Comprehensive Program Review Report

Program Review - Access and Ability Center

Program Summary

2021-2022

Prepared by: Lyndsi Litten, AAC Director

What are the strengths of your area?: The Access and Ability Center (AAC) advocates for equal access to opportunities for student success. We envision a college experience that is supportive, engaging, and barrier free. College of the Sequoias (COS)'s Access and Ability Center's commitment and dedication to students with physical, communication, psychological, and learning disabilities is evidenced by its growth since its inception in 1975.

We facilitate innovative systems and service provision to ensure students have an accessible experience in their pursuit of excellence here at the College of the Sequoias. We assist eligible students in making smooth transitions into our institution, as well as from our college to universities or work settings. Additionally, we continually strive to address existing barriers encountered both within our institution and in the community at large.

The strengths of our department include:

• highly trained, qualified and committed professionals, with extensive experience in the disability field;

• a wide range of available services that address the needs of our students;

• flexibility in meeting the shifting landscape of postsecondary disability service provision (including changes to the Title 5 regulations and the shift to distance learning);

• a shared desire to provide ongoing sensitivity training to our campus community, and

• a commitment to working as a team to address students' needs.

According to the Success Dashboard in Tableau Public when comparing at success rates of students using AAC services with those not using AAC services across gender in 2020-2021, the success rates of male students using AAC services are higher than males not using AAC services (there wasn't a difference found in women). When adding race/ethnicity, both male and female students using AAC services had higher success rates than those who didn't use AAC services among those who were African-American, Multi-Ethnicity, Native American, and Pacific Islander. Furthermore, higher success rates were revealed among women who used AAC services who were Filipino or White and among men who were Asian or Hispanic.

What improvements are needed?: 1. Every semester the AAC serves students who are requiring a multitude of accommodations. To better support our students, we are transitioning to a new data management system. After researching several data management systems, AIM (Accessible Information Management) was selected and purchased in June of 2018 to improve and streamline our data collection and reporting. IT approved the purchase of this system and agreed to support it. As of the last program review, AAC staff was in the infancy stage of implementation. Unfortunately, due in part to our recent move to online services, we continue to be at about the same stage of development. The anticipated time for full implementation was to be about 18-24 months – and the extension to that is difficult to ascertain at this juncture. Because it will take some time to implement, we continue to be challenged with the amount of documentation required to ensure that students' contacts, appointments, and utilized services are being documented correctly for reporting purposes. Currently there are only 2 staff members who are responsible for inputting this data in the AAC database as well as inputting in Banner. The extensive amount of data that is entered in 2 separate systems is time consuming and impedes on their other job responsibilities. Until AIM is fully implemented and operational, AAC staff will continue to utilize systems currently in place. Furthermore, manpower is needed to increase to physically scan about 2000 files electronically to prepare for the transition to the new database.

2. As 1) testing services are a need faced by both AAC and non-AAC students, 2) we are mandated to provide services in the most integrated setting possible, 3) our operating hours are more limited than in our library, and 4) we have limited staff to serve our population, it is recommended that we explore the possibility of providing this service in the more integrated Lodgepole setting

while continuing to share the cost with the district. As it is crucial that our students be assisted by those familiar with their unique challenges, this proposal ought to include that necessary training for student workers/TC staff be provided by our certificated faculty. Recent circumstances saw administrative staff (including our area dean) being pulled in to provide this service. Offering testing in an area with more staff and extended business hours would assure fiscal responsibility as well as greater accessibility in operating hours. Furthermore, data collected recently during the Fall 2021 semester (over a 7-week period up through the week of Oct 11th) revealed that the Visalia Testing Center proctored tests for 131 students and 46 (35%) were not AAC students.

Describe any external opportunities or challenges.: The COVID-19 pandemic's decline in face-to-face courses unfortunately reduced the need for interpreting services, which has increased current funds available to update technology (software and hardware frequently used). We plan to cross-train the Interpreters in live-captioning so we don't lose them due to decreased work. It is difficult to find staff with this skill-set, so we need to find ways to retain them. The silver lining of the pandemic was increase awareness of accessibility and utilization of remote operations such as Zoom appointments and fillable forms. We will continue adapting to offering effective versatile services.

Overall SAO Achievement: The Access and Ability Center's SAOs are to: (1) strive to ensure that each student's college experience is supportive, engaging, and barrier-free, and (2) advocate for equal access to opportunities for student success.

In the academic year of 2020-21, AAC provided services to 1,422 students. In comparison to 2019-20, AAC provided services to 1,499 students, which reflects a 5.14% decline.

Due to the remote nature of services necessitated by the pandemic, no learning assessments could be conducted. The learning specialist was, however, able to extend temporary services to students who completed the first component of the Eligibility Model (LD Intake Packet) and seemed likely to meet eligibility guidelines through assessment. (Those students are to be contacted during the Fall 21 term to continue the assessment process.) As well, the Learning Specialist assisted counseling staff by opening files for students who were able to produce alternate verification.

It is important to note that there were 1,879 active files in 2020-21, so 24% of our students did not use their AAC services. This may be due to the following possible factors: students forgetting AAC procedures or not fully understanding how assistive technology can support them, first-year students not remembering they opened a file their previous year while still in high school, not being currently enrolled at COS, or being enrolled in courses not needing accommodations. For 2021-22, we plan to conduct student surveys and gather data in different areas to determine reasons for this gap. However, as compared to 2019-20 with 2,077 active files, there has been a 14.6% increase in active students using AAC services in 2020-21. We will continue to strive to close this gap and increase active students' use of their AAC services. These services include: counseling (disability-related and academic), alternate media (audio books, Braille, large print), technology training, testing services (distraction-reduced, extended time, reader/scribe assistance), learning assessments (to determine eligibility for LD services), a (currently virtual) access lab, equipment loans, on- and off-campus liaison and sign language interpreting. In order to assist students with employment preparation, AAC's Workability III program partners with the local Department of Rehabilitation to serve students entering the workforce.

Changes Based on SAO Achievement: We have identified the following changes need to occur to reach our 2021-22 goals:

1.	Individual In-reach within AAC: We will incorporate student-retention strategies such as calling/texting/emailing our active students who are currently enrolled to (1) make sure they are familiar with their accommodations and services and procedures related to them, (2) offering assistive technologies that are now available to them, (3) offering support/referrals for any barriers identified, and (4) referring applicable students to our Workability III program.

2.	Group In-reach within AAC: We will offer support strategies including: (1) regularly sending out email announcements of upcoming events/success strategies for college, (2) distributing instructional videos for performing various tasks or utilizing accommodations, (3) offering workshops on math success, study/learning strategies, and job development, (4) providing important dates reminders, such as priority registration, and (5) opening the Access Lab to students M-F face-to-face or the Virtual Access Lab via Zoom for drop-ins.

3.	Outreach at COS: AAC staff will continue advertising AAC services by: (1) leading in-class presentations, (2) familiarizing faculty during pre-convocation and flex activities about referrals, (3) collaborating with general counselors and Mental Health about the soft hand-off, (4) presenting (or representing a table booth) at student service events for general students, (5) developing closer connections with special programs, such as Veterans, Foster youth, EOPS, Student Success, and probation students, and (6) reaching out to former AAC students who are currently enrolled.

4.	High School Outreach: our Support Services Coordinator will collaborate with all high schools within Tulare/Kings County to increase awareness of our AAC program for those planning on attending COS. He coordinates individual class presentations and arranges intakes with our office. For 2021 graduating seniors, we had 106 who submitted AAC applications with verification with 94 (89%) of these students completing their AAC intake and enrolling in COS courses. Delaying our

matriculation process last year led to a 4% increase of intentions who follow-up through with their STEPS. We also offer a public "Transition to COS" event each semester for HS students, families, staff who are interested in learning how IEPs/504 plans transition to AAC and demystifying COS procedures/ processes/expectations. When we crossed over to offering this virtually, our attendance rates increased by 200-400% with registration numbers of 60 for Feb 2021 and 37 for Sept 2020 and as opposed to only 12 in person in Oct 2019.

Outcome cycle evaluation: This annual assessment is appropriate and I will continue to assess every year. The AAC staff analyzed each area's SAOs and has made adjustments based on the data and outcomes. This Unit will continue to review data in relation to SAOs during monthly team meetings, area meetings, and individual staff folder meetings as well as staff evaluations. We will continue to gather and reflect upon data, correlations, and outcomes to determine if adjustments are needed. This highly specialized unit requires continual monitoring and assessment due to myriad factors impacting the provision of disability support services (e.g., changes in the Chancellor's Office policies allowing IEPs and 504 plans to count students as LD and heightened availability of technology allowing us to provide what were previously limited supports to a wider array of disability categories.)

Action: 2020-2021 Hire an AAC Assessment Specialist in Hanford

A full-time employee, with AAC exam proctoring as his/her primary duty, will be hired and housed on the HanfordCampus. This will create a sustainable resource to both students and faculty needing testing accommodations on the Hanford Campus.

Leave Blank: Essential for Operation
Implementation Timeline: 2019 - 2020, 2020 - 2021
Leave Blank:
Leave Blank:
Identify related course/program outcomes: Providing testing accommodations to students receiving AAC services in Hanford Campus. The Test proctor is needed to ensure that the provision of testing services is timely, available in the college site student is attending, and does not cause student undue hardship in accessing the service.
Person(s) Responsible (Name and Position): Lyndsi Litten, AAC Director, Kristin Robinson, Provost Hanford Center and Jessica Morrison, VP Student Services
Rationale (With supporting data): Due to the increased number of students accessing AAC services, an Assessment Specialist is required to provide testing services in the Hanford Center. Secondary duties will include with assistance of Hanford Center staff with daily operations.
Priority: High
Safety Issue: No
External Mandate: Yes
Safety/Mandate Explanation: ARTICLE 2 DSPS SERVICES
SECTION 56020. AVAILABILITY OF SERVICES.
Each community college district receiving funds pursuant to this subchapter shall employ reasonable means to inform all students and staff about the availability of academic adjustments, auxiliary aids, services and/or instruction.

NOTE: Authority cited: Sections 67312, 70901 and 84850, Education Code. Reference: Sections 67310-67312 and 84850, Education Code.
Implementation guideline
Information describing the availability of academic adjustments, auxiliary aids, services and/or instruction will be readily accessible to students, faculty and staff of the college. For example, the information should be accessible and available on the college website, in the college catalog, and discussed in orientation, as well as in the DSPS Office. In addition, this information should be readily available upon request in alternate format

Resources Description

Personnel - Classified/Confidential - COS General fund or Hanford Center budget will pay for this new classified position (Active)

Why is this resource required for this action?: AAC currently has 1 Testing Proctor and she is responsible for coordinating testing accommodations to all 3 college sites. Due to limited staffing, testing accommodations were limited to certain days and times. This caused difficulties with students having to take exams on days and times when AAC staff was available and not when during the scheduled class and time. Instructors have stated that this process was unfair to other students. Hiring an Assessment Specialist in Hanford will ensure that students receiving AAC testing services will have the opportunity to test the same day and time as their classmates, ensuring a fair and equitable process.

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Notes (optional): This Assessment Specialist position should start in step 32-1 monthly salary is $4068.00, annual salary is $48,816.00 plus benefits estimated at $30,000
Cost Estimate: 78,816
Cost of Request (Nothing will be funded over the amount listed.): 78816

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Action: 2020-2021 Purchase Testing Center Video Security System

Purchase of video security system in AAC Testing Center, or at least a couple cameras for the private testing rooms.

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021
Leave Blank:
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Identify related course/program outcomes: A security video system is needed for test integrity in AAC Testing Center.
Person(s) Responsible (Name and Position): Lyndsi Litten, AAC Director
Rationale (With supporting data): In order to maintain the test-taking integrity of AAC Testing Center, Faculty have recommended a video system during testing will decrease the potential for testing irregularities.
Priority: Medium
Safety Issue: Yes
External Mandate: Yes
Safety/Mandate Explanation: COS Faculty are requesting a video security system be purchased and implemented to eliminate student workers and maintain test taking integrity.

Update on Action

Updates

Update Year: 2020 - 2021   10/16/2021
Status: Action Completed
Purchased and installed these in Summer 2021
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Non-Instructional - A video security/monitoring system. (Active)

Why is this resource required for this action?: Faculty are requesting this and AAC does not have funds to purchase.
Faculty are requesting to ensure test-taking in Testing Center maintains test-taking integrity, including small private testing rooms.
Notes (optional): All in One with Monitor Home Video Surveillance System, Wireless Security Camera System, 8CH Full HD

1080P Security Camera System with 6 Cameras and 2TB HDD memory storage
Cost of Request (Nothing will be funded over the amount listed.): 400

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Action: 2020-2021 Hire a full-time Classified (Clerical Ass't/Data Specialist/Support Services Clerk)

Hiring a full-time clerical position to assist with AAC office management and data entry. (If not approved, it is essential to hire another part-time classified position)

Leave Blank: Essential for Operation
Implementation Timeline: 2019 - 2020, 2020 - 2021
Leave Blank:
Leave Blank:
Identify related course/program outcomes: The full-time Classified (Clerical Ass't/Data Specialist/Support Services Clerk) position will provide support to students receiving AAC services. By assisting students with disabilities and providing academic support and services will support the following district objectives:
 District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
 District Objective 3.1: Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.
Person(s) Responsible (Name and Position): Lyndsi Litten, AAC Director
Rationale (With supporting data): The number of COS students the AAC serves is never capped. As the number of students utilizing AAC services continues to grow while our request for another clerical position has remained vacant since Jan 2017, this has created difficulties in providing students the timely provision of services, it has taxed other staff members as they are asked to assist with front office procedures/student contact, and the daily data entry that is required for funding are the factors why this full-time clerical position must be filled. We are also preparing to transition to a new data management system, AIM, and there is a lot of work and manpower needed to prepare and implement, including scanning over 2000 files.

A full-time Classified (Clerical Ass't/Data Specialist/Support Services Clerk) is needed, however, if a full-time is not approved, it is essential that we hire another part-time Classified position (Clerical Ass't/Data Specialist/Support Services Clerk). As mentioned in last year's report, instead of the additional full-time position needed, we have one ½ time clerical assistant, which is currently only 20 hours per week. The lack of adequate office support has negatively impacted the daily office operations, causing delays in service provision, projects and assignments. Often, overflow work has been taken on by the Instructional Specialist/Data Maintenance Specialist who is already permanently disabled from overloads placed on her in previous years. Filling the full-time position will help to assure that the needs of AAC students will be met in a timely manner, better assuring our compliance with access mandates. Office responsibilities include: filing, answering phones, calling students; scheduling staff appointments, receiving confidential information about students' disabilities, assisting with budget spreadsheets; handling adaptive equipment loans, providing updated copies of students' authorized accommodations (thousands of which are generated each term), assisting with accommodated test proctoring as needed; handling office correspondence, directing student concerns to appropriate staff, scheduling departmental meetings and maintaining their minutes; and fielding inquiries from campus and community entities, etc. The position was not filled due to budgetary restraints, but as the AAC continues to grow and with the workload increases, the burden it places on the other staff comes at a high cost.

Front Office Contacts Data 2019-2020 Academic Year:
Consistently, there is a significant amount of traffic continuously every day in and out of our AAC front office staff in the form of emails, phone calls, and students walking in. This data is tracked using Gimlet. Normally, cross-traffic from other staff and/or student workers may frequently interfere with these exchanges, so actual data is predicted to be higher than the following:

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- Emails: 262 (halted for a prolonged period after March 13, 2020 due to campus closure)
- Phone calls: 2,316 (not accurate after March 13, 2020 when campus closed since there was no longer someone consistently available to answer the phone and many didn't leave messages)
- Walk-ups: 2,474 (stopped after March 13, 2020 due to campus closure)
- Front Office Contact Total: 5052

This data reflects an impact on our front office contacts due to the campus closure related to the current pandemic as evidenced when making a comparison to the previous year's 2018-2019 total front office student contacts of 6788 (2273 phoned and 4421 walk-ins), which resulted in a 26% decline.

Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Classified- New/Replacement - If this position could be funded by general fund it will counted towards College Effort. (Active)

Why is this resource required for this action?: AAC continues to serve 12% of COS student population and services to disabled students are legally mandated. AAC is currently requesting to have 1/2 position vacant position filled to assist with daily office operations. Currently there is one ½ time clerical assistant position that is unfilled. AAC was permitted to fill one of the positions in November 2017 and the staff member is working 20 hours per week. The Senior Secretary, who is responsible for the daily business functions/operations of AAC as well as being a support to the Director, is needing additional support in running the daily responsibilities of AAC. Not having this position filled has created a hardship to the rest of the AAC staff. The first issue is having other staff members (who are not clerical) doing office coverage. This staff is working outside the scope of their employment duties, plus it impacts their ability to complete their own job responsibilities. Secondly, that position was responsible for the input of MIS data, this data is vital as it is needed to calculate and determine DSPS allocation for AAC's future operating budget. Currently Instructional Specialist/Data Maintenance Specialist and Senior Secretary are solely responsible for inputting this data, again impacting or taking away time from their primary duties/responsibilities. Thirdly, by filling this position, the needs of AAC students will be better served. Office responsibilities such as filing, answering phones, making phone calls, setting up appointments for staff, and other office duties are several of many responsibilities/duties that must be completed daily and by having that additional clerical staff taking care of these duties, it will allow for the rest of the staff to focus on their duties/responsibilities. Lastly, COS is expanding their office hours, to ensure access for students who cannot come during normal business hours. This position would be for the afternoon to allow AAC to be open later. The position was not filled due to budgetary constraints, but as AAC grows and the work load increases, the burden it places on the other staff comes at a high cost.

Notes (optional): If full-time is approved, it will replace the current part-time position there.
The cost for a full-time Clerical Assistant is starting in Range 22 -- annual salary is $38,124 (with benefits is about $30000)
The cost for a full-time Student Support Clerk is Range 24 --annual salary of $40,020
The cost for a full-time Data Specialist is starting in Range 27 --annual salary of $43,116
The cost for a part-time would range from $19,062 - $21,558
Cost of Request (Nothing will be funded over the amount listed.): 73116

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

Action: 2019-2022 Complete Set-up of AAC Data Management System (with the initialization and support of IT)

AAC requires a Data Management system to record students enrolled, services, booking testing appointments, equipment checkout, appointment management. This will centralize and keep information in one location to ensure accurate and up to date on student and misc information.

Leave Blank: Essential for Operation
Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022
Leave Blank:
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Identify related course/program outcomes: Having a data management system will allow AAC staff to maintain up to date information on student services and progress. This type of system will allow services to be managed by students, be managed online and to replace paper, keep registered students informed. Also this system will be 508-compliant and fully accessible by all students, faculty and staff. AAC is dedicated to maintaining and continually enhancing the overall accessibility of the system for all users.
Person(s) Responsible (Name and Position): Lyndsi Litten, AAC Director
Rationale (With supporting data): The biggest challenge in AAC is that all of our student records is on a database that is unstable and could easily be accidentally deleted by anyone who has access to the database. The other challenge is that the AAC access database is not connected to Banner and the information must also be entered there, creating duplicate work. It must be implemented in Banner to ensure that at the end of the semester these students and contacts are counted for future AAC allocation. Across the U.S and California, DSPS programs are utilizing a data management system specifically created for these programs and their unique needs and services. By having this type of program will save man hours, double data entry and up to date information.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   10/16/2021
Status: Continue Action Next Year
Given that we are in the third year of a 3-year contract for AIM (our data management system) and we have not yet been successful in our transition to, therefore, it seems that we may need to contract with an additional IT person to finish preparing this system for us. A short-term contracted person may be all that is needed.
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Adjustment to Base Budget - Assistance to purchase a data management system specifically designed with the unique services and documentation required for Disabled student services Departments. (Active)

Why is this resource required for this action?: AAC is currently serving 1600 students and AIM (Accessible Information Management) was purchased June 2019, a data management system that will document, store, and process the variety of services offered to students. This system will help with minimizing the man hours currently needed to complete the majority of these tasks and it links to the several IT systems in operation in COS . It will also greatly assist in obtaining up to the minute information needed for reports and research. AAC requires assistance with partial payment of system. The amount needed is $16,000.
Notes (optional): This system has already been purchased, but we are still waiting for IT to prioritize finishing up the

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initialization and communication with Banner 9.
Cost of Request (Nothing will be funded over the amount listed.): 16000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

Action: 2020-2021 Hire a Full-time Learning Specialist AAC Counselor

By June 30, 2021, hire a full-time Learning Specialist/AAC Counselor to provide a myriad of services such as electronic Student Educational Plans, course selection/registration, Academic Accommodations Plan (AAP), open new files for students, review medical verification and code students to the program, advocacy and disability accommodations. In addition, complete learning assessments and provide study skill-building.

Leave Blank:
Implementation Timeline: 2020 - 2021
Leave Blank:
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Identify related course/program outcomes: Improve customer service and equitable resources for students.
Person(s) Responsible (Name and Position): Lyndsi Litten, AAC Director
Rationale (With supporting data): Rather than hiring a full-time Counselor, our full-time Learning Specialist is preparing to retire (and her position will not be replaced), so we will need a Counselor who will also be able to perform the duties of a Learning Specialist to complete learning assessments to determine if students meet the LD guidelines. Since we currently have 2077 active AAC students, we cannot meet the student demands with only 1 fulltime counselor and 1 part-time counselor.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021   10/16/2021
Status: Action Completed
Hiring a FT AAC Counselor who is also finishing certification to provide LD services/assessments.
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Faculty - This is a replacement position for it becoming vacant in March 2020. A Learning Specialist AAC Counselor is needed to (Active)

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Why is this resource required for this action?: The goal of the AAC office is to facilitate student success in education by providing specialized services, high quality of counseling, and advocacy necessary for equal access to higher education.
Also, many students will need to undergo a learning assessment to be eligible for AAC services, which only can be administered by a Learning Specialist certified to completed the LDESM process as determined by the CCCCO.
Notes (optional): Initial placement with Master's degree ranges from $67386-75710 plus about $40,000 in benefit package
Cost of Request (Nothing will be funded over the amount listed.): 115711

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
District Objective 3.2 - By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year

Action: 2021-2022 Students' awareness of AT and AM

Strengthen students' awareness of Alternate Media and Assistive Technology by continuing introducing students during Intakes with faculty, advertising weekly workshops, and in-reach efforts by Alt Media and Technology Specialist.

Leave Blank:
Implementation Timeline: 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Lyndsi Litten, Director of Access and Ability Center
Rationale (With supporting data): To ensure students know of ...(why)
The purpose of Alternate Media is to assist students in achieving academic success as well as aiding universal design for learning and equal access. This is important as students with various conditions with impacted learning who require their books be in accessible format so they can utilize the different software programs that assist them with processing, comprehension, and memory retention.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   10/16/2021
Status: Continue Action Next Year
For the 2020-2021 academic year, there were 224 requests for Alternate Media submitted. Given that there were 1,879 students who used services last year and 101 (unduplicated) students who utilized AM, this only equates to 5% of students using AAC services.
Impact on District Objectives/Unit Outcomes (Not Required):

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Action: 2021-2022 Outreach and In-Reach

1.   High School Outreach: our Support Services Coordinator will collaborate with all high schools within Tulare/Kings County to increase awareness of our AAC program for those planning on attending COS. He coordinates individual class presentations and arranges intakes with our office. We also offer a public "Transition to COS" virtual event each semester for HS students, families, staff who are interested in learning how IEPs/504 plans transition to AAC and demystifying COS procedures/processes/expectations.

2.   Outreach at COS: AAC staff will continue advertising AAC services by: (1) leading in-class presentations, (2) familiarizing faculty during pre-convocation and flex activities about referrals, (3) collaborating with general counselors and Mental Health about the soft hand-off, (4) presenting (or representing a table booth) at student service events for general students, (5) developing closer connections with special programs, such as Veterans, Foster youth, EOPS, Student Success, and probation students, and (6) reaching out to former AAC students who are currently enrolled.

3.   Individual In-reach within AAC: We will incorporate student-retention strategies such as calling/texting/emailing our active students who are currently enrolled to (1) make sure they are familiar with their accommodations and services and procedures related to them, (2) offering assistive technologies that are now available to them, (3) offering support/referrals for any barriers identified, and (4) referring applicable students to our Workability III program.

4.   Group In-reach within AAC: We will offer support strategies including: (1) regularly sending out email announcements of upcoming events/success strategies for college, (2) distributing instructional videos for performing various tasks or utilizing accommodations, (3) offering workshops on math success, study/learning strategies, and job development, (4) providing important dates reminders, such as priority registration, and (5) opening the Access Lab to students M-F face-to-face or the Virtual Access Lab via Zoom for drop-ins.

Leave Blank:
Implementation Timeline: 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Lyndsi Litten, AAC Director
Rationale (With supporting data): Outreach efforts have been successful. For graduating seniors in 2020, we had 106 who submitted AAC applications with verification with 94 (89%) of these students completing their AAC intake and enrolling in COS courses. Delaying our matriculation process last year led to a 4% increase of intentions who followed through with their STEPS. We also offer a public "Transition to COS" event each semester for HS students, families, staff who are interested in learning how IEPs/504 plans transition to AAC and demystifying COS procedures/ processes/expectations. When we crossed over to offering this virtually, our attendance rates increased by 200-400% with registration numbers of 60 for Feb 2021 and 37 for Sept 2020 and as opposed to only 12 in person in Oct 2019. For outreach throughout COS students, we continue to open new student files everyday.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   10/16/2021
Status: Continue Action Next Year
We will continue outreach and in-reach efforts so students with disabilities can obtain their authorized accommodations and services to assist them in obtaining their vocational goals.
Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

Program Review - Access and Ability Center

District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 2.3 - Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.
District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.