

CAN Program Review (Student Services) - Disability Resource Center (Fall 2023)

STEP 1: Annual Updates

2021-2022

Student Services Annual Update Questions

1. Major Accomplishments & Challenges (500 Word Limit): Accomplishments:

- 1) Created more support for students: Specialized tutoring, mentoring, student ambassadors; and a student club called DRCSA.
- 2) Implemented faster notetaking support by creating a Google drive where notetakers can deposit notes and students can receive them immediately after class.
- 3) Re-designing the physical office space so that it is more accessible for students and visitors (removing furniture that is in the walkways, increasing walk space in the Alt Media lab so students can get to the white board with no physical barriers, etc).
- 4) Began hiring counseling interns to train them the ins and outs of disability counseling.

Challenges:

Now that the new Director has been able to increase the services provided by the DRC, the challenges include:

- Finding enough time to advise the student club (e.g. weekly meetings, maintaining DRCSA website, individual mentoring meetings, facilitating events)
- Finding enough time to train and supervise the specialized tutors, mentors, and ambassadors (e.g. time sheets, contact notes, scaffolding and training unique learning needs, etc)
- Finding enough time to supervise and train the counseling interns (e.g. didactic training).
- Not being able to have the Alt Media Lab open every day because there are no Instructional Aides who can work full-time managing the lab.
- Not being able to offer specialized tutoring to students because no staff member can manage the lab full-time.

2. Proposed Changes: First proposed change is to change the current adjunct counselor position to full-time tenure track counselor position due the growing needs of the DRC. The difference to fund this new full-time position be funded through Fund 1 and Counseling Division funds.

Second proposed change is to change one or both Instructional Aid positions into 12-month full-time positions.

Faculty Proposal:

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

1) Objective 3.2: A full-time DRC counselor will uphold the college's "pro-active student support services" initiative and increase student retention by offering support to students with disabilities in a timely manner. This position will ensure that students are provided reasonable academic accommodations to help improve "retention, persistence and completion". Furthermore, the DRC will be able to offer more appointments to students that include Fridays, late afternoons, and evenings.

2) Objective 4.3.3: A fulltime DRC counselor can also help improve outreach and partnership initiatives that engage community partners, such as the Department of Rehabilitation, Regional Center, local high schools to recruit more students, and local universities to recruit more disability counseling interns, etc.

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

1. Student Success and Support Program Plan (Page 20): In this plan, it states that during the program review process, "our campus was lacking adequate services in the area of learning disabilities, educational counseling, and Learning Disability testing and evaluation". Due to higher enrollment since this plan was posted in 2016, another full-time Disability Resources Center/Learning Disability Specialist is necessary due to:

- a) higher number of students requesting to be tested for a learning disability
- b) higher number of students requesting to see a DRC counselor for support and guidance
- c) a new student club (DRCSA) that requires an advisor
- d) new implementation of hiring disability counseling interns who require a supervisor
- e) increased student requests to see bi-lingual counselors (that the DRC does not currently have)
- f) increased requests for DRC counselors to teach counseling courses designed specifically for students with disabilities

Furthermore, this new full-time position highlights the inclusivity, diversity, and equity needs of students with diverse learning, physical, and mental health challenges.

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

- a) offering appointments with disability counselors every day
 - b) providing students with a disability counselor who are bi-lingual
 - c) providing learning disability testing in Spanish
 - d) expand academic success workshops and collaboration with faculty
- a) lower college dropout rates
 - b) improvement of academic performance
 - c) reduction of legal liability for the college

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

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

- Academic and disability counseling in a timely manner
- More one-on-one counseling support with the help of disability counseling interns
- More training for faculty and staff

2. The proposed position aligns with the following DRC action plans:

- Increase number of students registering with the DRC, especially from local high schools
- Increase more workshops and events that the DRC and DRCSA offer every semester
- Increase retention of students with disabilities through more collaboration with faculty
- Reduce the time that students have to wait to be tested for a learning disability
- Reduce the time that students have to wait to see a DRC counselor
- Provide students with bi-lingual disability counselors and learning disability specialist

Qualitative Data:

A survey given to students in the middle of the 2020-2021 fiscal year showed that the majority of the students requested less wait time to see a disability counselor.

In the Spring 2020 semester, a couple of new students requested learning disability testing in Spanish.

In the Fall 2021 semester, potential students have requested disability counselors who speak Farsi and Japanese.

Additionally, more outreach and in-reach from the new DRC Director has resulted in higher registration of students who prefer to attend our college instead of our sister colleges.

Quantitative:

Here are our MIS counts for this Fall 2021 semester, compared to last semester. As you will see we the number of students and the number of contacts we have made has increased significantly:

- a) Spring 2021: 186 students registered; number of contacts 1824
- b) Fall 2021 (as of 10-14-2021): 535 active students registered; number of contacts 2911

3A. Impact of Resource Allocations Process: Previously resource request for a new DRC counselor was declined by the Program Review. Reason unknown. As a result, the DRC is unable to:

- Offer more hours of specialized tutoring
- Offer more hours of counseling services
- Recruit and train more counseling interns
- Start a mentoring program specifically for students with disabilities
- Offer more events and supports for students through DRCSA'
- Decrease of student satisfaction for wait time

3B. Disproportionately Impacted Students Affect: Lack of resources have impacted students with disabilities from accessing academic support in a timely manner or not at all. For example, when there is limited tutoring available, students who cannot make it during our small window of availability are not connected to specialized tutoring. Eventually, they end up dropping the courses, which result in lower retention rates.

4. SAOs and SLOs: NA

5. SAO/SLO Assessment Results and Impact: NA

Annual Update Status: In Process

Goal Description: Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Provide students with learning and health challenges with:

1. academic and disability counseling in a timely manner
2. specialized tutoring for students with learning challenges
3. more one-on-one counseling support with the help of disability counseling interns
4. more peer support by members of DRCSA (Disability Resource Center Student Ambassador) club
5. provide latest most updated assistive technology
6. more training for faculty and staff
7. offer more student assistant job opportunities for students with disabilities
8. create support courses (e.g. math strategies, writing strategies, etc)
9. create support groups and cohorts for students who desire a more scaffolded learning environment (e.g. students who are deaf and hard of hearing, students who are under the spectrum, etc)

Goal Status: 2 - Continuing (PR)

Estimated Start Date: 07/01/2021

Estimated Completion Date: 06/30/2023

Who's Responsible for this Goal?: Director of the DRC

Please select the college goals with which your program goal aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the college strategic initiatives with which your program goal aligns.: Improve Student Completion, Implement Promise Scholars Program, Expand Cohort Bridge Programs, K-12 & Adult School Partnerships, Connect Students with Internships and Mentorships, Create an Alumni Network, Build Relationships with Employers, Enhance Marketing, Hold On-Campus Events, Partner with 4-Year Colleges and Universities

Resource Requests

Fund 1 budget augmentation to support additional adjunct counseling hours for DSPS

Status: New Request - Active

Type of Resource: Non-Instructional Personnel

Cost: 60000

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One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Students with disabilities are an important and vibrant community at Canada college. Additional counseling resources to support our students with disabilities will reduce delays in students receiving their required accommodations to help these students be more successful in their courses as they pursue their educational goals.

Critical Question: How does this resource request support Latinx and AANAPISI students?: According to the CCCC Datamart, During the 19-20 academic year 44.09% of the students enrolled in the program identified as Latinx. 10.75% of the students in the program identified as American Indian/Native Alaskan, Asian, Filipino, or Pacific Islander. Increased counseling support will result in reduced wait time for services and increased opportunities to authorize reasonable accommodations to help these students be successful in their courses and programs of study.