Comprehensive Program Review Report

Program Review - Access and Ability Center

Program Summary

2020-2021

Prepared by: Lyndsi Litten, AAC Director

What are the strengths of your area?: 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 attitudinal 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;
* flexibility in addressing 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.

Students who received AAC support and services from Summer 2019-Spring 2020 experienced the following achievements:
Degrees/Certificates Obtained
Fall 2019   Spring 2020
124   232

Unduplicated AAC Students Completed Academic Goals:
Fall 2019 Spring 2020
192   156
*5 of these were WA III, and 40 students requested participation in AAC's Pinning Ceremony.

What improvements are needed?: 1. Every semester the AAC serves students who are requiring a multitude of services. 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. Staffing needs:

    (1)   A full-time Clerical Assistant is needed, however, if a full-time is not approved, it is essential that we hire another part-time Clerical Assistant. As mentioned in last year's report, instead of the additional full-time clerical position needed, we have one ½ time clerical assistant. This position is currently only 20 hours per week. The lack of adequate clerical 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.

    (2)   Due to a recent vacancy in our Learning Specialist AAC Counselor position, the AAC needs to replace this position to meet our student demand, including serving on the Hanford campus one day per week. This position has been very busy facilitating student success providing specialized services, high quality of counseling, and advocacy necessary for equal access to higher education. The dual expertise of this faculty member is needed because our current full-time Learning Specialist is preparing for retirement and we do not plan to refill her position since those duties can now be filled on a part-time basis. (Recent changes in service provision guidelines precipitated this change.) Therefore, we will want to hire a split position to be able to cover LD assessments and study skills instruction, as well, including serving on the Hanford campus. This new hire will primarily perform counseling duties, help with learning assessments when needed and prepare to take over the duties of the current Learning Specialist.

3. Equipment Needs: a video security system is needed in the AAC Testing Center due to the ratio of AAC staff to students as well as the increased number of students taking exams. We would like to prevent opportunities for students to have testing irregularities. This will demonstrate to COS faculty that Access and Ability Center is serious about maintaining test integrity and compliance. Although testing irregularities happen in the classroom similar to the AAC testing center, COS Faculty are concerned about students potentially happening more often at AAC testing Center. AAC staff are very cognizant of the need to maintain the highest integrity of the test-taking process, and Faculty offered a solution of security cameras for the monitoring of students while they test. The solution is reasonable, but AAC will need assistance with the purchase and maintaining of equipment. The goal is to have the implementation of the security system for this academic year.

Describe any external opportunities or challenges.: College Effort (college's general fund revenues allocated to serve students with disabilities) will have to be increased in order to maintain the prompt, high level, and variable demands of service delivery to students with disabilities, as well as complying with Title 5 regulations. This will be necessary to support the AAC Testing Center, especially since it also provides testing services to general students who need to take make-up exams, etc.

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 2019-20, AAC provided services to 1,499 students. In comparison to 2018-19, AAC provided services to 1,502 students, which reflects a 0.2% decline. There were 84 students who learned they were eligible for AAC services by meeting with a Learning Specialist (43 completed a learning assessment), and 52 other students had the opportunity to discuss their academic challenges and options with a Learning Specialist. This reveals that 2% of our active students would not be able to receive AAC services without the availability of a Learning Specialist, and 136 COS students were able to receive this specialized service not offered anywhere else on campus. It is important to note that there were 2,077 active files in 2019-20, so 28% 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 2020-21, we plan to conduct student surveys and gather data in different areas to determine reasons for this gap. However, as compared to 2018-19 with 2,176 active files, there has been a 3% increase in active students using AAC services in 2019-20. 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 2020-21 goals:

1.   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, and (3) offering support/referrals for any barriers identified.

2.   We will communicate the priority registration date to all of our active students and offer intrusive counseling ensuring equal access to opportunities for student success.

3.   For high school outreach in 2019-20, there were 179 students who submitted AAC applications with verification, but only 152 (85%) of these students completed an AAC intake and enrolled in COS courses. To more efficiently use our AAC staff's time for 2020-21, we plan to push back the process of opening high school files to later in the spring semester when the students we serve will have a higher likelihood of COS attendance.

4.   For the 2019-2020 academic year, 90 students submitted 224 requests for Alternate Media (an average of 2.5 books per student). Given that there were 1,499 students who used services last year, 90 students equates to 6% of total services used (and reflects 4% of active students who used Assistive Technology/Alternate Media). To increase students' awareness of the availability of assistive technologies and alternate media, we now: (1) offer and advertise weekly training/consultation workshops, (2) provide students a newly designed user-friendly reference guide for using common features of Read Write Gold (based on their computer's operating system), and (3) aim to deliver all eTextbooks within 5 business days of students' fulfillment of the request process starting Fall 2020.

5.   The LS Lab data continued to illustrate a progressive decline in enrollment and use (2019-20: 75 students; 5% of students), ever since the facility was relocated from the integrated LRC location to a segregated setting. This enrollment decline, coupled with the move to reduce special class reimbursement by 25%, resulted in a significant loss in program funding to the extent that we were unable to recoup even the cost of instructional aide staff. This combined with a face-to-face model that could not be supported through the COVID-19 remote-campus operations, it has been decided to discontinue the LS Lab classes. Fall 2020, we have transitioned our LS Lab into an Access Lab to support student success, which has been operating as a Virtual Access Lab during the pandemic ran by our Student Support Coordinator. During the 2020-21 AY, we also plan to develop distance education curriculum aimed that will more optimally meet the needs of our students and offer more LS courses.

Outcome cycle evaluation: The AAC staff has 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: 2019-20 College Effort

Request college effort to sustain AAC level of service provision for students with disabilities.

Leave Blank: Mandated by Law/Accreditation
Implementation Timeline: 2019 - 2020
Leave Blank:
Leave Blank:
Identify related course/program outcomes: In order to serve and provide the legally mandated services to students with disabilities, Access and Ability Center receives an allocation based on a formula (students served X disability weight). This allocation formula also has a component that requires College Effort from the General fund to pay for services to students with disabilities. Due to the unpredictable nature of disabled student services, it is extremely difficult to predict how many students will require specific services and the cost associated with those services. College effort is required in order to ensure services are provided in a timely fashion.

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 3.1 - By 2021, increase the placement rates into transfer-level English and transfer-level math for targeted groups that fall below the District Average.
 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
Program objectives: Increase Counseling appointments, High Tech appointments, provide timely services in Testing Center, Alternate Media, Learning Skills Lab, and daily office operations.

Program Review - Access and Ability Center

Person(s) Responsible (Name and Position): Sandra Calderon
Rationale (With supporting data): DSPS Allocation Overview
Disabled Students Programs and Services (DSPS) of the California Community Colleges was enacted in 1976 through the passage of AB 77 (Education Code, Sections 72011, 78600, and 84850) to provide a variety of support services and instruction to students with disabilities to increase their access to campus programs and facilitate progress toward their educational goals.
DSPS programs receive state funds based on the number of students served and types of disabilities these students have. These state funds are intended to cover the costs for providing academic adjustments, auxiliary aids, services and/or instruction. Absent DSPS funds, the costs of providing and arranging for these services shift to the college/district. This means that the college/district is required to cover those expenses for provision of services if the DSPS allocation cannot meet the demand.

What is College Effort?
The DSPS allocation formula is based on several components, including College Effort. The Chancellor's Office sets aside funds for contracts, COLA and growth adjustments, and the remaining DSPS funds are split 80% allocation by weighted student count and 20% College Effort. The 20% College Effort is distributed proportionately to the colleges in districts that show College Effort for the prior year. The allowable and non-allowable costs described in Sections 56064 and 56068 of Title 5 determine what is counted as College Effort so it is important to understand these Title 5 sections.
To qualify for College Effort, colleges/districts must use general unrestricted funds to pay for the expense. Some college/districts provide a substantial amount of these funds to support DSPS activities, others, very little to none. In 2017-2018, many colleges contributed so much total college effort, the Chancellor's Office was authorized to reimburse colleges/districts for their college effort at a rate of about 30 cents per dollar in 2017-2018.

The allocation formula for providing DSPS funds to the colleges emphasizes the actual cost of providing services to disabled students and has three elements:
1. The Base Allocation (Fixed Costs)
A base allocation of funds is allocated annually per college. This amount is intended to cover the salary and benefits of a DSPS Coordinator, as required by Section 56068, Title 5 of the California Code of Regulations and one support staff. The current Base Allocation, as of 2014-15, is $72,592 per college.
2. Weighted Number of Students Served ("Weighted Student Count")

After the base allocation has been distributed, ninety (90) percent of the remaining funds are allocated on the basis of the numbers of students served, weighted by disability group. Weights are assigned according to disability group, given that, on the average, the service needs of students with various disabilities vary in cost. The weights were developed after a comprehensive study, based on actual cost data, of the cost of services to students with various disabilities.

3. College Effort

The formula rewards "college effort," which is measured by the college general fund revenues allocated to serve students with disabilities. Ten (10) percent of the DSPS funding provided by the State is to be distributed to the colleges based on this element of the formula. College Effort is calculated in the following manner:

College Effort= Total Program Cost (allowable expenditures) - General College Apportionment for special classes (after indirect cost rate deduction) - Other Income (such as State and Federal grants, and local contributions)- DSPS Allocation.

The amount of DSPS funds generated by the college effort element varies annually. The Colleges' actual expenditures, which are reported to the Chancellor's Office in End of Year Expenditure Reports, are used to compute the DSPS allocation.

Reductions in funding to a college are limited to 5 percent per year* and an increase of more than 5 percent is allowed, based on availability of state funds.

Priority: High

Program Review - Access and Ability Center

Safety Issue: No
External Mandate: Yes
Safety/Mandate Explanation: Title V SECTION 56072. ALLOCATIONS; REPORTS; AUDITS; ADJUSTMENTS.
The Chancellor shall adopt an allocation formula which is consistent with the requirements of this Subchapter. The Chancellor shall use this formula to make advance allocations of funding provided pursuant to Section 56060 to each community college district consistent with the district's approved DSPS program/unit plan pursuant to Section 56046 and the requirements of this Article.
A portion, not to exceed 20 percent, of the allocation may be based on the amount of federal, state, local, or district discretionary funds which the district has devoted to serving students with disabilities. Provided, however, that in no event shall any district be entitled to receive funding which exceeds its allowable expenses, as defined in Section 56064, of providing academic adjustments, auxiliary aides and services or instruction to students with disabilities.

Resources Description

Adjustment to Base Budget - College Effort-General fund assistance to pay for salary and services in Access Ability Center. (Active)

Why is this resource required for this action?: To meet title 5 requirement for college effort and to continue to provide the legally mandated services to students with disabilities, College Effort is required. Disabled Students Programs and Services (DSPS) of the California Community Colleges was enacted in 1976 through the passage of AB 77 (Education Code, Sections 72011, 78600, and 84850) to provide a variety of support services and instruction to students with disabilities to increase their access to campus programs and facilitate progress toward their educational goals.
Notes (optional): DSPS programs receive state funds based on the number of students served and types of disabilities these students have. These state funds are intended to cover the costs for providing academic adjustments, auxiliary aids, services and/or instruction. Absent DSPS funds, the costs of providing and arranging for these services shift to the college/district. This means that the college/district is required to cover those expenses for provision of services if the DSPS allocation cannot meet the demand.
What is College Effort?
The DSPS allocation formula is based on several components, including College Effort. The Chancellor's Office sets aside funds for contracts, COLA and growth adjustments, and the remaining DSPS funds are split 80% allocation by weighted student count and 20% College Effort. The 20% College Effort is distributed proportionally to the colleges in districts that show College Effort for the prior year. The allowable and non-allowable costs described in Sections 56064 and 56068 of Title 5 determine what is counted as College Effort so it is important to understand these Title 5 sections.
To qualify for College Effort, colleges/districts must use general unrestricted funds to pay for the expense. Some college/districts provide a substantial amount of these funds to support DSPS activities, others, very little to none. In 2017-2018, many colleges contributed so much total college effort, the Chancellor's Office was authorized to reimburse colleges/districts for their college effort at a rate of about 30 cents per dollar in 2017-2018.

Cost of Request (Nothing will be funded over the amount listed.): 75000

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

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

Program Review - Access and Ability Center

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.

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: 2019-2020 Part-Time Testing Assistant Proctor

Program Review - Access and Ability Center

Classified part-time Testing Proctor Assistant for Access and Ability Center needs to be hired and paid thru General Fund.

Leave Blank:
Implementation Timeline: 2019 - 2020
Leave Blank:
Leave Blank:
Identify related course/program outcomes: A 12-mo part-time Testing Proctor Assistant is required to meeting the growing demand of testing accommodations, provide staffing for extended business hours, and maintain testing integrity. This position will allow for the testing center to be open later to serve students who attend college late-afternoon or evenings. This allows for students to have access to this accommodation/service at the time that is needed.
Person(s) Responsible (Name and Position): Sandra Calderon, AAC Director
Rationale (With supporting data): This position will allow the elimination of student workers and extended open office hours. Although student workers have been vital in helping perform the duties of the testing center, there are some concerns from Faculty that the testing integrity may be impacted. Furthermore, our current Test Proctor is only a 10-month employee (hired prior to COS offering summer school) and this would enable us to cover the summer months without the extra cost.

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

Resources Description

Personnel - Classified/Confidential - Part-time Test Proctor Assistant, paid by General Fund   (Active)

Why is this resource required for this action?: For this new position, the allocation AAC receives will not be able to fund this position. General Fund is needed to cover this position. Faculty are asking for the elimination of student workers, AAC is currently utilizing student workers to assist with test proctoring.

Notes (optional): Salary Range is 28

Cost of Request (Nothing will be funded over the amount listed.): 22092

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 4.2 - 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

Program Review - Access and Ability Center

Leave Blank:

Leave Blank:

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.

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:
• 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.

Program Review - Access and Ability Center

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: 2020-2021 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
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:

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 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:
Leave Blank:
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:

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)

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