



IEC Executive Summary

Academic Year	Name of Program	Disability Resource Center
20136-2014	Date Reviewed	April 2014

Major Program Goals:

1. Provide students with disabilities quality and excellence in programs, services and support that enhance community life, and the development of individual potential for a global environment.
2. Strives to equalize student educational opportunities and to support as well as educate the faculty, staff and community.

Concerns/Trends:

1. Growth of off-site students who need DRC services.
2. Increased number of student facing psychological disabilities.
3. Changes in BOG waiver regulations and its impact on DRC students.
4. Students requests for note-taking going unfilled.
5. Alternative media and online resource requests.
6. Lack of counseling support for growing number of DRC students.
7. Unique needs of increasing number of student veterans.

Plans for Addressing Concerns/Trends:

1. Hire full time DRC counselor.
2. Hire one-half time adaptive service specialist to address growing alternate media request.
3. Explore and pilot ways to increase the number of student note takers.
4. Conduct outreach to student veterans.

IEC Recommendations:

1. Hire full time DRC counselor and one-half time adaptive service specialist, when funds are available.
2. Pilot and evaluate additional strategies to address the lack of student note takers.
3. Continue to develop services and outreach to address the unique needs of student veterans.
4. Keep abreast of BOG waiver and other impending regulations changes and monitor and mediate their effects on DRC students.



Self-Study Summary

Academic Year	Name of Program	Disability Resource Center
2013-2014	Date Reviewed	April 2014

The DRC provides student services by providing academic and physical accommodations, offering guidance classes and counseling services. This allows us to fulfill our mission of striving “to equalize student educational opportunities”. Students are ensured equal access to the academic environment as well as the ability to fully participate and benefit from the college experience. To qualify for services, a certified professional must verify the student’s specific disability and there must be a educational limitation that precludes the student from fully participating in general education without additional specialized services. The disability must be documented in the student’s DRC file. All information in the file is held confidential. Our program is categorically funded and manages six distinct programs that serve students with a diverse range of physical and intellectual disabilities, including acquired brain injury, post traumatic stress syndrome, intellectual disabilities, deaf and hearing impaired, specific learning disabilities, mobility impairments, mental illness, speech and language impairments, blind and visually impaired.

Significant accomplishments since the last review:

Since our last report, we have assessed 100% of all courses within our department. The DRC home page now features a video narrative that guides visitors through our programs and services. We have streamlined our student files and are investigating converting our files to an electronic format. We have ensured that Gavilan College’s federal requirement of the Americans with Disability Act, Section 508 meets the 10 % compliance standard to electronic information in all computer labs and classrooms on the main campus and the off sites. We continue to maintain a strong commitment to serving on committees that include: Student Services Council, Counseling, Department Chairs, Curriculum, Faculty Staff Development, Academic Senate, Strategic Planning, Learning Council, Technology, WebHeads, Distance Ed, Health Safety and Grounds, Institutional Effectiveness Committee, Accreditation, Student Equity, the Mental Health Task Force, Distance Education, the EOPS Advisory and the Veterans Council. We are well represented on Community Boards, including South County Housing, Villa Esperanza, and the Association for Developmental Disabilities. DRC employees took lead roles in Region IV local and state proceedings including the coordinators, learning disabilities and the APE work groups.

Program’s impact on supporting and improving student achievement and student learning outcomes:

Program Learning Outcomes assessments for the past 3 years revealed that 74% of students stated that they could identify how their disability affected their learning. Students receive an individualized accommodations checklist specific to his/her disability, information on why they are receiving the accommodation and how, when and where to access them. Improving access to accommodations is continuously reviewed and updated. Student Educational Contracts (SEC) are developed for 100% our student population to establish academic goals. The DRC instructors and counselors review the contracts each semester to track and monitor academic progress

toward goal completion. As instructional programs such as Math and English restructure their course offerings, the DRC adjusts and develops course curriculum and educational materials that coordinate with the changes to support student learning, persistence, retention and success. iLearn is used by the majority of our guidance courses to supplement to learning process. Each semester Progress Reports are required of all DRC students. Workability III meets with Department of Rehabilitation counselors monthly to track the progress of each student enrolled in the program. We are building relationships with student veterans by providing information on our assistive technology and learning skills evaluation services. This effort has served to promote a climate of trust in our staff and our program services as they transition from the military to academic life. A majority of the DRC courses have utilized the technological enhancements such as iLearn, smart classroom equipment, and individual course websites to promote and accommodate learning styles.

Resource and staffing changes since the last review and their effect:

Since our last program review in 2008-2009, there was a 41% reduction in our allocation. The biggest challenge was how to stay within budget without diminishing service to students. Faculty and staff reductions along with the elimination of positions resulted. Factors that influenced reductions include vacancies due to retirements, staff that were transferred into vacant general fund positions and full time vacancies that were replaced with part time staff. Eliminating (1) FTE faculty position; three (3) part-time faculty and five (5) classified staff positions also reduced staff, a net loss of nine positions. The effect on the DRC has been demanding. Continuing the level of service to students when the student population remained fairly consistent over the past four years has been challenging with some students expressing frustration with the occasional delay in services such as the timely production of alternate media. The impact on staff has been burdensome with an increased workload to compensate for the reduction in staffing.

Trends affecting the program:

Data reflects a 63% increase in students with psychological disabilities since our last self-study in 2009. There has also been an 81% increase of students included in the "Other Category". This includes a growing number of students within the Autistic Spectrum Syndrome category. Enrollment appears to be decreasing and we are concerned about the impact of the impending Student Success and Support Program (SSSP) with regard repeatability and changes to the Board of Governors waiver for students whose progress will be severely challenged without specialized services and accommodations. We are concerned that these additional barriers may result in the lack of student success and retention. Student requests for extra time on exams have increased 42%. Space to accommodate this service is inadequate.

A list of goals and objectives for the short and long term:

The following goals are included in our current Program Plan:

- Hire a full time counselor that will allow us to restore counseling services to Hollister and Morgan Hill sites.
- Hire a .50 Adaptive Services Specialist position in to meet the growing alternate media requests.
- Convert to an electronic filing system. Obtain and implement interface with Banner's ERP system.

- Provide a dedicated space for test-taking accommodations to facilitate the increasing number of students requesting these services from the DRC.
- Identify and create Distant Ed DRC support services for students with disabilities.
- Identify and update assistive technologies including, academic and vocational software and hardware to provide accessible technology for delivery of instruction for students with disabilities.

Future goals include:

- Collaborate with the college to promote qualified mental health services on campus.
- Investigate strategies to increase the transfer rate of the DRC students.