Student/Learning Support Services Program Review Update Template

Directions: Enter your narrative responses after the questions. Upload report(s) that you reference in each narrative.

Submitter: Melissa Matthews   Submission Date: 11/15/2021

DIVISION: Student Equity and Support Programs   PROGRAM NAME: Education Access Center

1.A.   STATUS OF PRIOR GOAL – Goal # 1

Complete the section of questions for each goal, for instance 1.A. for the first goal, 1.B. for the second, and so on. If there are more than five goals, please contact the Office of Planning, Research, and Institutional Effectiveness (PRIE) to add sections.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

DRC would like to increase outreach utilizing the new name Educational Access Center. We would like to assess whether the name change impacts enrollment numbers.

STATUS: ☐ Ongoing ☒ Revised for this cycle ☐ New ☐ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
  - a) Roughly how much of the goal has been implemented – 25/50/75%?
  - b) What has been accomplished thus far?
  - c) What has been the impact of resources that were provided? ☐ Not Applicable
  - d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

Revised Goal - EAC will stabilize enrollment through continued high touch in-person and online services, outreach on campus, and community partnerships.

In Fall 2020, the Disability Resource Center implemented the new name - Educational Access Center. Because of the campus was closed, we were not able to have a launch event as originally planned. An email from Marketing went out campuswide and our department contacted our own registered students announcing the name change. We also contacted our community partners to let them know about the change. Additionally, we kept "Disability Resources" as an index option on the webpage so it would link to our website for students looking for our department. However, we have not been able to assess the impact on our program enrollment numbers. Enrollment across the district is down due to Covid and our department enrollment has also been reduced. We did implement the name change but we were not able to do so with

the level of fanfare we anticipated being on campus. The name change was announced but relied on students and staff reading emails about it rather than seeing it visually on campus. Anecdotally, we received a majority of postive feedback from students, staff, and faculty about the name change. We did have a student state they felt it was disstigmatizing and a fauclty member commented that they felt it improved the referral process. For these reasons, we've discontinued the goal of determining whether the name change impacted enrollment. However, we have created a new goal of stabilizing enrollment with the EAC name.

IMPLEMENTATION STEP(S) AND TIMELINE – FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)

List *remaining* and/or *new* implementation steps and timelines for ongoing and/or revised goals.

List implementation step(s) to achieve new goals, which can include intended changes, professional development, and/or further inquiry.

In-person services - EAC will continue to create a warm, welcoming physical environment for students who come to the office for in-person services. Prior to COVID, the EAC created a student lounge area with a couch, snacks, and games. We look forward to a post-COVID world where students can once again gather in our space and create a feeling of community. When students feel connected to the EAC space, they will maintain their active enrollment with the program.

Online services - EAC has expanded our ability to provide students with online services. Because of COVID, EAC is now able to offer online counseling, AT support, and tutoring. Additionally, EAC has the ability to complete all steps of the enrollment process eletronically. This allows students the flexibility to interact with the department, even if they cannot physically come onto campus.

Campus partnerships - EAC partnered with the CTTL to create a LibGuide with FAQs related to offering accommodations. This LibGuide is located on the main CTTL page and EAC's faculty support page links back to it. It includes video on how to refer students to the EAC and sample syllabus statement to support faculty bringing students to our department. Additionally, EAC will continue the critical partnership with the campus recruiter as we implement our high school to college transition program, Guiding Your Path to Success.

Community partnerships - Community partnernships are critical to stabilizing enrollment. In particular our high school to college transition program, Guiding Your Path to Success (GPS). GPS works with our feeder high school to provide a seamless transition into the college. We have developed videos and a variety of online resources for incoming high school students to prepare them for the differences in disability services in college that high school. We have a partnership with SFSU Master's in Counseling program to host an intern that works with our 1st semester population.

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

☐ Campus Climate

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☒ Open Access

☒ Student Success and Equity

☐ Academic Excellence

☒ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)
(*Recommended length: not to exceed 150 words for each goal*)

☐ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

EAC may need funds for print materials and other materials for on campus outreach.

EAC seeks to find a funding sources for Guiding Your Path to Success which was previously receiving funds through a PIF. Guiding Your Path to Success includes some non-DSPS allowable expenses and we would like to institionalize the program with consistent and ongoing funding.

1.B. STATUS OF PRIOR GOAL – Goal # 2

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

DRC will update online resources, videos, and other materials to align with the change to the Educational Access Center.

STATUS: ☐ Ongoing ☒ Revised for this cycle ☐ New ☐ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
  a) Roughly how much of the goal has been implemented – 25/50/75%?
  b) What has been accomplished thus far?
  c) What has been the impact of resources that were provided? ☐ Not Applicable
  d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.

- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

Revised Goal - EAC will evaluate processes to increase efficiency and reduce paper usage.

During 2020/21 and 2021/22 academic year - our office updated the EAC website to reflect the name change. "Disability Resources" is an index option on the webpage so it links to our website for students looking for our department. We updated our Guiding Your Path to Success fliers to reflect the new name and alerts counselors from our feeder high schools of the name change. We created a google sites page with information, links, and videos all using the name of Educational Access Center. EAC also evaluated and updated all Formstack forms to ensure we were capturing the information we needed to effectively offer services.

IMPLEMENTATION STEP(S) AND TIMELINE – FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)

List *remaining* and/or *new* implementation steps and timelines for ongoing and/or revised goals.

List implementation step(s) to achieve new goals, which can include intended changes, professional development, and/or further inquiry.

As part of our new goal - EAC will participate in the campus-wide goal of paper reduction to increase efficiency and reduce material (printer, paper, etc) costs. Due to moving fully online, EAC updated our forms and processes. We began using Adobe Sign to obtain the required signatures on Academic Accommodation Plans. Moving forward, using electronic forms and documents will be the default method of collecting signatures and providing documents to students. Paper forms will be available for students who request them.

Additionally, EAC will implement the Student Success Link (SSL). General Counseling and other departments on campus have already begun using SSL to allow students to schedule appointments. However, due to challenges around maintaining student confidentiality, DRCs/EACs across the District have not been able to implement SSL. However, EAC is now targeting a Spring 2022 implementation timeframe in line with other DRCs in the District.

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice

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☐ Academic Excellence

☐ Community Partnership

☐ Participatory Governance

☒ Sustainability

RESOURCE REQUEST RATIONALES FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)
(*Recommended length: not to exceed 150 words for each goal*)

☐ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

EAC will need tablets for the office so students may complete online forms.

1.C. STATUS OF PRIOR GOAL – Goal # 3

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

DRC will determine whether to continue the collaboration with math as embedded affective domain counseling based on outcomes.

STATUS: ☐ Ongoing ☒ Revised for this cycle ☐ New ☐ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
  a) Roughly how much of the goal has been implemented – 25/50/75%?
  b) What has been accomplished thus far?
  c) What has been the impact of resources that were provided? ☐ Not Applicable
  d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

Revised Goal - EAC will continue develop and support innovative programs and services for students in math in light of AB 705.

IMPLEMENTATION STEP(S) AND TIMELINE – FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)

List *remaining* and/or *new* implementation steps and timelines for ongoing and/or revised goals.

List implementation step(s) to achieve new goals, which can include intended changes, professional development, and/or further inquiry.

Already implemented - EAC's Learning Disability specialist collaborated with math instructors to provide affective domain support embedded into the classroom as part of a pilot program. EAC's LD Specialist created EDAC 840 to support students in affective domain for math. EAC hired a full time math tutor IA-II to support students one-on-one in math.

New implementation steps - Because the math/EAC pilot program was cut short due to the move online, EAC will need to reassess whether to continue this work as we return to campus. EAC collaborated with ASLT and the math department on the submission of a Math Modules President's Innovation Fund. EAC was to contribute an affective domain module. This was also interrupted due to the pandemic. EAC needs to revisit whether this project is still continuing.

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RESOURCE REQUEST RATIONALES FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)
(*Recommended length: not to exceed 150 words for each goal*)

☒ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

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1.D. STATUS OF PRIOR GOAL – Goal # 4

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

DRC will pilot online versions of EDAC course offerings

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☒ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

Due to the immediate move to remote courses, EDAC courses were offered as distance education courses. During Summer 2019 Kim Saccio and Summer 2020 Jessica Truglio Quality Online Teaching and Learning training to be certified to take the courses online. During Fall 2020, EDAC did go to curriuculum committee to have the DE Addedum approved. Enrollment was consistent thoruhgout the pandmeic and the courses did not have a loss of students due to moving to an online format.

IMPLEMENTATION STEP(S) AND TIMELINE – FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)

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List implementation step(s) to achieve new goals, which can include intended changes, professional development, and/or further inquiry.

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

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RESOURCE REQUEST RATIONALES FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)
(*Recommended length: not to exceed 150 words for each goal*)

☐ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

1.E. STATUS OF PRIOR GOAL – Goal # 5

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Providing students with relevant and cutting edge technology to access instruction.

STATUS: ☐ Ongoing ☐ Revised for this cycle ☒ New ☐ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
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    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

IMPLEMENTATION STEP(S) AND TIMELINE – FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)

List *remaining* and/or *new* implementation steps and timelines for ongoing and/or revised goals.

List implementation step(s) to achieve new goals, which can include intended changes, professional development, and/or further inquiry.

The Assistive Technology Specialist will continue to evaluate EAC's technology offerings to ensure that our office is providing the latest educational technology to our students in the areas of note taking, writing, and reading. The AT Specialist will attend training events and AT conferences to maintain currency in the field.

EAC would like to find an ongoing, consistent funding source for assistive technology (AT requests have traditionally been provided through Instructional Equipment requests).

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

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RESOURCE REQUEST RATIONALES FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)
(*Recommended length: not to exceed 150 words for each goal*)

☐ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

EAC would like to find an ongoing, consistent funding source for assistive technology (AT requests have traditionally been provided through Instructional Equipment requests). Support is needed for the AT Specialist to attend events and trainings for the field.

1.F. STATUS OF PRIOR GOAL – Goal # 6

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

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STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☐ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

IMPLEMENTATION STEP(S) AND TIMELINE – FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)

List *remaining* and/or *new* implementation steps and timelines for ongoing and/or revised goals.

List implementation step(s) to achieve new goals, which can include intended changes, professional development, and/or further inquiry.

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

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RESOURCE REQUEST RATIONALES FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)
(*Recommended length: not to exceed 150 words for each goal*)

☐ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

2. **PROGRAM STUDENT LEARNING OUTCOMES (PSLOs) RESULTS**
    i. Upload the *__Improve__* (formerly *Tracdat*) report showing the last three years of results.

    ii. What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming? (*Recommended length: not to exceed 250 words*)

    We learned that most students continued to use their accommodations throughout the pandemic, although there was a segment of students who felt they did not need to use them as much. Students remained satisfied with services, despite moving to fully remote services. Students were aware of their rights and responsibilities.

The CCCO mandates that DSPS programs provide students with a mandated survey and report results to the CCCO. EAC provided students with this survey in Spring 2021 and used related results to our PLSOs. The survey results have been uploaded to Improve and mapped onto PSLOs.

    iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

    The PSLOs are still relevant to our program.

    iv. Please check the boxes to indicate that the following tasks have been completed.

    ☐ Updated new or changed PSLOs on the program website after approval by the appropriate person(s)

    ☒ Not Applicable

    ☐ Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness

3. ADDITIONAL INFORMATION

☐ Not Applicable

Please note anything else that has not been captured above that is relevant to program accomplishments, challenges, and resource needs. Explain and document your response as needed.

4. COURSE SLO RESULTS

Upload the relevant *Improve* (formerly *Tracdat*) SLO reports with the last three years of course SLO results. If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.).

5. INSTITUTIONAL SLO RESULTS

☒ Not Applicable

☐ Not Applicable, except for the following ISLO(s):

When possible, concurrently assess course SLOs and ISLOs.

Report on the last three years of ISLO results which you'll receive from PRIE. Indicate if the results met the benchmark or were inconclusive. Additional commentary is optional.

ISLO	YEAR(S) ASSESSED	COURSE(S) TO ASSESS THE ISLO	RESULTS
CITIZENSHIP			
CRITICAL THINKING			
EFFECTIVE COMMUNICATION			
INFORMATION LITERACTY			
LIFELONG WELLNESS			

Drawing from 4 and 5, what notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Which course results led to action(s) that were planned or taken, if any? What efforts, if any, have been made to enhance student learning in those courses (e.g., curricular and pedagogical changes to the course; course sequencing, including complementary general education courses; adoption of OER/ZTC texts; assessment design; collaborations with other areas of campus, etc.)? (*Recommended length: not to exceed 250 words*).

6.   CURRICULUM

☒ Not Applicable

Please check the boxes to indicate that the following tasks have been completed:

☐ Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

☐ Updated *Improve* with new or changed SLOs, and requested from PRIE the addition of new courses in order to input SLOs

☐ Not Applicable

APPROVAL AND SIGNATURE

This document has been reviewed and approved by: Click or tap here to enter text. on Click or tap to enter a date..