



Disability Resource Center

Program Review - Annual Update

2022 - 2023

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Student Services

1. Describe major accomplishments and challenges since the last program review cycle.

Accomplishments:

- Specialized tutoring is going into 2nd year
- Peer Mentoring for students has begun this semester
- Student Ambassadors are going into 2nd year
- Student club (DRCSA) won best club of the year in Spring 2022
- Robbie the Robot is going into 2nd semester
- Assistive Technology Specialist joined us in the summer of 2022
- Counseling interns have all completed their internships

Challenges:

- Lack of consistency with DRC counselors who are available 4 days a week, which causes:
 - o long wait times
 - o frustration from faculty and students having to wait 7 days sometimes to get a response from adjuncts/interns who cannot work many hours a week
- Lack of front office coverage, which causes:
 - o long wait times to schedule and return messages
 - o lack of front office hours
 - o student assistants do not have access to SSL, so they cannot help too much when sitting at the front desk
- Lack of space for:
 - o Proctoring
 - o Tutoring
 - o Mentoring
 - o Providing assistive technology training
 - o Student assistants
- Inaccessible waiting area:
 - o Handicap push button is not in an accessible location for individuals in wheelchairs
 - o Waiting area is now too cramped to add decent furniture
 - o The front door tends to get blocked by people waiting to get in and out of elevator, which makes it very difficult for people to come in and out of our office
 - o Front door is also so close to the elevator that it is difficult for an individual to get into the front door from the elevator without having to back up and turning
 - o Storage closet is not accessible because Health Center's cabinet is making entrance narrow and they cannot move it.
 - o Microphones do not work well:
 - § sound is muffled so students cannot hear us and we cannot hear them
 - § office staff have to stand at about a 45-degree angle to talk into the microphone, which is not good for their backs

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- § when people are outside the door waiting for the elevator, they can hear personal information being said through the microphone
- When students need to be tested for a learning disability in Spanish,
 - o We need to borrow employees from other departments or a student assistant to translate
 - o This can affect the validity of the test results because our Learning Disability Specialist does not know if the information is being translated accurately to students
- There has been no faculty managing the Alt Media lab and training students:
 - o It has been only instructional aides who have no one to train them in the latest assistive technology information, so they are not training students properly on the assistive technology we offer students
 - o The Classified union has informed us instructional aides are not allowed to “train” students. They can only demonstrate the use of equipment/assistive technologies.
- SSL is problematic:
 - o not user friendly to users
 - o students find it difficult to schedule their own appointments
 - o DRC appointments can be seen by other departments and our sister colleges, which can be viewed as a breach of confidentiality
- Need to meet with students has increased due to:
 - o more mental health challenges, struggles to pass core courses where there are no pre- requisites or co-requisites (e.g. chemistry, statistics).
 - o Increased frustration with professors
 - o Professors having increased concerns with students with disabilities in their classes

2. What changes could be implemented to improve your program?

- Do away with so many adjuncts/interns and use the DSPS funds to hire one full-time Spanish speaking counselor who can:
 - o Administer Learning Disability Testing in Spanish
 - o Supervise counseling interns
 - o Co-supervise DRCSA
 - o Offer workshops and teach support courses
 - o And reduce the wait time for students to see a DRC Counselor
- Hire a permanent part-time Assistive Technology Specialist who can make sure instructional aides are trained in the latest strategies for:
 - o specialized tutoring
 - o assistive technologies
 - o proctoring
 - o supervising student assistants
- Instead of using SSL and SAM, the DRC will begin to use Clockworks as our main cloud database where students can:
 - o upload documents
 - o download documents
 - o sign documents
 - o retrieve and send their accommodation memos to their professors
 - o send us secure messages
 - o even have the option to schedule/cancel their own appointments with us
 - o and Clockworks will not be visible by our sister colleges or other departments on our campus, which ensures confidentiality

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3. Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?

Past resource requests to have a 2nd full-time disability counselor and an 2nd office assistant have been denied (past two years). The impact of not having our resource requests approved include:

- Long wait times to see a DRC Counselor for:
 - o Learning Disability Testing
 - o Intakes
 - o Amending accommodations
 - o Questions about accommodations

We have been unable to accomplish:

- Faster turn-around for processing requests
- Timely appointment making
- Longer front office hours
- Making office space more welcoming and accessible

4. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Students claim they are failing their classes, because they have not been able to receive their intake appointments in a timely manner.

Sometimes students end up dropping their classes because they couldn't see a disability counselor or Learning Disability Specialist in a timely manner.

Students who request to see a Spanish speaking DRC Counselor need a translator, because we do not have a Spanish speaking counselor. A language barrier can make it difficult for Spanish speaking students to really build a trusting relationship with a DRC Counselor.

5. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs). Describe how your program assessed your SAOs and/or SLOs.

Service Area Outcome (2017): DRC students will be able to identify their disability(ies), their functional limitations related to their disability(ies), and their reasonable accommodations.

During every intake appointment, students and disability counselors discuss:

- their disabilities and gain a deeper understanding of their disabilities
- interactively discuss how their disabilities limit them in their studies
- and then collaboratively draft reasonable accommodations that will support students learning.

These goals were assessed by contact notes in each student's file.

New recommended goals for this year:

- reduce wait time to see a disability counselor to 2 weeks
- deliver accommodation memos within 1 week or less
- ensure that students who are granted assistive technologies are provided comprehensive training.
- offer disability counseling and Learning Disability testing in Spanish

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6. Summarize the findings of your program's SAO/SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment?

Improvements that have been implemented:

1. creating a checklist that all DRC counselors use during their intake appointments
2. making sure all DRC counselors ask the same questions during the interactive process.

No recommendations for improvement for last SAO.

New improvements recommended for new goals:

- hire more disability counselors to reduce wait time
- hire more disability counselors to process memo requests faster.
- hire Assistive Technology specialist to make sure instructional aides are thoroughly trained on all assistive technologies
- hire a Spanish Speaking LD Specialist who can test students in Spanish

Supporting Information

Tables & Graphs

Students registered with the DRC:

Fall 2021	Spring 2022	Fall 2022 (as of Oct 9)
251	270	221

As of 10-12-2022:

Active	Did not request memo yet	Pending
225	415	110

Number of Contacts:

Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Fall 2022 (as of Oct 12)
3654	2156	594	3170	4518	3127

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Number of new applicants:

Year	2022	2021	2020
Number of applications	326	339	151

Number of LD testing requests:

Semester	2022	2021	2020
Number of requests for LD testing	47	39	12
Number of requests processed	17	24	13

Number of new students who claim to have a learning disability (this means a LD Specialist may have to reassess them if they cannot produce test scores):

Semester	2022	2021	2020
Number of requests for LD testing	66	66	29

Disability Resource Center - Goals and Resource Requests

Goals

Goal Status

1 - New (PR)

Goal Title

Increase access to disability services

Goal Description

Provide students with an accessible DRC office and DRC services, which include accessible technology, learning disability testing, and designated space for studying, tutoring, and mentoring.

Program Review Cycle When the Goal Begins

2022 - 2023

Who's Responsible for this Goal?

Director of Disability Resource Center

Mapping

- CAN College Goals: (X - Selected)

CAN College Goals

- Accessible Infrastructure and Innovation: X
- Community Connections: X
- Equity-Minded and Antiracist College Culture: X
- Student Access, Success and Completion: X

- CAN Strategic Initiative Topics: (X - Selected)

CAN Strategic Initiatives

- Be the best college choice for local high school students: X
- Better share what Cañada offers: X
- Connect students to the academic program(s) and classes they need: X
- Create and sustain an inclusive, antiracist, and equity-minded campus culture: X
- Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete: X
- Ensure the physical campus is accessible: X
- Help meet the basic needs of Cañada students and other community members: X
- Improve the financial stability of students: X
- Make registration easier: X
- Manage resources effectively: X
- Provide adequate access to technology: X
- Strengthen K-16 pathways and transfer: X
- Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps: X
- Support innovative teaching that creates more equitable and antiracist learning environments: X

Resource Requests

Item Requested

Full-time Learning Disability Specialist

Disability Resource Center - Goals and Resource Requests

Item Description

We are requesting a Spanish speaking Learning Disability Specialist who can administer learning disability testing in Spanish.

Status

New Request - Active

Type of Resource

Non - Instructional Personnel

Cost

\$83,016 plus approximately \$40,677.84 for benefits

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Currently, the DRC does not have a Learning Disability Specialist who can test students in the Spanish language. By hiring a permanent Spanish speaking Learning Disability Specialist, we can offer equitable access to learning disability testing to students whose primary language is Spanish.

Critical Question: How does this resource request support Latinx and AANAPISI students?

A Spanish Speaking Learning Disability Specialist will make the DRC less intimidating for students whose primary language is not English. They will feel much more confident and comfortable to reach out to the DRC for academic support.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

This position has been reviewed by the department or division and is recommended for hiring.

Dean / Director / Hiring Supervisor Name

Max Hartman

Date

11/04/2022

NEW FACULTY POSITION PROPOSAL

Discipline:

Counseling

A. How does the proposed position align with specific objectives within the college's strategic plans and initiatives? <http://www.canadacollege.edu/plans/index.php>

The specific objectives that this new full-time position aligns with are:

Objective 3.2: A full-time Learning Disability Specialist will uphold the college's "pro-active student support services" initiative by offering Learning Disability testing in the Spanish language. This position will ensure that students whose primary language is Spanish are tested in their primary language. This process will improve "retention, persistence and completion" for students with disabilities whose primary language is Spanish.

Objective 4.3.3: A full-time Learning Disability Specialist can also help improve outreach and partnership initiatives that target Spanish speaking students in the community. Community partners, such as the Department of Rehabilitation, Regional Center, and local high schools will also want to refer students to register with our college because we offer Learning Disability testing in Spanish.

The proposed position also aligns with the following strategic plans and initiatives:

Student Success and Support Program Plan (Page 20): In this plan, it states that during the program review process, "our campus was lacking adequate services in the area of learning disabilities, educational counseling, and Learning Disability testing and evaluation". The pandemic increased the complexity of support that students require, such as more support adapting to an online environment and increased student requests to see Spanish speaking counselors.

Cañada College Equity Goal - Equitable Principle 3: The proposed position will address the barriers to timely support for students with disabilities, which is supported by the college's equity plans by:

- a) offering appointments with disability counselors every day
- b) providing students with a Spanish speaking disability counselor

Disability Resource Center - Goals and Resource Requests

- c) providing learning disability testing in Spanish
- d) expand academic success workshops and collaboration with faculty
- a) lower college dropout rates
- b) improvement of academic performance
- c) reduction of legal liability for the college

Thus, the DRC will be able to promote more equity by recognizing and accommodating the "differences for minoritized students" who have disabilities.

B. How does the proposed position address the program's strategic action plans and long-term goals? Please refer to specific elements of the most recent program review.

The proposed position aligns with the following DRC action plans:

- Increase retention of students with disabilities
- Reduce the time that students have to wait to be tested for a learning disability
- Improve the validity of learning disability test results
- Provide students with bi-lingual disability counselors and learning disability specialists

The proposed position addresses DRC's following long term goals:

- Disability counseling in a timely manner
- Learning disability testing will be conducted in more than one language
- Students will receive their academic accommodations in a timely manner

C. Program Vitality and Viability

With the legislative goal of having 75% of instructional hours taught by full-time faculty in mind, what percentage of CRNs are being taught by Full-Time faculty in the current semester?

0

What percentage of CRNs were taught by Full-Time faculty in the previous semester?

0

If the proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline?

Yes

D. What is the evidence of student demand to justify the proposed position?

1. Number (headcount) of full-time faculty in the discipline in the current semester

0

2. Total FTE of Course Offerings

0

2a. Total FTE Course Offerings in the Current Semester

0

2b. Total FTE Course Offerings in the Previous Semester

0

3. Percent of Total FTE of Course Offerings comprised by FT faculty

0

3a. Percent of Total FTE Course Offerings comprised by Full-Time Faculty in the Current Semester

0

3b. Percent of Total FTE Course Offerings Comprised by Full-Time Faculty in the Previous Semester

0

4. Average Departmental Fill Rate

NA

4a. Average Departmental Fill Rate for the Current Semester

NA

Disability Resource Center - Goals and Resource Requests

4b. Average Departmental Fill Rate for the Previous Semester

NA

5. Qualitatively and quantitatively describe student demand/course enrollments within this discipline, especially for those courses that will be assigned to the proposed faculty member.

NA

Resource Requests

Item Requested

Part-time Assistive Technology Specialist

Item Description

We are requesting a permanent Assistive Technology Specialist because we offer students with disabilities with assistive technologies; however, we do not have an assistive technology expert who can assess students to match them with the most appropriate technologies for their disabilities and limitations. An Assistive Technology Specialist would also be an instructional faculty member who can teach strategy courses that focus on notetaking, studying, and organizational strategies that students can apply to the academic courses they are taking at our college.

Status

New Request - Active

Type of Resource

Budget Augmentation

Cost

\$54,572.80 plus approximately \$26,740.67 for benefits

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

An Assistive Technology Specialist will close the equity gap by providing students with an expert on our campus to help them with their technology needs that will give them the tools they need to be successful (e.g. voice-to-text strategies to write essays, keyboards with enlarged keys for students with visual impairments, notetaking software to make notetaking easier to organize, etc). If student with disabilities need more equipment at home (such as a printer, laptop, monitors, etc), the Assistive Technology Specialist can work directly with the Department of Rehabilitation to help students require all of the technologies they need for school at no cost.

Critical Question: How does this resource request support Latinx and AANAPISI students?

An Assistive Technology Specialist will also be able to assist Latinx and AANAPISI students with technologies that will make learning much more accessible. One of the supports that an Assistive Technology Specialist can offer students are technologies that can communicate with them in their primary language.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

A. How does the proposed position align with specific objectives within the college's strategic plans and initiatives? <http://www.canadacollege.edu/plans/index.php>

The specific objectives that this new faculty position aligns with are:

Objective 3.2: A part-time Assistive Technology Specialist will uphold the college's "pro-active student support services" initiative by offering students access to the appropriate technologies that will help them compensate for their disability challenges.

The proposed position also aligns with the following strategic plans and initiatives:

Disability Resource Center - Goals and Resource Requests

Student Success and Support Program Plan (Page 20): In this plan, it states that during the program review process, "our campus was lacking adequate services in the area of learning disabilities, educational counseling, and Learning Disability testing and evaluation". The pandemic increased the complexity of technology support needs.

Cañada College Equity Goal - Equitable Principle 3: The proposed position will address the barriers to timely support for students with disabilities, which is supported by the college's equity plans by:

- a) offering free technology with ongoing training and support for those technologies
- b) expand academic success workshops and collaboration with faculty
- a) lower college dropout rates
- b) improvement of academic performance

Thus, the DRC will be able to promote more equity by recognizing and accommodating the "differences for minoritized students" who have disabilities.

B. How does the proposed position address the program's strategic action plans and long-term goals? Please refer to specific elements of the most recent program review.

Assistive Technology Specialist will:

- Assess students to match them with the most appropriate technologies for their disabilities
 - Provide students with financial assistance to pay for any technologies that the DRC cannot lend out to them
 - Train students on how to use all of the features in their assigned technologies
 - Offer on-going support throughout each semester
 - Make sure all DRC staff are knowledgeable about the most up-to-date technologies in the special education industry
- The proposed position addresses DRC's following long term goals:**
- Improve retention of students with disabilities

C. Program Vitality and Viability

With the legislative goal of having 75% of instructional hours taught by full-time faculty in mind, what percentage of CRNs are being taught by Full-Time faculty in the current semester?

0

What percentage of CRNs were taught by Full-Time faculty in the previous semester?

0

If the proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline?

No

D. What is the evidence of student demand to justify the proposed position?

1. Number (headcount) of full-time faculty in the discipline in the current semester

0

2. Total FTE of Course Offerings

0

2a. Total FTE Course Offerings in the Current Semester

0

2b. Total FTE Course Offerings in the Previous Semester

0

3. Percent of Total FTE of Course Offerings comprised by FT faculty

0

3a. Percent of Total FTE Course Offerings comprised by Full-Time Faculty in the Current Semester

0

3b. Percent of Total FTE Course Offerings Comprised by Full-Time Faculty in the Previous Semester

0

4. Average Departmental Fill Rate

NA

4a. Average Departmental Fill Rate for the Current Semester

NA

4b. Average Departmental Fill Rate for the Previous Semester

NA

Disability Resource Center - Goals and Resource Requests

5. Qualitatively and quantitatively describe student demand/course enrollments within this discipline, especially for those courses that will be assigned to the proposed faculty member.

NA

Resource Requests

Item Requested

New DRC office space

Item Description

The DRC would like to have a new space that is accessible:

- No wall barrier
- No microphones
- No COVID screenings
- No mask requirements
- Accessible waiting area
- Accessible entrance
- Handicap push button in a more accessible location
- Dedicated space for proctoring
- Dedicated space for specialized tutoring
- Dedicated space for student assistants and peer mentors
- Office space that we do not have to share with the PCC

The DRC would also like dedicated office space that can accommodate our growing team and services. Currently, we have 8 offices and 1 classroom that are shared between 24 employees (excluding Office Assistant):

- 5 personal counselors
- 19 DRC staff
- o 5 DRC counselors (includes interns)
- o 1 Assistive Technology Specialist
- o 3 Instructional Aides
- o 7 student assistants
- o 2 peer mentors
- o 1 director

Ideally, we would like 11 separate office/work space to accommodate the following DRC employees:

- 1 office for full-time DRC Counselor/Learning Disability Specialist
- 1 office for full-time Spanish speaking DRC Counselor/Learning Disability Specialist
- 1 office for adjunct counselors to share
- 1 office for counseling interns to share
- 1 office for director
- 1 office for Instructional Aide who needs more space to accommodate multiple monitors for Alt Media work
- 1 office for Assistive Technology Specialist and Instructional Aide to share
- 1 space for lab that one Instructional Aid can monitor tutoring/training
- 1 space for studying space
- 1 space for proctoring
- 1 or more spaces to accommodate student assistants and peer mentors

Status

New Request - Active

Type of Resource

Facilities

Cost

Unknown

Disability Resource Center - Goals and Resource Requests

One-Time or Recurring Cost?

One - Time Cost

Critical Question: How does this resource request support closing the equity gap?

The new DRC office will resolve the following inaccessibility problems:

- o Handicap push button is not in an accessible location for individuals in wheelchairs
- o Waiting area is now too cramped to add decent furniture
- o The front door tends to get blocked by people waiting to get in and out of elevator, which makes it very difficult for people to come in and out of our office
- o Front door is also so close to the elevator that it is difficult for an individual in a wheelchair or scooter to get into the front door from the elevator without having to back up and turn into the entrance
- o Storage closet is not accessible because Health Center's cabinet is making entrance narrow and they cannot move it.
- o Microphones do not work well:
 - § sound is muffled so students cannot hear us and we cannot hear them
 - § office staff have to stand at about a 45-degree angle to talk into the microphone, which is not good for their backs
 - § when people are outside the door waiting for the elevator, they can hear personal information being said through the microphone.

A new accessible office space will provide all DRC a quiet and ergonomic work area:

- " Walls that absorb sound to contain confidential conversations inside the office
- " Dedicated office space for full-time counselors
- " Dedicated office space for student workers and peer mentors
- " Dedicated shared office space for DRC adjuncts and interns that do not have to be shared with other departments

All DRC students are guaranteed distraction reduced area that is not closed when other activities take place in the Alt Media Lab:

- " Dedicated proctoring space
- " Dedicated study space
- " Dedicated tutoring space

Critical Question: How does this resource request support Latinx and AANAPISI students?

An accessible office space that does not have physical barriers will allow Latinx and AANAPISI students see the diverse DRC staff that they will make them feel very welcome.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

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