Program Review All Fields
Accessible Education Center Fall 2020

Main

Overview
Academic Year Fall 2020

Originator Maringer-Cantu, Jane

Division Accessibility Education Center

Department Accessibility Education Center

Program

Accessible Education Center
Program Type

Combination

Co-Contributors

Contributor

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Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Accessible Education Center (AEC) provides support services and educational accommodations to students with disabilities, so they can have full and equitable access to community college courses. The AEC mission aligns with Gavilan's Mission on both values and purpose. Our AEC mission is located at http://www.gavilan.edu/student/aec/index.php (http://www.gavilan.edu/student/aec/index.php), and it reads: *The Gavilan College Accessible Education Center provides students with disabilities quality and excellence in programs, services and support which enhance the quality of community life, and the development of individual potential for a global environment.* The AEC program provides a variety of services and educational assistance courses (EAC) for students with disabilities as they move toward their educational or vocational goals. AEC is categorically funded and manages six distinct programs that serve students with a diverse range of disabilities (*see the DSPS Summary Report*). These six areas include: Adapted Physical Education, CareerPrep, High Tech Center, Learning Skills, Vocational Training for Adults with Intellectual Disabilities in partnership with HOPE Services and Workability III in partnership with Department of Rehabilitation (DOR). We offer over 30 educational assistance courses within these six areas, and they have been very successful through both credit and non-credit/adult education offerings. See more information on these AEC programs at http://www.gavilan.edu/student/aec/programs.php (http://www.gavilan.edu/student/aec/programs.php).

AEC contributes towards the College's mission by ensuring that our students have equal access to all educational programs and activities on campus in supporting students reaching their full academic, social and career potential.

On the PIPR website, locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

Response and follow-up to previous program reviews

1. **The three PIPR recommendations made in April 2014 focused on staffing needs, increased service needs and impending regulation changes that effect our AEC students:**

   1. Hire full time DRC (AEC) Counselor and one half-time Adaptive Service Specialist when funds are available.

   Accomplishment

   This recommendation was partially met. Since a part-time Instructional Program Specialist position was vacant this past year, we combined the part-time Adaptive Services Specialist with the Instructional Program Specialist positions together into one full-time position. This position was hired last semester. The AEC full-time counselor position is still vacant, but we were able to use the AEC categorical funding to fund the half-time AEC / half-time Veterans Resource Center (VRC) counselor for the past year. This full-time position serves students with disabilities and Veterans with disabilities only, and the counselor receives a 20% overload through Equity funding to serve veteran students without disabilities. Our part-time AEC counselor retired in May 2020. To meet the needs of our students at the Hollister site and online, we have hired our Workability III counselor at a 20% overload to address the additional counseling requests.

2. **2. Pilot and evaluate additional strategies to address the lack of student note-takers.**

   Accomplishment

   This recommendation has not been met. We continue to ask for volunteer note-takers in each course where a note-taking accommodation has been requested, but we are not able to find these volunteers. We have added the incentive of a Bookstore voucher for the service and a transferable unit as an Independent Study for their service work (Guidance 22), but it has not been successful. Without this service, students are not ensured equal access to the academic environment as well as the ability to fully participate and benefit from the college experience. We will continue to research and pilot alternative strategies, such as paid note-takers. We will also research different technologies to address the unfilled needs of the note-taking requests.

3. **3. Keep abreast of BOG waiver and other impending regulation changes and monitor and mediate their effects on DRC (AEC) students.**

   Accomplishment

   This recommendation was partially met. With the launching of the new Gavilan College Promise Program in Fall 2018 term, it was discovered by the State Chancellor's Office that students with disabilities were excluded from this program. Within a year, the Chancellor's Office allowed an AEC student with a reduced load to qualify for the 12-unit College Promise Grant, so Gavilan took a proactive stance to include AEC students in the application process. In collaboration with the Financial Aid office, the AEC counselors and staff developed a qualifying template to complete, so AEC students with reduced loads can apply for the California Promise Grant.

   Since many state regulations continually change, we will continue to monitor and mediate the impact of these impending regulations on students with disabilities.

Briefly describe the activities and accomplishments of the program with respect to
     a. PIPR recommendations; and
     b. Each goal since the last program plan and review.

Since our April 2014 self-study, the Disability Resource Center (DRC) changed our name to the Accessible Education Center (AEC) to further promote our services positively, by not focusing solely on "disability" and moving toward "equal access" for our students. We have continued to fulfill our mission of striving "to equalize student educational opportunities". Some goals that the previous report outlined have been met, and some concerns have remained due to the recent trends and the growing number of AEC students. The IEC recommendations and activities completed were listed above in the previous question except for the recommendation for Veteran services. The Veteran's Resource Center has its own PIPR study, so we will not address their concerns here. The following 2014 concerns and trends not listed above include:
1. Growth of off-site students who need AEC services. (See above for current solution, but this plan may need to be revised with the growing number of both AEC/VRC students).
2. Increased number of students facing psychological disabilities. (We continue to collaborate with the Mental Health services on campus to address the many needs of our student with psychological disabilities. Our Workability III counselor coordinates the Behavior Intervention Team (BIT) and our previous part-time counselor held weekly support groups meetings for our students with Autism and anxiety disorders. Our AEC students are able to take advantage of the partnership with Discovery Counseling for crisis intervention and counseling services that have benefited our students greatly.
3. Alternative media and online resource requests. (With the hiring of the part-time Adaptive Services Specialist and Alternate Media services consultant, we are able to keep abreast of the many alternate media requests.)
4. Unique needs of increasing number of student veterans (will be addressed in the VRC report).

Have the services of your program changed over the past three years? Please explain (300 words or less).

Departmental milestones include:

1. **Relocation of the AEC Test Proctoring Center and revitalization of the Learning Skills Lab**. After 4 years of relocating the Test Proctoring Center to many different locations on campus, we were able to move the Center in close proximity to our AEC service area. In addition, the area of the Learning Skills Lab was increased and integrated with the Learning Skills Classroom allowing our LD Specialists and Instructional Program Specialists to work together with a more centralized and cohesive environment that benefits students in the program.

2. **New technology improvements.** Since our last report, we have successfully transitioned our student files into the online Clockworks program. We have continued to streamline our student filing process, and we have started a soft launch of this electronic filing system during the Fall 2020 semester. We are continuing to develop the Test Proctoring and Alternate Media Modules in the Clockworks program, so students can successfully request their services online. The Workability III program has also upgraded to electronic student files which has improved service delivery time and efficiency.

3. **Outreach improvements for AEC students.** We previously had a Moodle course shell for all AEC students, so we could reach all students and coordinate the gathering of all 5 forms that are required by the state each year. This year we created a course shell in Canvas course called the AEC Community to send announcements to our students. We have enhanced our outreach to local area high school seniors through Super Saturday and High School Forums with information on our AEC services. We provide tours (on campus, at high schools and virtually) for perspective students in the Special Education programs from our feeder high schools.

Student and Program Outcomes

College Goal for Student Achievement
Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the CCCCO Scorecard Completion Rate for Degree and Transfer by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes (60 transfer units).

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCO Scorecard by 2022.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

The GavData course success rates listed the following data: 2017 (92%); 2018 (87%) and 2019 (91%). The GavData course Success Rates by Unit listed: 2017-18 (95%); 2018-19 (91%); 2019-20 (97%); Success Rates by Groups listed for Females: 2017-18 (95%); 2018-19 (91%); 2019-20 (98%); Males 2017-18 (95%); 2018-19 (91%); 2019-20 (95%); Success Rates by Age: 2017-18 (79% -18 to 20 years old - 100%); 2018-19 (57% - 16 to 30 years old - 96%); 2019-20 (80% 21 to 25 years old - 100%); Success Rate by Ethnicity: 2017-18 (73% -Asian - 100%); 2018-19 (63% -Asian - 100%); 2019-20 (95% Multiple - 100%). This data appears to be very high except for the discrepancies in success rates by groups such as: Age (57% -16 to 30 years old) and Ethnicity (Asian 63% in 18-19). In comparison to Gavilan College's average, these DSPS rates in GavData are clearly higher. It seems evident that this GavData results are only related to students in the APE transferable courses.

The Cal-PASS Plus Student Success Metrics showed data from 2017 stated that the Course Success Rate was 69% for a Student with Disabilities as compared to 72% for "Not a Student with Disabilities" and the data from 2018 stated that the Course Success Rate was 71% for a "Student with disabilities" as compared to 73% for "Not a Student with Disabilities". No data was found for 2019.

Since many of our AEC students are enrolled in different majors, degrees and certificate programs, we could find any recent transfer data. However, in June 2019, we submitted our DSPS Program Plan and according to the Chancellor's Office DataMart summary report, our Annual 2016-17 total awards given to students with disabilities was 80 and in 2017-18, the total awards given increased to 91.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Path: GavDAT (https://gavilan.higheredprofiles.com/#!/) - Program Review/ Equity - D2. One Year Persistence Rate

The data from GavData regarding equity and persistence included: In 2017, the persistence rate was 71% for students who are DSPS and 45% for Not DSPS. There appears to be a large gap in the rate and DSPS students performed much better than Not DSPS students. In 2018, the data showed 46% for DSPS students and 43% for students who are Not DSPS.

However, when viewing the Chancellor's Office Score Card Metric Summary Report, there was an increase in persistence between DSPS students at Gavilan who were College Prepared and received DSPS Services (88.9%) and DSPS students at Gavilan who were College Prepared and did not receive DSPS Services (76.6%). The persistence data only changed slightly when DSPS students were Unprepared for College and Overall when they did and did not receive DSPS services. *See the attached ScoreCard_Metric_Completion_Persistence document.*

It appears that this data shows that if students are college prepared and receive DSPS services, they have a greater chance to persist in their courses. We will continue to strive to ensure that our AEC students are college prepared and receive the services that they need to be successful.

Success

The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: GavDATA (http://www.gavilan.edu/about/research/index.php) - Program Review/ Equity - D3. Course Rates by Unit

(2017-18) 313 grades showed a 95% success

(2018-19) 403 grades showed a 91% success

(2019-20) 448 grades showed a 97% success

The current GavData for the years listed above showed the courses success rate by unit to be over 90% year after year. The data available in GavData may only reflect the success rates in our Educational Assistance courses, not the success rates of student with disabilities in general education or mainstream college courses.

Given the preceding sections, what goals need to be set and what initiatives need to be developed to support success and retention? Address these initiatives in your Three-Year Program Plan at the end of this document.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

Path: GavData (http://www.gavilan.edu/about/research/index.php) - Program Review/ Equity - D4. Milestone Tracking Summary

Our goals for success are measured by the number of students that we serve by providing services and accommdations in an accurate and timely manner. In 17-18 we served 860 students, in 18-19 we served 848 students, and in 19-20 we served 850 students. *See attached Chancellor's Office DSPS Annual Student Count-2017-2020 report.*

In review of the Milestone Tracking Summary on Retention and Graduation for DSPS students (97 cohort) as compared to both Not DSPS (1,220 cohort) and All Students (1,317 cohort) the following data was gathered: Retained 2nd term (DSPS-92%; Not DSPS-67%; All Students-69%); and Retained 4th term (DSPS-80%; Not DSPS-54%; All Students-56%). There was insufficient data on the Graduation Awards.

In review of the Milestone Summary on Student Success the following data was gathered: CL ENGL (DSPS-18%; Not DSPS-30%; All Students-29%); CL Math (DSPS-19%; Not DSPS-29%; All Students-28%); 12 CL Credits (DSPS-35%; Not DSPS-43%; All Students-42%); 30 CL Credits (DSPS-25%; Not DSPS-30%; All Students-30%).

In review of the data results from the Retention percentages, it appears that the DSPS percentages are higher than both Not DSPS and All students. Regarding the Student Success data, it is found that there are large differences in both Math and English as compared to Not DSPS and All students. To improve the percentages in both English and Math, we will continue to provide our Educational Assistance Courses (EAC) that support AEC students enrolled in both English and Math, as well as, continue to encourage students to request and utilize their accommodations.

Refer to your previous three-year plan (http://www.gavilan.edu/staff/program_planning/Past_Plans.php) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.
1. **What were the measured outcomes of specific initiatives over the past three years?**
2. **What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?**
3. **What indicators are you measuring?**

(300 words or less)

Our previous 3-year plan focused primarily on addressing our concerns regarding counseling services, alternate media and online resource requests and the unfulfilled note-taking requests. In addition, the trends showed growth both in the number of students needing AEC services at the off-site locations and growth in the number of services necessary for students with psychological disabilites. We have continued and will continue to address these concerns by piloting different strategies.

After reviewing the data, we need to ensure that our students our prepared for college before they even start working toward their educational or vocational goals. We also need to encourage our students to request the services that they are qualified to receive before they need them. This effort will require continuing with our current outreach to our feeder high schools and collaboration with special education counselors before our students graduate from high school. In addition, educational materials and disability awareness activities need to be presented to our current and potential students. A greater online presence and ease of requesting accommodations will be provided once our Clockworks online module is launched.

The measure for success of our students is reflected by the provision of services, and they need to be provided on an individualized basis after engaging in an interactive process with the student. An Academic Accommodations Plan (AAP) must be developed for each student that links the student's goals and academic accommodations to their specific disability related educational limitation. The critical requirement is that, as a result of the interactive process, accommodations are provided to our students in order to provide equal access to the educational process and to eliminate discrimination.

Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: Using the path below, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Path: GavDATA (http://www.gavilan.edu/about/research/index.php)-Program Review/ Equity - D7. Disproportionate Impact with Margin of Error by Year - locate your program - Filter by Year

Contact your support team for any needed assistance in using GavDATA.

2017-18: 72%, +1
2018-19: 75%, +4
2019-20: When viewing the GavData, it appears that the 2019-20 section on Individuals with Disabilities has N/A data. *See Disproportionate Impact with Margin of Error by Year*.

Our results are similar to what the greater campus has identified, and they demonstrate that AEC students are no longer experiencing the same disproportionate impact as some other groups are experiencing. The AEC will continue to assist AEC students with success and retention to ensure our students maintain successful completion rates. Research and evaluation efforts will continue to support and improve our student equity outcomes.

The Chancellor's Office states that Disabled Student Programs and Services (DSPS) is all about equity and making sure any student can reach their potential. The AEC department works closely with other special programs to ensure that students with disabilities are provided with the necessary resources that they need to succeed in their educational pursuits. Outreach and guidance to students with disabilities during the first year to ensure they take advantage of their approved accommodations and services. AEC representatives have served on the previous College Equity Committee, and they have been active in contributing to the college Equity Plan. We are committed in providing support for our students through their educational and vocational endeavors by adapting academic adjustments and career-oriented courses that will help to improve student equity outcomes.

Equal Employment Opportunity:

Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination.

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

The success of the AEC program is the faculty and staff who value the student-centered interactive approach to serving students who are eligible for the program. Several AEC staff have been student graduates in the program, and they are the best role model for student success. They share their stories and students are comfortable working with them. Employees in the department work together as a team, and they have an ethic of care about the students that we serve. Both faculty and staff regularly participate in hiring committees, and they have all received the EEO training. Employee demographics within AEC reflect the student demographics with bilingual staff available to provide equitable resources to meet the needs of students.

The following Professional Development opportunities are provided for faculty and staff on equity and diversity yearly such as: Equity Workshop for Fall 2018 Convocation, Equity Retreat Activities, and conferences from the California Association for Post-secondary Education and Disability (CAPED). Professional speakers on working with students with Autism and student Veterans with Post Traumatic Stress Disorder (PTSD) and Traumatic Brain Injury (TBI) provided workshops during the Convocation Days this past year.

We will continue to encourage our AEC employees to participate in professional growth activities on equity and training on providing equitable access to resources.

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: GavDATA (http://www.gavilan.edu/about/research/index.php) Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

GavData has limited information for this section because the AEC did not offer Distance Education courses consistently (or at all) during the past three years.

The AEC department will continue to support our students with disabilities with services and accommodations to provide equal access and equitable resources in both distance education and face-to-face courses.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires?

In 2019, Gavilan College established an Equity Plan that guides all Gavilan staff towards a commitment that is equity-oriented and focuses on the four Principles of Community described as: Equitable, Diverse, Inclusive and Purposeful. The AEC is committed to practicing these principles daily when working towards an equitable environment for our students. Our goals and activities must be prioritized based on closing the achievement gaps for our students with disabilities since they are identified as a disproportionately impacted group. Some DSPS data that is included in our 2019-22 Equity Plan relates to AEC. This data showed a 3-year goal for each student equity population shown to be disproportionately impacted in each metric from the Chancellor's Office Successful Enrollment Metric chart. The data that applied to students with disabilities resulted in the following: 1) Enrolled in Same Community College-Female with disabilities (Baseline 146/Goal 162) and 2) Transferred to a 4-year Institution-Female with disabilities (Baseline 12/Goal 26). Activities for onboarding and completion are available in the Final Equity Plan 2019, page 10. We are committed in providing support for our students through their educational and vocational endeavors by adapting academic adjustments and career-oriented courses that will help to improve student equity outcomes.

We will continue to encourage our AEC employees to participate in professional growth activities on equity and training on providing equitable access to resources. When hiring new employees we will ensure that we are equity minded in our hiring practices, such as: adapting our ideal statement to include bilingual individuals.

curriQunet

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?
Are your SAOs mapped in curiQunet?

No
Are your SAOs up to date in curriQunet AND on the reporting website?

No
Have your SAOs been assessed in the last five years?

Yes
Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

Yes
If you answered no to any of the above questions, what is your plan to bring SLOs into compliance (200 words or less)?

We plan to map our up-to-date Student Learning Outcomes, Program Learning Outcomes and/or SAOs as soon as it is available in CurrQunet to do so.

Outcome Assessments

Services Area Outcomes (SAO)
What is your set goal for SAO success for each SAO (200 words or less)?

The AEC regularly identifies student learning outcomes as part of its curriculum process for our educational assistance courses. Both SLOs and PLOs are reviewed as part of the course approval process and are regularly evaluated during the five-year curriculum review cycle. All instructors who teach our educational assistance courses regularly assess their Student Learning Outcomes yearly and upload their results to the SLO website, and we will start using CurriQunet.

Every spring semester since 2007, the AEC assesses their PLOs through a retrospective survey. Ever since 2010-11, we have added a question our retrospective survey pertaining to Customer Satisfaction that relates to SAO. In 2015-16 and beyond, we have received concerns from students about the many changes in location of the Test Proctoring Center, so we created a SAO to address these issues. *See the attached AEC_Outcomes-2014-20_Comparison to review the data and results.*

To gather additional data on our services, in 2017-18, we assessed students who were enrolled in our Guidance 558 Learning Skills Lab course and who utilized the Extended Time on Test (ETT) service for their mainstreamed coursework. The data resulted in approximately a 3-13% difference in success rates for students who used the extended time on test service versus those students who did not use ETT during the same term. These results indicate that students enrolled in our AEC educational assistance course and utilize our ETT service do show success in their completion rates. We will continue to gather evidence on the effects of our educational assistance courses and services on student retention, success and completion rates.

Institutional Learning Outcomes (ILO)
How do your SAO support the college ILOs? Be specific (200 words or less).

In 2019, a faculty group started mapping their PLOs to the new ILOs. Once we can map in CurriQunet, we will continue to demonstrate how our department's PLO/SAOs support the college's ILOs.

Mapping AEC PLOs to ILOs

Program Learning Outcomes	Think Critically & Creatively	Communicate Effectively	Practice Social Responsibility	Cultivate Well-Being
1) Identify their educational and functional limitations and the accommodations they need for equal access.	X	X		
2) Demonstrate self-advocacy, by communicating their needs for appropriate accommodations to faculty and staff according to designated procedures.		X	X	

Program Learning Outcomes	Think Critically & Creatively	Communicate Effectively	Practice Social Responsibility	Cultivate Well-Being
3) Identify, plan and evaluate progress toward personal, educational or vocational goals.	X			X

Gap Analysis

Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?

After comparing the PLO/SAO data from last year's data, the results include: PLO1- 86% of students stated that they learned a little to a lot about their disability and limitations. 93% of students stated that they could identify how their disability affects their learning. PLO2-86% of students in the AEC stated that they were comfortable communicating their needs for accommodations with their instructor. This self-advocacy for students outcome decreased slightly from last year's data results. 90% of students state that they learned a little to a lot about what accommodations they need to be successful in school. PLO3-84% of students were able to identify their educational goals and 88% of AEC students plan for them. 82% of students stated that they evaluate their progress toward their goals. SAO1-96% of students were satisfied to very satisfied with the current services. SAO2-84% of students were satisfied to very satisfied with test proctoring accommodations in the Testing Center (LI120). Since the Center has moved to the new area, satisfaction level has increased greatly (from 54% to 84%); however, we will continue to monitor the students' concerns regarding the location.

Since our students are still not comfortable communicating their needs, we will continue to provide materials, such as an online student guide, which will be developed to disseminate to students on how to request and utilize their accommodations. We will also provide trainings when the new online Clockworks modules go live. When students are creating their education plans, we will encourage them to enroll in our educational assistance courses to support their success. *See the attached AEC_Outcomes_2014-20_Comparison file.*

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

Our educational assistance courses are instructional activities offered consistent with Title 5 §56028. The AEC offers over 30 educational assistance courses within the 6 program areas of AEC. The Adapted Physical Education (APE) program offers both credit and non-credit courses in both fitness and aquatic exercise. The credit courses are a general education elective for many of our students who plan to transfer. The non-credit APE courses continue to enhance the relationship with our community by offering adult education courses for our older adult population. Our APE instructor plans to update and bring back our Back Fitness course with both credit and non-credit offerings.

Besides the APE courses, we offer other classes that include: Math support, individualized learning skills development, learning skills and computer access evaluation, assistive computer technology (ACT) training, ACT for reading and writing, adaptive computer basics and job readiness. As instructional programs such as Math and English restructure their course offerings, the AEC adjusts and develops course curriculum and educational materials that coordinate with the changes to support student learning, persistence, retention and success. With AB 705, it has become apparent that we develop a Reading & Writing Strategies course to assist our first year students. Since many of our students are completing certificates, they will need to enroll in a Statistics course, so our Learning Disability Specialists are collaborating with the Math department to develop more support in this area.

In Spring 21, we will offer one of the two new Job Coaching courses that will result in a Certificate of Completion for students. The two courses focus on the responsibilities of a job coach assisting individuals with disabilities in an employment setting. These non-credit courses will generate the enhanced funding FTES (CDCP) for the college not AEC.

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

We have continued to update and inactivate all of our AEC courses through the curriculum process yearly. We are planning on bringing back the APE 47 and APE 547 Back Fitness courses with updated and enhanced curriculum, and we plan to create a non-credit option of this Back Fitness course.

One of our neighboring colleges (e.g. DeAnza College) has developed credit courses with fee waivers that match our non-credit vocational courses for our HOPE Services partnership. We plan to research and evaluate the option of creating a credit option to replace our current non-credit Vocational Training courses.

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

The AEC educational assistance courses have been very successful through both credit and non-credit, but we are in the process of creating more non-credit sections to enhance services and give students more choices regarding the support that they may need to succeed.

More often than we like, first-year students come to us to request services when they have failed out of their courses. The AEC works closely with other special programs and instructional areas to increase awareness and education of serving students with Disabilities. Through onboarding efforts, we have encouraged our High School students to take advantage of the services we provide before they enroll in their Gavilan courses. Our first-year orientation materials, such as the *Transition to College for Students with Disabilities (attached)* and *Learning Skills Pathways (attached)* handouts have contributed to the goal. In addition, in-person and online tours are provided to educate and raise awareness of our services to students about our program. Events such as: Super Saturday and individual appointments with our AEC counselors, High School forum information tables, and yearly coordination with our Special Education instructors from our feeder high schools have all increased our efforts toward earning their degrees and/or certificates.

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2017**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

   860
   Full Time Faculty

   8
   Part Time Faculty

   3
   Full Time Staff

   9
   Part Time Staff

   9
   Full Time Mgr/Admin

   1.00
   Part Time Mgr/Admin

   0.00

2. **2018**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

   848
   Full Time Faculty

   7
   Part Time Faculty

   4
   Full Time Staff

   9
   Part Time Staff

   6
   Full Time Mgr/Admin

   1.00
   Part Time Mgr/Admin

   0.00

3. **2019**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

   850
   Full Time Faculty

   6
   Part Time Faculty

   5
   Full Time Staff

   9
   Part Time Staff

   9
   Full Time Mgr/Admin

   1.00
   Part Time Mgr/Admin

   0.00

Percentages

Percentage Full to Part Time Faculty

Year:2017
FT = 72.70%

PT = 27.30%

Year:2018
FT = 63.60%
PT = 36.40%

Year:2019
FT = 54.50%
PT = 45.50%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

The need for staffing has been an integral part of our program goals for many years due to retirements and critical positions that have not been filled. The AEC is currently understaffed by 9 permanent positions (5 full-time faculty and 3 classified), and we have been using substitutes and interims for the past 2 years. Despite the shortage of personnel, our students are successfully served and the existing faculty and staff work very well together to complete all the necessary duties and tasks assigned. The percentages above show a steady decline since 2017 in the number of full-time faculty. Also, the percentages may be incorrectly submitted due to the reassignments and current retirements of a few faculty members in our department. For example, the High Tech Center (HTC) instructor has been the Interim AEC Coordinator since our Associate Dean resigned in June 2019, so we have not had a full-time HTC instructor since that time. The full-time AEC counselor position is still vacant, but we are currently funding the AEC/VRC counselor as full-time. Between the AEC student headcount of 850 (2019-20) and the approximate number of student veterans (183), this counselor is serving over 1030 students yearly. The counselor to student ratio is recommended at 1:300 for special programs such as AEC and VRC. Our Workability III counselor provides 7 hours per week overload of counseling at our Hollister location which helps serve our students. Our part-time counselor retired in May 2020, and this position is critical especially when we return to campus. In May 2019, our full-time APE instructor retired, so the college hired a temporary full-time APE instructor to lead the APE program. Due to Covid and the closure of the pool, this position was designated as part-time again for Fall, 2020. In August 2020, our full-time Vocational instructor retired, leaving a vacancy in both the on-campus CareerPrep and off-campus HOPE/Gavilan non-credit programs.

Additional Comments

To plan for the future, the immediate needs in the next year is to fill the full-time APE and Vocational Instructor positions. We will need to evaluate the full-time counseling needs for both the AEC and VRC, but in the meantime, it is critical that we hire a part-time AEC counselor to increase counseling services and to provide services for the off-site locations. The full-time High Tech Center Instructor/AEC Coordinator may be retiring in June 2022, so both of those positions will be vacant. The Associate Dean or AEC Director/Coordinator position is mandated by the state, so that position must be filled. The AEC program works best when there is a full-time lead in each of the 6 program areas. We will continue to work with the district on filling these vacancies that are necessary to fulfill the growing demands of our student population especially after Covid and when we are back on campus.

It is also crucial that we analyze the data from the Chancellors' Office Summary report stating the percentages of disability categories of students we serve are changing. See the attached DSPS DataMart Summary report on disability categories. The 3 disability categories of concern are Learning Disabilities, Autism Spectrum and Developmentally Delayed Learner. These higher percentages in the types of students that we serve result in the need for the following positions: the full-time Vocational Instructor, part-time AEC counselor and a part-time Learning Disability Specialist. See the attached AEC organizational chart.

Program Productivity

Program Productivity Measurements
Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2019 - 20**

  Total Number of student contacts

  187181
  Total allocated budget

  2257077.000
  Total spending

  2272379.000
  Total cost per student (Student Contact/ Total Spending)

  $12.14

- **2018 - 19**

  Total Number of student contacts

  185819
  Total allocated budget

  2204652.000

Total spending

2208593.000

Total cost per student (Student Contact/ Total Spending)

$11.89

- **2017 - 18**

  Total Number of student contacts

  173885

  Total allocated budget

  2127251.000

  Total spending

  2148987.000

  Total cost per student (Student Contact/ Total Spending)

  $12.36

Year and Student count

Year:2017 Count:173885
Year:2018 Count:185819
Year:2019 Count:187181

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

Yes

Resource Allocation

1. **$21,736**

   Funding Source

   District

   Academic Year

   2017-2018

   Purpose of Funding

   College Effort

   Result

   Cost of our services for our students who are Deaf and Hard of Hearing were higher than anticipated, so the District gave us College Effort funding to cover the costs.

2. **$3,941**

   Funding Source

   District

   Academic Year

   2018-19

   Purpose of Funding

   College Effort

   Result

   Cost of our services for our students who are Deaf and Hard of Hearing were higher than anticipated, so the District gave us College Effort funding to cover the costs.

3. **$15,302**

   Funding Source

   District

   Academic Year

   2019-20

   Purpose of Funding

College Effort
Result

Cost of our services for our students who are Deaf and Hard of Hearing were higher than anticipated, so the District gave us College Effort funding to cover the costs.

4. **$762,059**

Funding Source

Catagorical
Academic Year

2017-18
Purpose of Funding

DSPS Allocation
Result

Every year we receive a DSPS Allocation from the state. This funding includes the initial DSPS Allocation and $10,598 Access to Print (ATP).

5. **$731,382**

Funding Source

Catagorical
Academic Year

2018-19
Purpose of Funding

DSPS Allocation
Result

Every year we receive a DSPS Allocation from the state. This funding includes the initial DSPS Allocation, $10,429 of Access to Print (ATP), and $236 from Mid-year request for Deaf/Hard of Hearing (DHH). The state reduced our allocation by 5%.

6. **$735,685**

Funding Source

Catagorical
Academic Year

2019-20
Purpose of Funding

DSPS Allocation
Result

Every year we receive a DSPS Allocation from the state. This funding includes the initial DSPS Allocation, $10,429 of Access to Print (ATP), and $691 from Mid-year request for Deaf/Hard of Hearing (DHH). The state reduced our allocation by 5%.

7. **$216,950**

Funding Source

Grant
Academic Year

2017-18
Purpose of Funding

WorkAbility III
Result

WorkAbility IIII grant funding through both Certified and Service contracts fulfilled by a percentage of 7 faculty and 3 staff positions. One staff position is vacant. See Workability III Budget Contract 2019-22 attachment.

8. **$230,950**

Funding Source

Grant
Academic Year

2018-19
Purpose of Funding

WorkAbility III
Result

WorkAbility IIII grant funding through both Certified and Service contracts fulfilled by a percentage of 7 faculty and 3 staff positions. One staff position is vacant. See Workability III Budget Contract 2019-22 attachment.

9. **$230,950**

Funding Source

Grant

Academic Year

2019-20

Purpose of Funding

WorkAbility III

Result

WorkAbility IIII grant funding through both Certified and Service contracts fulfilled by a percentage of 7 faculty and 3 staff positions. One staff position is vacant. See Workability III Budget Contract 2019-22 attachment.

10. **$1,148,242**

Funding Source

Catagorical

Academic Year

2017-18

Purpose of Funding

Special Rate FTES Apportionment Earned by AEC

Result

The total Special Rate FTES Apportionment earned by AEC was $1,331,040. 70% of the FTES earned from the Credit courses must be spent in AEC, and 30% of the FTES earned is contributed to the General Fund. 90% of the FTES earned from the Non-credit courses must be spent in AEC, and 10% of the FTES earned is contributed to the General Fund.

11. **$1,242,320**

Funding Source

Catagorical

Academic Year

2018-19

Purpose of Funding

Special Rate FTES Apportionment from EAC

Result

The total Special Rate FTES Apportionment earned by AEC was $1,433,084. 70% of the FTES earned from the Credit courses must be spent in AEC, and 30% of the FTES earned is contributed to the General Fund. 90% of the FTES earned from the Non-credit courses must be spent in AEC, and 10% of the FTES earned is contributed to the General Fund.

12. **$1,290,442**

Funding Source

Catagorical

Academic Year

2019-20

Purpose of Funding

Special Rate FTES Apportionment from EAC

Result

The total Special Rate FTES Apportionment earned by AEC was $1,511,590. 70% of the FTES earned from the Credit courses must be spent in AEC, and 30% of the FTES earned is contributed to the General Fund. 90% of the FTES earned from the Non-credit courses must be spent in AEC, and 10% of the FTES earned is contributed to the General Fund.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

In the past 3 years, we have continued to maintain strong commitments to serving on committees that include: Accreditation, Student Services Council, Counseling, Department Chairs, Curriculum, Faculty Professional Learning, Academic Senate, Strategic Planning, District Technology, WebHeads, Distance Education, POCR, Health & Safety, Facilities & Ground, Institutional Effectiveness Committee & Budget (now PIPR), Student Equity, Mental Health Task Force, the EOPS Advisory and Veterans Council. We are well represented on Community Boards, including South County Housing, Villa Esperanza, and the Association for Developmental Disabilities. We have collaborated with several agencies through our WorkAbility III grant and LAP partnership agreement such as: Department of Rehabilitation (DOR), California Health & Human Services Agency, Department of Developmental Services and California Department of Education. We have been collaborating since 1981 through our partnership agreement with HOPE Services, DOR and San Andreas Regional Center. Our AEC Advisory Board continues to meet yearly.

The AEC faculty and staff have been involved in Guided Pathways since its inception. We have actively participated and will continue to participate in the Guided Pathways college activities. We create smooth pathways for our students to access their educational goals, local community resources and opportunities for competitive employment. We partner with the Gavilan special programs through case management with our shared students. We work with the Math and English departments when establishing the curriculum necessary for our support courses. Through our AEC educational assistance courses, our students are guided through the support classes that are integral to Guided Pathways and for supporting the needs of students. *See the attached Learning Skills Program Pathway chart and recommended EAC courses for credit called AEC_Courses_Pathways-2019-20.*

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan (http://www.gavilan.edu/administration/budget/EducationMasterPlanFlipbook.php), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

The AEC is well respected throughout the college and community. We have successful partnerships with our feeder high schools. We have strong vocational training programs for adults with intellectual disabilities both on and off campus. We employ an interactive process in providing our accommodations and academic adjustments to enhance students' chances of achieving their educational goals.

One of the threats that we continually face is not knowing how many students who are blind or deaf will be attending each semester and whether we have the budget to offset the costs associated with serving these populations. Also, the current DSPS allocation doesn't match our financial needs. Currently, we are understaffed by many permanent positions due to retirements and having no control over filling the positions. If we do not fill these positions, there may be a potential loss of FTES to the college since our educational assistance courses generate funding for both our program and the college. A notable concern to the program includes recent changes to the funding formula for DSPS that rewards colleges for "college effort" and creates greater inequity in funding to support the increasing costs of meeting the needs of our students.

The COVID pandemic and the transition to online learning has decimated our APE and HOPE programs specifically due to the hands on nature of the program and the closure of the pool. Our student population has unique needs for in-person assistance and is not one that does well with online learning.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Providing reasonable accommodations and services for students with disabilities is an institutional responsibility regardless of adequate state funding for DSPS programs. Federal disability non-discrimination laws, specifically Section 504 of the Rehabilitation Act of 1973, along with Section 508 require colleges to provide disability-related auxiliary aids and services, and other reasonable accommodations to meet the needs of students with disabilities. Federal regulations implementing the Americans with Disabilities Act (ADA) require that all campus resources be available and accessible to students with disabilities. The Accessible Education Center is a resource for all college constituents regarding these legal obligations, and we are continuously tasked with disability awareness and education throughout the District and community. Trainings for both staff and faculty have been provided to educate them on working with our AEC students and providing accommodations. Faculty orientations (for both full-time and part-time) along with an Accommodations Bulletin are provided each semester. A Faculty & Staff Guide has been disseminated and an AEC track during Convocation Days have provided many workshops on topics such as: universal learning, creating accessible materials, assistive technologies to benefit all students, HTC/AEC open house, and teaching strategies for different disability categories such as: Autism, Post Traumatic Stress Disorder (PTSD), and Traumatic Brain Injuries (TBI). The AEC website (http://www.gavilan.edu/student/aec/index.php) has a section designated for faculty & staff resources. The HTC faculty and staff assist Gavilan in applying for the Distance Education and Captioning Transcription (DECT) grant to ensure the development of accessible course materials for online courses. With the implementation of our electronic filing system, Clockworks, trainings will be provided. During our Chancellor's Office DSPS Program review last year, we distributed a retrospective survey to staff on the DSPS program awareness, and we have intentionally addressed the concerns. Participation in this yearly DSPS program review is mandated by the Chancellor's Office.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

The vacancy of a full-time counselor has been fulfilled temporarily by sharing the AEC/VRC counselor and overload for our WorkAbility III counselor. However, when we compare the recommended counselor-to-student ratio, we are still in dire need of a part-time counselor since his retirement in May 2020. Not all of our counselor contacts were reported in the Productivity section since we were not able to combine the MIS Report and the SARS report numbers in case of duplication. When comparing the counselor contacts for appointments attended by students in SARS between academic years, our AEC counselors are providing the following appointments: 1) 2017-18 (1945); 2) 2018-19 (2309) and 3) 2019-20 (1594). The part-time counselor who retired provided 1474 appointments between the 3 academic years. Ensuring that the student has the eligibility and necessary documentation to receive accommodations is imperative and directly related to their success and completion rates. Our AEC counselor is instrumental in providing those accommodations based on the student's educational limitations.

The fulfillment of the full-time Adapted Physical Education instructor and the Vocational Instructor vacancies for our CareerPrep and HOPE partnership vocational courses is critical to maintain the level of educational assistance courses and services to our students with disabilities. In 2022, the Interim AEC Coordinator/Director who is also the Full-time High Tech Center will be retiring, so plans need to be made to fulfill these positions. The Title 5 regulations state that the revenue from educational assistance classes shall be used for provision of academic adjustments, auxiliary aids, services and/or instruction.

Currently, we have used limited amounts of general fund monies (College Effort), to pay for our AEC expenditures, and when we do, it is to offset the cost of our Deaf and Hard of Hearing services which is unknown until the end of each fiscal year. When we provide AEC courses, the General fund gets 30% of credit FTES and 10% of Non-credit FTES for cost of overhead from our EAC classes. See attached AEC_Productivity_PIPR document.

AEC programs and services and funded in part by our DSPS Allocation (which will be cut by 5% next fiscal year) and revenue from Educational Assistance Courses. Before Covid and cancellations, the fully staffed APE program earned the following FTES: 1) 2017-18 (30); 2) 2018-19 (41) and 3) 2019-20 (49). Before the retirement of the full time Vocational Instructor, our CareerPrep program earned the following: 1) 2017-18 (26); 2) 2018-19 (28) and 3) 2019-20 (25) and our HOPE/Gavilan vocational program earned the following FTES: 1) 2017-18 (250); 2) 2018-19 (254) and 3) 2019-20 (258). See attached AEC_Productivity_PIPR.xlsx report.

When the APE program is fully staffed, we can offer more transferable APE courses, so our students can fulfill their general education electives. In the past, when students with disabilities enroll in a mainstream KIN course, the college has had to provide individual accommodations for these students, and they have been quite costly. In addition, the instructors must meet minimum qualifications to work with students with disabilities. We also need to immediately fill the vacancy of the full-time vocational instructor since the position is critical for the on campus Cereer Prep program, our HOPE partnership agreement and our Workability 3 certified contract for the grant.

The High Tech Center (HTC) and Learning Skills Lab (LS) provides students with verified disabilities access to computers and computer training through state-of-the-art assistive technologies and specialized instructions. The HTC collaborates with the CSIS department to ensure that the same technologies are installed, so students needing assistance or assistive computer technologies can work in both centers. The LS Lab works with the Math Department to ensure that our AEC students get the instructional support they need to succeed in their math courses. When students enroll in the Learning Skills Lab or an AEC math support course, their mainstreamed course requirement can be fulfilled. With the increase of students with learning disabilities and the retirement of the High Tech Center instructor, it is imperative that we consider replacing this full time position and possibly hire another part-time LD Specialist.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

Our Accessible Education Center is well known throughout the region, and many of our part time faculty have taught and still teach at other community colleges. When we hire full time faculty and staff, they tend to stay in the position until retirement. Our AEC Director and faculty belong to the statewide online listserves and the professional organization such as CAPED, and they keep abreast of the changing trends affecting students with disabilities.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

1. The most important accomplishment of our department was the transitioning of our educational assistance courses, accommodations and support for our students to an online format during the COVID restrictions. More specifically, transitioning our HOPE services curriculum for students with intellectual disabilities was a huge undertaking that has resulted in increased ability for students to participate in distance education.

2. During this time, AEC employees have worked very hard to transfer all our AEC files into the Clockworks program, and we have implemented a soft launch this semester. This effort has resulted in department faculty and staff accessing student files remotely and providing online services in a timely manner.

3. During this time, online services and distance education courses have increased staff and faculty awareness of the importance of accessibility. District wide ownership of access and awareness of ADA/508 compliance has been widely discussed. To address campus accessibility, the Universal Access (formerly Section 508) task force was established in 2015, and reports directly to the District Technology Committee. The HTC instructor and IT Director co-chair this task force, and they have been instrumental in ensuring that Gavilan embraces a fully accessible and culturally sensitive campus. This group has collaborated with the Webheads committee to develop an Accessibility link on the footer of Gavilan's home page, so individuals can report an issue regarding web accessibility. In addition, they have developed a Web Accessibility Complaint process that was approved by the Board last year. Another goal of the task force is to develop an ADA / Accessibility plan for the college.

4. Another accomplishment for AEC includes becoming a designated agency for the National Voters Registration Act (NVRA) for the Department of Justice. For 2 years, we have collected required Voter Preference forms for every single new student applying for the program and returning students.

5. The Workability III Cooperative Program has a strong partnership with our local Department of Rehabilitation, and it has successfully passed the program review in February 2019. Gavilan and the DOR continue their cooperative Workability III program serving up to 115 students per year with services such as: pre-employment, placement and employment retention. According to the latest state program review (February 26, 2019), our Workability III success ratio has exceeded both Workability III cooperative program and statewide percentages.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

We were unable to add staff as co-contributors to PIPR. If our program does not fit the question or is difficult to answer, give us a field to explain i.e. program productivity (could not separate our allocation (additional DHH and mid-year allocations), grant funding (WAIII) and special rate FTES apportionment (40% goes back to the District). In the Equity section, it appears that DSPS (AEC) is not listed in the description, so I am assuming we are no longer a disproportionate impact group? There is no section to explain the Program and Resource Analysis. Categorical is spelled wrong in the Evaluation of Resource Allocation section.

Goals

Three-Year Program Plan Goal Setting Worksheet

1. **Increase proportion of AEC students who utilize approved academic accommodations and services by 3%.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

Mission: Gavilan College Accessible Education Center (AEC) provides students with disabilities quality and excellence in programs, services and support which enhance the quality of community life, and the development of individual potential for a global environment.

Strategic Plan: 1. Increase Achievement; 2. Improve Efficiency;

SAO Results: Outcome 1: AEC students will identify their educational and functional limitations and the accommodations they need for equal access.

Proposed Activity to Achieve Goal**

Complete implementation of Clockworks to facilitate student access to their Academic Accommodations Plan (AAP) and services.
Responsible Party

AEC faculty and staff with support from administration who will ensure time and training is provided for implementation.
Fund amount requested. If a collaboration, what % required from each partner?

Employee time and support from IT.

Total Three Year Resource Allocation Request

0
Timeline to Completion Month / Year

December 2021
How Will You Evaluate Whether You Achieved Your Goal

1. Track the number of AEC students utilizing services and accommodations to establish a baseline. 2. In two years, compare student retention and success based on increased services.

2. **Increase the provision of accommodations and services to all students with verified disabilities in a timely manner by 3%.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

   Mission: Gavilan College Accessible Education Center (AEC) provides students with disabilities quality and excellence in programs, services and support which enhance the quality of community life, and the development of individual potential for a global environment.

   Strategic Plan: 2. Improve Efficiency;

   SAO Results: Outcome 1: AEC students will identify their educational and functional limitations and the accommodations they need for equal access.

   Outcome 3: AEC students will identify, plan and evaluate progress toward personal, educational or vocational goals.

   Proposed Activity to Achieve Goal**

   Prepare all files and service modules for essential components for Title V compliance and convert to the Clockworks electronic file system.
   Responsible Party

   AEC Faculty and Staff
   Fund amount requested. If a collaboration, what % required from each partner?

   Staff time. We will need to collaborate with IT (40%) to implement this electronic file system.

   Total Three Year Resource Allocation Request

   0
   Timeline to Completion Month / Year

   August 2021
   How Will You Evaluate Whether You Achieved Your Goal

   1. Track the timeliness of the completion of the student files and required forms. 2. Compare average response times from one year before the Clockworks implementation to one year after implementation.

3. **Increase the number of off-site support services by 5%.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

   Mission: Gavilan College Accessible Education Center (AEC) provides students with disabilities quality and excellence in programs, services and support which enhance the quality of community life, and the development of individual potential for a global environment.

   Strategic Plan: 2. Improve Efficiency; 3. Improve Employment; 4. Improve Equity;

   SAO Results: Outcome 1: AEC students will identify their educational and functional limitations and the accommodations they need for equal access.

   Outcome 3. AEC students will identify, plan and evaluate progress toward personal, educational or vocational goals.

   Proposed Activity to Achieve Goal**

   Implement "adequate staffing needs" to meet our student services demands at the off-sites for AEC students and DOR students.

Responsible Party

AEC Faculty, AEC Coordinator

Fund amount requested. If a collaboration, what % required from each partner?

Categorical Funds and/or College Effort.

Total Three Year Resource Allocation Request

45000

Timeline to Completion Month / Year

August, 2021

How Will You Evaluate Whether You Achieved Your Goal

1. Track the number of AEC and DOR students utilizing services at the off-sites. 2. In two years, compare student retention and success based on increased services.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Accessible Education Center (AEC) provides support services and educational accommodations to students with disabilities, so they can have full and equitable access to community college courses. To qualify for services, a certified professional must verify the student's specific disability and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services. Through this interactive process, the disability must be documented in the student's AEC file along with 4 other mandatory forms, and all information must be held confidential. The AEC includes six distinct programs that serve students with a diverse range of disabilities. These six programs include: Adapted Physical Education (APE), CareerPrep, High Tech Center, Learning Skills, Vocational Training and WorkAbility III. We offer over 30 Educational Assistance Courses.

Providing reasonable accommodations and services for students with disabilities is an institutional responsibility, and adequate staffing is crucial to supporting the wide-ranging needs of students with disabilities. Some examples of services and/or accommodations may include: test proctoring, assistive computer technology and training, specialized counseling and instruction, alternate media production, real-time captioning, note-taking, interpreting, registration assistance, mobility assistance, access to APE equipment, and job development and placement. AEC ensures compliance with both Federal and State non-discrimination laws, including Section 504 and 508 of the Federal Rehabilitation Act and the Americans with Disabilities Act. In accordance with Title 5 DSPS regulations, AEC assists the College in providing accommodations, services and instruction for students with disabilities to support their success.

Attach Files

Attached File

DSPS_Summary_Report-Districtwide.pdf (/Form/Module/_DownloadFile/36/44788?fileId=33)
ScoreCard_Metric_Completion_Persistance.pdf (/Form/Module/_DownloadFile/36/44788?fileId=34)
DSPSAnnual_Student_Count_2017-2020.pdf (/Form/Module/_DownloadFile/36/44788?fileId=35)
AEC_Outcomes_2014-20_Comparison.xlsx (/Form/Module/_DownloadFile/36/44788?fileId=53)
AEC_Courses_Pathways-2019-20.pdf (/Form/Module/_DownloadFile/36/44788?fileId=54)
Transition.pdf (/Form/Module/_DownloadFile/36/44788?fileId=55)
DSPS_DataMart-SummaryReport.pdf (/Form/Module/_DownloadFile/36/44788?fileId=56)
AEC_Org_Chart_2020.pdf (/Form/Module/_DownloadFile/36/44788?fileId=57)
AEC_Productivity_PIPR.xlsx (/Form/Module/_DownloadFile/36/44788?fileId=58)
WAIII_Budget_Contract_2019-22.pdf (/Form/Module/_DownloadFile/36/44788?fileId=65)
Disproportionate Impact with Margin of Error by Year-AEC.pdf (/Form/Module/_DownloadFile/36/44788?fileId=67)