

STUDENT SERVICES ANNUAL PROGRAM PLAN AND REVIEW

Cañada College Disability Resource Center

The purpose of this document is to collect information to be used by the college planning bodies of IPC, SSPC, and PBC, and may be used for program improvement. Through this process, Student Services staff members have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, staff will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment.

The Disability Resource Center is a service oriented department which supports Cañada College students who have a documented disability or chronic impairment as they progress towards their educational goal. Because the Disability Resource Center (DRC) is within the division of Student Services, the format of this program plan and review has been modified from the original format used by academic programs with the College. The Disability Resource Center appreciates this revised format as it allows the department the opportunity to review and state the resources needed to continue to support enrolled students.

Educational Master Plan and the Disability Resource Center

As an academic support service for enrolled students, the Disability Resource Center is directly aligned with the Cañada College Educational Master Plan (EMP) in the areas of retention, persistence and completion of educational goals. The greater detailed document outline follows:

- **Service Department and Team: Disability Resource Center**

Team Leader: Regina Blok, M.Ed. - Director

Team Members:

Donald Lariviere, B.S. – Alternate Media Specialist

Krystal Johnson, A.A., Office Assistant (also supporting Health Center and Psychological Services)

6 Alternate Media Student Assistants

- **Mission and Vision**

2.1 Mission

It is the mission of the Disability Resource Center (DRC) to assist prospective and enrolled students with access to Cañada College disability support services including: assistive technology, alternate media, and academic accommodations within the classroom. This is aligned with the College's EMP in that it supports the persistence and retention of DRC students with the completion of their educational goals.

It is the philosophy of the Disability Resource Center to empower students with the knowledge and techniques to increase their self-advocacy skills and level of independence which would result in their persistence to achieve an educational goal of certificate or Associate's degree. However, the DRC staff fully recognizes that the current "bare bones" financial and personnel resources existing within the DRC department result in impediments that hinder the persistence and retention of some Cañada College students. An example of this is the DRC not having either a certificated staff member on staff, or the financial resources available to hire, a learning specialist who would conduct learning disability evaluations on the Cañada campus.

2.2 Vision

The vision of the Disability Resource Center is to provide disability resources and support for students as defined by Federal and State law and regulation, and to maintain a quality level of these resources and support services to meet the "intent" of the law along with the "letter" of the law. To meet this vision, the DRC staff provides workshops, one-on-one training and information sessions to students and the college community. The DRC staff recognizes that as additional numbers of students register with the office and request assistance and accommodation, it becomes increasingly difficult to meet the "letter" of disability law and regulation. It is well documented via data submitted to the DSPS office in Sacramento, CA that two things are taking place regarding DRC student enrollment: the number of students registering with the office increases each semester and the type of disabilities and impairments which negatively impact a DRC student's ability to learn have become more complex. (www.abcnews.go.com/Video/playerIndex?id+4573336). Within the last 18 months, the registered number of students with Asperger's/Autism diagnoses has increased 110%. The time needed to serve each student who presents with a more complex diagnosis has also increased a significant amount. An example of this is the documented increase each year in alternate text requests from DRC students. This increase (to 35,000+ total pages) has resulted in an insurmountable burden for the 1.0FTE Alternate Media Specialist to complete in a timely manner.

- **Department Data Measures and Reflection**

Data collection within the Disability Resource Center is gathered each semester per state regulation. Upon completion of the registration process with the DRC, each student's information is entered into a specific and protected Banner data base. The data base may be filtered to provide data extraction for "total head count", "disability code" and "service contact counts". From these extractions filters, data on persistence, retention and completion is gathered. DRC staff may also access Banner data for each student to check final grades and DegreeWorks, the new transcript record system in WebSmart.

A separate internal office data base is also utilized in Excel format for purposes of "checks and balances" with the Banner data. The internal data base is also used to send confidential email messages and reminders to all DRC registered students. This quantitative and qualitative data

document that an increasing number of students are accessing disability support services, and confirm the growing percent of students who have severe and profound disabilities who are registering with the office.

For the period of Spring 2012-Spring 2013, the data shows a 10% total increase in registered DRC students with a 20% increase in students accessing alternate media services. A direct outcome of this increase was a need to hire additional student assistants to proof read and correct the text to speech conversion. Additional data for this time segment also shows a marked increase in the total number of contact hours required to serve the newly enrolled Asperger's/Autism students. Data will also be collected in the future to measure the additional number of contact hours provided by DRC staff to respond to the inquiries about, and provision of assistance with, this specific population of disabled students. To address the need of providing assistance and education to the campus community about autistic spectrum students enrolling in classes and accessing student services, a national expert in the field, Dr. Jane Theirfeld Brown, was brought to campus for a series of 6 workshops. These six workshops were conducted on March 25 and March 26 2013. Future plans include having Dr. Theirled Brown return to campus in spring 2014 for additional workshops.

- **Accomplishments**

This Disability Resource Center provided disability support services including assistive technology, alternate media, academic accommodations, Student Education Plan (SEP) and Student Educational Contract (SEC) completion, for the students who are registered with the office.

Academic advising for DRC students was provided by an adjunct counselor for 6 hours each week during the summer, fall and spring semesters. Data shows that approximately 20% more DRC students completed SEPs with the DRC counselor than during the previous academic year. However, as the number of registered DRC students increases, and the time needed to serve each individual student also increases, the goal of having 100% of DRC students complete an SEP does not seem attainable unless the number of counseling hours is increased.

Clerical support for DRC staff is provided by a 1.0FTE Office Assistant II position. However, due to the limitations of both the DRC and Health Center budgets, this position is shared with the Psychological Services department and the Health Center. Given the enhanced medical services provided by the addition of two nurse practitioners and the part time medical doctor in the Health Center, along with the addition of three interns in Psychological Services, a 1.0 FTE is not adequate support for the DRC students or staff.

Individual consultation to administration and faculty was provided by DRC staff in the areas of academic accommodation, learning strategies, alternate media, and student behavioral issues in the classroom. An increase in requests from faculty for DRC and/or Psychological Services staff

to address or respond to behavioral issues by both DRC and “general” Cañada students has increased this year. This may or may not correlate with the increase with the number of registered students with psychological and Autism Spectrum disabilities. However, the increase in the number of mass killings throughout the US by individuals reported to have diagnoses of Schizophrenia or Asperger’s Syndrome has heightened faculty awareness and concern.

To address the increase in the number of students on campus with Autism Spectrum diagnoses, six workshops for faculty and staff were facilitated by Dr. Jane Theirfeld Brown. Dr. Theirfeld Brown is Director of Student Services at the University Of Connecticut College Of Law and a noted national expert on this subject. She is also co-author of three textbooks of this topic.

A total of 35,000 pages of requested alternate media was provided each semester by the DRC Alternate Media Specialist. This is equivalent to the total amount of paper in seven boxes of xerographic paper. A license for full campus installation and use of Kurzweil 3000 software was purchased as were two laptop computers. The Kurzweil purchase has aided all enrolled Cañada students with their academic persistence and retention by allowing access to alternate format without the need of disability documentation. The addition of laptop computers to support Kurzweil installation has aided DRC students’ academic retention by providing a portable form of alternate media when taking exams.

- **Resource Identification**

5.1 The specific needs for the positions and resources requested follow and are based upon a comment made by Chancellor Ron Gallatolo during a District Management meeting on Friday, January 25, 2013 to “restore the funding to District categorical programs”.

The recent downturn in the national and state economy has resulted in a minimum 60% cut to all California Community College DRC/DSPS offices. The 60% cut experienced by the Cañada DRC office has resulted in the loss of two full time Faculty (Adaptive Physical Education and DSKL instructor), one full time Classified (OA II), two part time faculty (LD Specialists) and one part time Classified (IAII in Adaptive Physical Education) positions. The specific loss of FTE and DRC budget allocation resulting from the eradication of the Adaptive Physical Education program and Learning Disability evaluation services translates to an approximate \$130,000 annual loss of revenue. The loss of revenue has been “back-filled” each year by Fund 1 dollars which would normally be allocated to other departments on campus. Coupled with the recent increase in total DRC student population, the increase in number of students with Autism Spectrum or psychological disabilities, and the significant increase in alternate media (specifically large print and Kurzweil format) accommodation requests, the DRC would like to replace the positions lost during the economic downturn with the following positions:

- a. One .48 Instructional Aide I to assist with the volume of Kurzweil format requests and provide training workshops to students in the use of assistive technology (previously one IAII in Adaptive PE)

- b. One .48 Counselor to provide academic accommodation memos and SEP and SEC construction (previously one LD Specialist) each semester
- c. One .48 Learning Disability Specialist to provide learning disability evaluations (restoration of one part time LD Specialist)
- d. The return of the current Office Assistant II position from supporting three departments to providing clerical support for only the DRC and Psychological Services units. (restoration of one full time OA II in DRC only) Note: this restoration of OA II duties and responsibilities to DRC would necessitate the need for an additional 1.0FTE OA to support the Cañada Health Center. This has been discussed with the District's Health Center Coordinator, Sharon Bartels. Ms. Bartels is in agreement that a 1.0 FTE OA II is needed to solely support the Cañada College Health Center.

5.2 The alignment and support of the mission and strategic goals of the College

These positions directly support the strategic directions of the College's Educational Master Plan components of persistence, retention and completion of DRC students' educational goals. Restoration of positions lost during previous budget cuts would increase the ability of the DRC department to position itself to meet the current and future legal obligation to provide mandated services to students with disabilities. Further, it would allow the Cañada College campus to provide parallel services such as learning disability evaluations and counseling hours that are currently provided by the DRC offices at Skyline College and the College of San Mateo.

The DRC staff would also like to see Chancellor Gallatolo enact his January 25 comment about restoration of funding to categorical programs by providing the Fund 1 dollars needed to restore DRC to the level of staff and services in place prior to the economic downturn.

5.3 The strength and enhancement of the DRC and Student Services Division

All positions noted above will facilitate providing mandated disability accommodations and services in a timely manner so that Cañada College remains in required legal compliance. Research shows that DRC students remain in college and complete their educational goals when they effectively use disability support services and accommodations. In addition, data indicates that students achieve their educational goal in less time when they access disability support services in conjunction with other campus service providers and offices such as MESA, TRIO and EOPS.

5.4/5.5 How this work will be accomplished if the positions are not filled and the specific duties of these positions

The addition of an adjunct counselor working 6 hours/week to provide assistance with advising and SEP planning for DRC students has assisted with partially filling the 1.0FTE DRC counselor position that was abolished in July 2002. Given the dramatic increase in first time DRC students, 6 hours/week of an adjunct counselor's time does not provide enough hours to meet with the required Title V regulation of having an SEP on file for each DRC registered student, generating accommodation memos to faculty each semester or assisting students with graduation petitions and university transfer research. With the loss of positions in general counseling during the budget crisis, DRC students often find it difficult to schedule appointments in Counseling for SEP completion, transcript evaluation or graduation petition assistance.

Currently six student assistants provide the proof reading of Kurzweil alternate format which is first completed by the Alternate Media Specialist. Student assistants are not allowed access to any academic tests or final examinations needing Kurzweil or other alternate format. This entire process of exam format and proof reading is completed only by the Alternate Media Specialist. Given the significant increase in the number of students accessing alternate media services, the addition of a .48 IA II is needed to handle formatting tests, exams, and proofread/check other protected academic materials. Documented overtime accumulated by the current Alternate Media Specialist is evidence to support the needed .48 IA I position.

The loss of two part time Learning Disability Specialists has erased opportunities for Cañada College students to access a service that would allow them to diagnose any learning disabilities or differences and persist with their educational goal. Our two sister colleges continue to provide LD evaluations, and Cañada students leave our campus to enroll in a minimum of 6 units (mandated under Title 5) at Skyline or CSM so that they can access DSKL classes offered at those campuses. Restoration of these positions would assist in meeting the Educational Master Plan and reverse FTEs lost to Skyline and CSM.

Combining the departments of the Health Center, Disability Resource Center and Psychological Services into an incorporated model of a Student Health and Wellness has worked effectively as a place where students can seek assistance with their personal health and emotional wellness and/or access disability resources. However, it has been demonstrated that without restoring the OA II position to a 1.0FTE to support the DRC and Psychological Services offices, the college risks not being in compliance with ADA and APA confidential regulations or providing timely services to an increasing number of students accessing these two departments.

- Professional Development Needs

To remain current with changes in assistive technology and alternate media format, the Alternate Media Specialist should continue to attend training and workshops provided by the

California High Tech Center Training located on the DeAnza College campus. These trainings are free though transportation reimbursement is necessary.

To remain current with Federal and State legal compliance regulations, policy and procedures, the DRC Director and/or Counselor should attend a minimum of 1 annual professional conference on disability issues related to the college population. Financial assistance with registration or, and transportation to, these conferences will be needed.

To remain current with Title V regulation and practices, the DRC Director will continue to attend the California Community Colleges Chancellor's Office Regional Coordinator meetings that are held each semester. Transportation reimbursement for RC meetings is provided by the CCCCO staff.

- Facilities Requests

In order to continue to align with the Cañada College stated mission, vision and parameters of the Educational Master Plan, and given the recent increase with registered DRC students accessing services, it will be necessary to provide additional office and exam proctoring space for current and projected DRC staff within the next 2 years.

The current testing lab in 5-303 consists of 5 dedicated computer workstations/proctoring locations. These 5 workstations are currently shared among the 165 DRC students who schedule test and final exam accommodations (on average, 7/day) and the 6 student assistants who provide support and assistance to the Alternate Media Specialist. This presents a conflict and need for strict scheduling of student workers and test takers on an average of 3 days each week. Each semester it is necessary to locate two additional vacant classrooms or reserve room 6-102 to accommodate all of the DRC students taking mid-term and final exams. The Alternate Media Lab in the Learning Center has 4 dedicated workstations for DRC students to access Kurzweil, JAWS, Dragon Dictate and other assistive technology. This presents limited additional space for student assistants to support alternate media requests when DRC students are testing and need all 5 workstations in the testing lab.

Additional assistive technology equipment and computers will need to be purchased to meet the growing student population and demand for services, and additional office space will be needed for the proposed .48FTE Instructional Aide I. The office currently occupied for the Alternate Media Specialist was originally designed to facilitate learning disability testing. One small table, 1 desk and 2 chairs were on the original blueprint for this office. The small dimensions of this office, is now very crowded with 1 desk, 2 tables, 2 computers, 3 monitors, 2 scanners, 1 standard printer, 1 large-print printer and 4 other pieces of specialized equipment along with a locking file cabinet to hold Pulse Pens, iPads, digital voice recorders and other small equipment in this office. Additional shelves were added to "stack" equipment and supplies though the office is not ADA compliant for wheelchair access.

Two additional offices will be needed for the proposed .48 Counselor and .48 Learning Disability Specialist. Each office will require the appropriate office furniture, computers, and secure file cabinets for DRC staff and student use.

The lobby/waiting room of the current DRC/Health Center/Psychological Services unit will need to be reconfigured to support the restoration of 1.0 FTE OA II for DRC and Psychological Services and the addition of a separate 1.0 FTE OA II for the Health Center.

Should this additional office space not be possible, an alternate location for DRC and/or Psychological Services staff will need to be found either in Building 5 or elsewhere on campus.

- Student Learning Outcome

During fall 2012, and in concert with the SSPC, the original “Team 6 Support Services” was disbanded due to the disparate function of the Team 6 services provided for students. A new team consisting of the DRC, Health Center and Psychological Services was named “Wellness”, and each component of the Wellness unit will develop a separate Student Learning Outcome for the 2013-2014 academic year. For the DRC, the identified SLO is: students who have not previously used alternate media equipment will be able to demonstrate use of one piece of assistive technology (eg. Smart Pen, Kurzweil, Dragon Naturally Speaking) upon completion of workshop training.