was work was previously done by faculty with no reassign time. We recommend either hiring a 50% time classified position to do so, or provide reassign time to faculty to do so.

Section 2: Core Mission Support and Student Equity

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills
How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

The DRC needs to improve tracking students who are in basic skills classes. At best, we are aware that 85-90% of students taking DRC tutorial classes are in basic skills courses. We are considering implementing a transition to college program in the summer to cover CNSL 5 and other "bridge" classes to help students in this category improve their success in college.

b. Transfer

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

The DRC needs to improve tracking students who are transferring. We do not have a good mechanism for tracking at this time.

c. Workforce
How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Transition to Work (TTW): Success in placing students in competitive employment and volunteer positions. Out of 24 students, 1/3 were placed. Some were placed as a result of our internships (gardening and library). Our classes reinforce entry level job skills and labor standards as well as work attitudes and behaviors.

Section 3: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level SA- SLO** – 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: SLO Assessment and Reflection

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

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

The mission of the college is to "offer educational excellence to students seeking transfer, career preparation and enhancement, and basic skills mastery… [be] committed to innovation, ongoing improvement, accessibility and serving our community." Our SLOs reflect our commitment to teach our students skills to be self-advocates so that they can meet the demands of their education.

b. **If your service area has other outcomes or assessments at the program level, comment on the findings.**

N/A

c. **How has your service area engaged in dialogue about student learning outcomes?**

Our service area is consistently engaged in dialogue both on the service-area level (i.e.: within

our department); within the division among colleagues in Student Services, and in a variety of committees across campus including basic skills, technology and curriculum committees.

d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

We have observed that students have been eager to use the recently implemented online accommodation system as opposed to the previous paper-based version. This has increased student, faculty and staff accountability and tracking. The percentage of students logging into our system is spread out, with approximately 50% logging in from Foothill and another 50% from what we assume are home computers or laptops outside of Foothill. Providing a process for requesting accommodations online, has also enabled online students to request accommodations from places as near as Southern California and as far away as the east coast. We are committed to implementing the new database system which will be less cumbersome for students since it will have a single sign on system into MyPortal and will enable students to request accommodations and advocate for their needs both on and off campus.

e. What summative findings can be gathered from the Program Level Assessments?
   N/A

Section 5: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from the last academic year: check the appropriate status box & provide an 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 stages of purchasing this product for Foothill and De Anza. Currently working with ETS on implementation plans
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.
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.
E. Explore the expansion of TTW as a 2-year program	August 2015	In Progress	We hired 2 additional part time instructors this quarter (Fall 13) as part of the TTW team. We will be exploring possible curriculum for a 2nd year.
F. Build student-run enterprises for TTW	On Going	In Progress	We toured Hidden Villa and have started our own garden. We are learning the process of building the garden. At this time, we are working on fixing the irrigation, building gopher/rabbit and deer proof fences for the garden. We hope to be able to grow food for Foothill's Food Bank and possibly a pumpkin sale. We are also exploring the possibility of a Shredding enterprise and sewing enterprise.

New Goals: Goals can be multi-year (in Section 6 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Work closely with IR to better track DRC students	Long Term	Be able to provide college with good data and how to improve services.	1. Restructure Supervisor's position to include 4-6 hours per week of research 2. Develop research questions with department 3. Work with IR to develop ways of tracking and answering research questions.
2. Work with College Testing Center	Short Term	Be able to improve accommodated testing services for students with disabilities.	1. Access to more private rooms and lower distraction rooms. 2. Meet quarterly to review issues, refine process and solve problems. 3. Schedule retreat/ workshop with Testing Center for 2014/15 year

			4. Develop system to remind students to make requests in a timely manner. 5. Technology training with testing center.
3. Student Education Plan (SEP) training	Short and long term	Be able to keep in line with Student Success Act/ Ensure that DRC students have SEPs.	1. Train staff on the use of Degree Works. 2. Setup workshops for students for Degree Works. 3. Contact students to ensure they have Degree SEP. 4. Hire 3rd FT Counselor
4. Improve registration procedure for off-campus classes for seniors	Short and long term	Continue to improve the quality of life for persons with disabilities in our community.	1. Automate registration without CCCApply
5. Set up system for tracking TTW alumni	Short term	To better understand the employment needs and training needs of our students.	1. Set up contact data information sheet 2. Collect information at graduation 3. Contact students 6 months after they graduate.
6.Increase LD testing hours for students	Long Term		1. Get 2nd LD faculty position 2. Hire LD specialist 3. Restructure LD Specialist time and position
7. Decrease response time to students	Long term	Besides just providing good services, we need to meet OCR's mandate of timely services. This means that students should not wait more than 10 business days for an appointment, and they need to receive their accommodations, including alternate media within that time period.	1. Hire interns trained to triage "immediate needs". This funding has been secured for one year from a donor. 2. Increase shuttle driver's contract to 100% so that we can have coverage on Fridays and he can support the front desk. 3. Classified position to support TTW and LD program. 4. Explore ways to provide timely services to students needing alternate media, including the purchase of ReadOutLoud and other assistive software. 5. Hire 3rd Counselor so as to decrease wait time for students. 6. The TTW program requires a great deal of coordination and working with parents, marketing

			and Judicial Affairs. It is currently managed by the Director of DRC and the Accommodations Coordinator. We recommend hiring a 50% time classified position to do so, or provide reassign time to faculty to do so.
8. Increase counseling hours for Veterans with Disabilities	Long Term	This will allow student veterans to access counseling in the environment they are most comfortable with.	1. Hire 3rd FT counselor. We currently do not have coverage on Fridays for counseling. With 3 counselors, it is possible to rotate more hours into the VRC.
9. Promote Universal Design and Access for students/ Continue to keep Foothill in compliance with OCR and DOJ mandates.	Long Term	This is in line with the school's mandate to be accessible to all students.	1. Implement campus wide Read-out-loud program. 2. Provide workshops for students to learn how to use Read-Out-Loud. 3. Measure use of Read-Out-Loud license. 4. Replace all Campus CCTVs 5. Discuss purchase of this software with LRC, International Students and ESL.
10. Outreach to underserved populations	Long term	This is in response to Foothill's student equity planning	1. Explore ways to reach out to underserved populations. 2. Collaborate with Psych Services, International Student Services and other campus bodies to provide information on DRC to these students.

Section 6: Service/Program Resources and Support

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

Full Time Faculty and/or Staff Positions

Position	$ Amount	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)
2 Counselors (1 in process to be hired 7/1/14)	$100K	See goals 3, 7, 8. The additional counselor will reduce the wait time and allow us to reach out to vets, and ensure that our students meet	Yes. We were allowed to hire Bea's replacement for 2014.

		3SP guidelines.	
LD Specialist	$100K	See goals 6 and 7. The additional LD Specialist would mean that more students can be tested and will not have to wait one quarter for the next class. We will have the capacity to meet with more students and review documentation.	No
Increase Driver position from 50% to 100%	$40K	See goal 7. This would allow us to expand the shuttle service on Friday and be able to support the front desk.	No
Student Services Specialist to support TTW program and LD achievement testing	$80K	See goals E and 6. This classified position would support the LD specialist in testing and as well cover all marketing and coordination needs for TTW.	No

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) NO	NA

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 5 and how this resource request supports this goal.	Est hours per month	% Time
N/A				

One-Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Purchase of guillotine paper cutter and binding machine for Alternate Media	$2,000	See goal 7. The purchase of this equipment means we can quickly chop and bind books at the DRC without the need to wait for the Print Shop to do so.	No
Repair/ replace Shuttle tarps	$1,000	See goal 7. Our shuttle's weather shield is broken in different places. When it rains, students in the shuttle	No

		are wet. We use the shuttle for students with mobility difficulties to get around.	
Replace 3 CCTVs on campus	$2,800 per CCTV= $8,400	See goal 7 and 9. The CCTVs on campus are broken. CCTVs are essential equipment for students with visual impairments. A CCTV (closed-circuit television) uses a video camera to project a magnified image onto a TV screen. We currently have them in 3 places: CAC lab, Library and the College Testing Center.	No
Purchase of scanners	$2,000	Scan in student records and documents to their files	No
Purchase of high speed scanner for alternative media	$5,000	Goals 7 and 9. The high speed scanner is used for scanning books to convert to alternative media. The existing scanner does not work any longer.	No

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Work Materials for TTW internships	$3,000	See Goal F. This budget would cover seeds, gardening materials and irrigation materials so that the students can fully build the garden enterprise and gain work skills.	No
Signage for DRC temporary building	$5,000	Students cannot find us. We have consistently requested this, but have been told that we are only temporary.	No

Facilities and Equipment

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Please see one-time B-Budget Augmentation.			

a. **Please review the goals and 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.**

We requested the purchase of Clockwork database for data tracking and automation of the accommodations request process last year. This was funded. We are currently in the last phases of acquiring the database and will report back next review cycle after it has been implemented.

IF THIS SERVICE AREA DOES <u>NOT</u> HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.

Section 7: Data and Trend Analysis			

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
N/A			

*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.

a. Program Data
Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php 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 Programs	2010-2011	2011-2012	2012-2013	% Change
N/A				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

N/A

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data

	2010-2011	2011-2012	2012-2013	% Change
Enrollment				
Productivity **(College Goal 2012-13: 535)**				
Success				
Full-time FTEF				
Part-time FTEF				

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

c. **Enrollment trends**: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

d. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

e. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

f. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

g. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

h. **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

i. **Innovation**: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Section 8: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

b. Institutional Standard for Certificate Completion Number (Transcriptable): 325
Has the number of students completing certificates in your program held steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

c. Institutional Standard for Transfer to four-year colleges/universities: 775
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

Section 9: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 10: SLO Assessment and Reflection

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

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments
b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

c. **How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?**

d. **If your program has other outcomes assessments at the program level, comment on the findings.**

e. **How has your department engaged in dialogue about student learning outcomes?**

Section 11: Service/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
None at this time	

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

- Worked closely with Veterans
    a. Veterans are staying and signing up for ALCA class to learn technology.
    b. Veterans are also actively self- identifying with DRC to receive services.
    c. Provided DRC counseling at Veterans Resource Center

- Automating Accommodation Request System
    a. The newly implemented online Accommodation Request system has had the effect of fostering student responsibility and improved communication between key parties: Students, Faculty, DRC/Computer Access Center and College Testing Center
    b. This technology has improved the accuracy of data collection, critical for mandated DSPS reporting for funding
    c. Automation of the process has also allows us to track student usage

- Revamped Alternative Media Process
    a. The implementation of student profiles and automation of alternate media requests via Survey Gizmo caters to the specific needs of the student and streamlined the process
    b. Accommodations Coordinator (AC) is able to follow-up with students and problem solve with them.
    c. The AC also provides viable alternatives such as Bookshare and Learning Ally. 30 students were enrolled this quarter.
    d. The CAC lab coordinator evaluates each student to determine their needs and develops a profile of needs for the student. This coordinates the effort to

provide each student with the correct form of alternate media.

- Revamped Community Based registration processes to be" audit proof"
    a. Completed a year-long process of gathering, sorting, updating, and compiling student documentation for the Community-Based Disabled Students Program in preparation for the California State Audit. Established a more accurate count of qualified disabled students.
    b. Improved the documentation review process.
    c. Strengthened the Community-Based Disabled Students Program by narrowing course offerings in conjunction with updating curriculum.
    d. Improved coding accuracy.

- Learning Disability Services
    a. Consistent feedback from students indicate that LD evaluation and interventions have made a significant difference in their academic progress.
    b. Students report that their grades have improved and that they experience renewed confidence in their ability to complete their educational and career goals.
    c. Students report that with improved understanding of their learning process, they are equipped with the necessary strategies and tools to further their education. They speak with pride of their newfound persistence and confidence in their own ability to succeed.
    d. Developed good relationships with campus faculty and staff such as PSME, Pass the Torch, EOPS, Learning Resource Center.

- DRC Counseling
    a. DRC Counseling has developed a close relationship with local feeder high school districts (Palo Alto Unified, Los Altos-Mountain View, Fremont Union High School District) on developing ways to bridge the transition from public school to post –secondary for students with special education needs as evidenced in IEP and 504 plans. In addition to regular outreach to high school "college nights", SPED 8, Introduction to College and Accommodations, was developed to offer graduating high school seniors during the Spring quarter. Students take a college orientation that includes information about K-12 vs. post-secondary differences in disability access laws, utilizing campus accommodations through the DRC, and strategies for college success (study skills, etc.) This class has run successfully for several years and approx., 99% of students completing the course go on to enroll at Foothill in the subsequent Fall quarter.
    b. Beginning in January 2013 regular DRC counseling was offered in the Veterans Resource Center. Service hours were increased from one to three hours per week in Fall 2013. The VRC students have responded well and more veterans are utilizing these drop-in services.

c. Both DRC counselors are seeing sharp increases among mainstream DRC students with Autistic Spectrum Disorders. Currently 36 confirmed students with this category of disability are being served. These students often present with above average, time intensive initial needs, and gradually taper down, although for some the high level of need may continue for their entire time at Foothill. DRC Counselors have learned to manage, support and plan with these students in a proactive and efficient manner.

Section 12: Feedback and Follow Up

This section is for the Dean/Director to provide feedback.

a. **Strengths and successes of the program as evidenced by the data and analysis:**

I would like to congratulate the DRC team on all their efforts this year. I concur with all the successes listed in the previous sections. Of note are the automation of the accommodations notification system and the newly developed alternative media process.

The automation of accommodations request and notification has simplified the work and lives of both student and staff. Students no longer have to come to campus to request accommodations. Their request can be made from their cell phones, home computers or tablets. This has been very successful for our online population as well as students who may be immobile and unable to come to campus. For staff, we no longer have to search through hundreds of pages of paper looking for data or wondering if a student did or did not request the accommodation. The data is automatically tracked.

With alternative media, we realized that understanding alternative media is a rather specialized skill/job. Prior to this, it was incumbent upon counselors and the DRC Supervisor to determine the type of media the student needed. We realize this was/should not be the case very quickly as counselors and other specialists did not necessarily have this skillset. We visited other institutions and spent many hours developing a process that would best serve the needs of the student. This new process allows us to accurately define a student's media needs with an expert evaluator who can both teach and evaluate a student's needs. Many kudos to this team.

The hiring of the Accommodations Coordinator and Admin Assistant II is also another noteworthy highlight. With these two members on board, specialists can focus on their daily appointments, with follow-ups in administrative work (such as MIS reporting) or follow-up contact or appointments with students covered by our new team members.

b. Areas of concern, if any:

Need for a 3ʳᵈ Counselor

We were given the funding to replace one counselor who is retiring at the end of the 13/14 academic year. However, given the exponential growth of the VRC (who are potentially DRC students as well) and their need for specialized counseling, as well as the demands of the State mandated Student Success and Support Program (3SP), we will be stretching ourselves very thinly with just 2 FTEF who cover both DRC and VRC.

Need for LD Specialist to provide intakes, consultation and testing

We currently only have 1 LD specialist who covers the tutoring and testing. This leaves him with very little time to review documentation and to verify LD documentation. That documentation is currently reviewed by the DRC Supervisor who does not have the technical expertise in LD and cannot certify the student as learning disabled. This affects our funding greatly and also skews the distribution of students whom we serve. We have a disproportionately high number of students in the "other" category, many of whom belong in the LD category. The Weighted Student Count value for LD verified students is 3.15. This means that per dollar of revenue that a student generates, the LD student generates 3.15 times that value. This is because of the extended services that LD students need in order to succeed in college. Without the LD specialist making that verification, we cannot claim funding for those extended services these students use.

Need to improve registration process for students who cannot use CCCApply.

We have a significant number of older disabled students who are unable to access CCCApply and/or find the process extremely onerous. This has resulted in hours of manual registration for our staff.

c. Recommendations for improvement:

(1) Any additional counselor hired should have an LD background and certification or be in the process of obtaining certification. While this person's primary duty may not be LD testing, this specifically trained counselor can verify LD documentation, provide intake accommodations and also provide the student with educational counseling.

(2) Restructure the current LD specialist duties to LD testing, student consultation and accommodations intake and verification. Currently, our LD specialist also covers tutoring. Given the revamping/restructuring of PSME center and the LRC to meet campus-wide student tutoring needs, DSPS tutoring is a duplication of services. Our LD specialist, as well as other staff members can be made available for training and workshops for the

staff and tutors in PSME and LRC so that DRC students needs can be met by PSME center and LRC.

(3) Develop an automated process for student registration for off-campus sites. Consider working with other constituents who may have the same issue.

This section is for the Vice President Student Services to provide feedback.

a. **Strengths and successes of the program as evidenced by the data and analysis:**

The DRC has had an outstanding year updating services, reorganizing the department, automating services, and hiring new staff. They have proactively researched and implemented more efficient and reliable systems for reporting and tracking data. They have worked closely with the new staff in the College Testing Center to streamline processes and meet student's testing accommodations more efficiently.

b. **Areas of concern, if any:**

How to identify additional resources to support needs in equipment, supplies and staffing.

c. **Recommendations for improvement:**

None.

a. Recommended next steps:
☑ Proceed as planned on program review schedule
O Further review/Out of cycle in-depth review

Denise Swett, EdD
Vice President, Student Services
1/6/14

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
SA - Disability Resource Center - 1 - Students will Identify appropriate strategies for their individual educational success. - Disability Resource Center **SA-SLO Status:** Active	**Assessment Method:** Students' utilization of tools available through DRC: Specialized Counseling, Note taking services, Computer Access Center, Tutorial Services **Assessment Method Type:** Data **Target:** Increase in percentage of students who use one or more of the above services .	12/16/2013 - Computer Access Center: The computer access lab saw an increase in the number of students taking the ALCA 201. We are seeing new populations use this lab and classes, specifically ESL students, International students and veterans. The center teaches students how to use technology to improve study skills and manage their school life. Tutorial Services: The numbers have remained steady at approximately 15 students per quarter per tutorial course. We are partnering with PSME and LRC by locating the class in the center for better access to content tutors once our tutorial class ends. Notetaking Services: Fewer students are using notetaking services with the advent of smartpens and recording apps on the phone. We would like to expand the use of smartpens as this decreases the students' reliance on notetakers and helps them become independent students. Specialized Counseling: Counselors have begun to track the number of students with Asperger Spectrum Disorder. We have seen a significant increase in this population from approximately 10-12 in the past to 36 this year. This is a significant impact on time because most of these students require multiple meetings per quarter and often these meetings take place with parents as the student is not always able to advocate or is not comfortable in situations with unfamiliar persons. **Result:** Target Met **Year This Assessment Occurred:**	12/16/2013 - -Explore restructuring LD Specialist position to fully non-instructional - Request 1 FTEF to replace Bea Cashmore's position. - Request one additional FTEF for counseling.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		2012-2013 **Resource Request:** Increase the number of counselors from 2 FTEF to 3 FTEF.	
SA - Disability Resource Center - 3 - Students will articulate their disability needs and become effective self-advocates. - Disability Resource Center **SA-SLO Status:** Active	**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. **Assessment Method Type:** Data **Target:** 75% of identified DRC students will appropriately request accommodations by using Accommodation Notification Letters.	12/16/2013 - 90% of DRC students appropriately requested accommodation notifications and met with their instructors to articulate their needs. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Continue to use Survey Gizmo for online requests (Approximately $500 per year)	12/16/2013 - None at this time. _____
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 instuctors of their accommodation.		