

STUDENT SERVICES PROGRAM REVIEW

Accessibility Resource Center (A.R.C.)

G R O S S M O N T
C O L L E G E



Presentation semester: Spring 2018

STUDENT SERVICES PROGRAM REVIEW

SECTION 1 – MISSION

Name of Program:	Accessibility Resource Center (A.R.C.)
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PURPOSE OF SECTION 1.1 & 1.2: To help the committee understand how the department/program supports the mission of GC.

College Mission: *“Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.”*

1.1 Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of GC.

Program mission:	We strive to support Grossmont College in the inclusion of students with disabilities as independent, responsible, and productive members of the community.
Relationship to College mission:	The A.R.C.’s mission clearly complements that of the college. It is through the accommodations and services the A.R.C. provides that students are empowered to achieve their hopes, dreams, and full potential as members and leaders of their local and global communities.

1.2 Mission statement improvement plan: Identify any plans your department/program has to change or revise its mission (when applicable).

Plan:	Since the A.R.C.’s mission statement was recently revised, there are no imminent plans to revise our mission statement.
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SECTION 2 – DEPARTMENT OVERVIEW & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS.

PURPOSE OF SECTION 2.1: To help the committee understand the history of the department/program, what your department/program does and your overall place in the college.

2.1 Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

History:	<p>Grossmont College has formally provided services for students with disabilities since 1973. Following the passage of the Rehabilitation Act of 1973, Grossmont College established what was then known as the Disabled Student Programs and Services office (DSPS) to provide students with disabilities access to the instructional programs the college offered. Initially staffed with a coordinator and a clerical assistant, the program has grown to include four full-time certificated faculty, five part-time certificated faculty, eight full-time classified employees, along with seven current part-time student hourly employees. A.R.C. currently provides services and academic accommodations to 2269 full and part-time students with disabilities. Appendix B provides a breakdown of the disabilities the A.R.C. serves by category from 2012-2017. As noted in Table 1, approximately 80% of the students the A.R.C. serves have learning disabilities, psychological disabilities, or health-related disabilities not otherwise categorized, such as epilepsy or diabetes, for example. Though the college as a whole has seen a decrease in student enrollment, the population of students with disabilities at Grossmont College has remained stable.</p> <p>The range of services the A.R.C. provides has grown as well to meet students' needs. In the 1970s and 80s, most students who received services from the former DSPS program had physical, visual, or hearing-related disabilities. With the development of a system-wide standardized methodology for assessing students for learning disabilities in the late 1980s, many students who would not have received academic accommodations and services were now eligible to receive them. Eventually students with learning disabilities became one of the largest segments of the disabled population served at Grossmont College. This growth spurred the development of specialized classes in developmental writing and math, as well as courses in speech and language development and assistive computer technology. In the early 1990s, the program grew beyond its main office to include a separate adapted computing facility called the Assistive Technology Center (ATC). In the late 1990s the A.R.C. received a Fund for Student Success grant to develop additional supplemental courses in developmental writing, math, study skills, and assistive computer technology. Recognizing emerging technology needs and developments in online instruction and service provision, the California Community Colleges Chancellor's Office successfully lobbied the state legislature to provide categorical funding for a position on each campus that would be tasked with providing accessible electronic media to students with disabilities.</p> <p>With new initiatives encouraging students with disabilities to enroll in community colleges and with assistive technology and academic accommodations that make that possible, the A.R.C.'s student population now includes more students than ever who have mental health issues. In response to the SSSP initiative, recent A.R.C hiring of both tenure-track and adjunct faculty has focused on counseling services, which affords A.R.C. faculty and staff to play a campus-wide role in collaborative efforts with other student services offices to provide services and promote the retention of students with a wide range of disabilities and needs.</p>
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PURPOSE OF SECTION 2.2 & 2.3: To help the committee understand your department/program and key services provided through your program and the population it serves.

2.2 What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

Population Information:	In accordance with Title V of the California Code of Regulations, the Accessibility Resource Center (A.R.C.) provides academic accommodations and services to students who have a wide range of documented disabilities: acquired brain injury, deaf/hard of hearing, intellectual, learning, mobility, mental health, speech and language, and visual. Students with disabilities are not required to use A.R.C. services. Appendix B contains statistical breakdowns of the student population served in the A.R.C. by disability, age, and ethnicity. The data show that although some racial and ethnic diversity exists in the population of students receiving services and accommodations from the A.R.C., as of this writing, most current students identify as white (48.8%) and in the 20-24 age group (33.72%). In terms of ethnicity (see Appendix B, Tables 3 and 4), the A.R.C. population is comparable to the ethnic composition of the college as a whole.
Needs:	Students receive services and academic accommodations based on the educational limitations posed by their disabilities. These can involve memory, concentration, mobility, and pain management; access to campus facilities; access to print and electronic instructional and informational materials; and ability to take exams under conventional time and environmental constraints.

2.3 Please list and describe the key services provided through your program.

Service:	Description:
Disability-related counseling	This includes engaging with students individually through an interactive process to determine appropriate academic accommodations and services. Such counseling also includes discussions of strategies and remedies to mitigate academic difficulties students encounter throughout the semester.
Academic/personal/career	Such counseling includes developing in consultation with the student comprehensive and abbreviated education plans as well as career counseling to help students choose an area of study.
Learning disability assessments	Learning disability assessments are conducted for students who do not otherwise have another disability. The purpose of these assessments is to determine students' eligibility for A.R.C. services based on the results of standardized cognitive and achievement psychometric assessments.
Sign language interpreting/real-time captioning	Students who are deaf or hard of hearing are provided sign language interpreters or real-time captioning (transcription of the spoken word) in their classrooms. Although the accommodation is approved by an A.R.C. certificated member, a follow-up consultation to determine an appropriate language modality is conducted by the Interpreter Coordinator.
Developmental writing/study skills/ math instruction	Pass/no pass educational assistance courses (see Title V, section 56028) in developmental writing (PDSS 097 and PDSS 098), study skills (PDSS 095), and developmental math (PDSS 092) are offered under the auspices of the A.R.C. to supplement instruction provided in mainstream classes. The developmental writing courses track the English 090 and 098 course curricula, the developmental math course focuses on concepts covered in Math 088, 090, 103, and 110, and the study skills curriculum emphasizes topics covered in a similar course offered in the Counseling Department, though PDSS 095 stresses students' development of compensatory strategies to manage their disabilities. These courses utilize curricula, instructional methods, and/or materials specifically designed to address the educational limitations of the students with disabilities enrolled in them.
Test proctoring/accommodations	Students are afforded the opportunity to take their classroom exams in a quiet, distraction-reduced environment. Other accommodations include extended time for exams and the use of assistive computer technology or a scribe, based on the educational limitations posed by an individual's disability.

Alternate media	Instructional materials are provided in an audio or tactile format (e.g., Braille or tactile graphics) to any student for whom such accommodations are deemed necessary through an interactive consultation with an A.R.C. counselor or specialist.
Advocacy	A.R.C. faculty and staff serve as advocates for students with disabilities in matters pertaining to classroom and testing accommodations, as well as off-campus agencies that serve the needs and interests of students with disabilities, such as the Department of Rehabilitation and the Regional Center.
Campus and community referrals	In addition to serving as intermediaries between students and faculty, A.R.C. faculty and staff play a vital role in referring students with disabilities to academic support agencies such as the Tutoring Center, English Writing Center, and the Math Study Center and other Student Services offices. A.R.C. faculty also refer students to community health and counseling agencies, veterans support centers, and other student-friendly organizations in the local community.

PURPOSE OF SECTION 2.4 & 2.5: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

2.4 Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

SSPR Recommendations:	Following the last Student Services Program Review, no recommendations were made to the A.R.C. (former DSPS program). This omission was perhaps due to turnover in senior Student Services administration, and/or inconsistencies in the program review process for Student Services programs. Nonetheless, the faculty and staff of the A.R.C. have made considerable improvements to our service delivery model on our own initiative, which are discussed in other sections of this review.
Response to Recommendations:	Not applicable.

2.5 If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

Comments:	Since the last program review, the A.R.C. has been externally audited by a team from the California Community Colleges Chancellor's Office (2015) and internally audited by the Grossmont-Cuyamaca Community College District office (2017). In both cases, the A.R.C. Coordinator was informed that the program received a "clean audit." No remediation of procedures was required.
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SECTION 3 – DEPARTMENT/PROGRAM GOALS & IMPROVEMENT

PURPOSE OF SECTION 3.1 – 3.4: To describe the main goals and objectives for the program (goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students).

3.1 What were your goals in the last program review cycle, and did the program achieve those goals?

Comments:

Goal 1: Promote Grossmont College's accessibility and openness to historically underserved and underprepared populations, particularly those with disabilities.

Result: Since the last program review cycle, A.R.C. faculty have made numerous presentations at department and division meetings about the services the program provides to students with disabilities. In addition, A.R.C. faculty have been invited to speak about the program's services to visiting high school students and at joint adult education-community college committee meetings. Finally, A.R.C. faculty and staff have presented workshops during FLEX week on the subject of universal design to inform and demonstrate to faculty how they can make their instructional and information materials accessible to students with disabilities.

Goal 2: Provide an exceptional learning environment to promote the success of students with disabilities.

Result: In accordance with federal mandates (e.g., Section 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and Title V of the California Code of Regulations, A.R.C. faculty and staff are tasked with providing timely accommodations and services to students with disabilities. This term on the surface may seem straightforward, but in reality, is somewhat complex. The timely provision of accommodations is dependent on two factors: (1) the date of a student's initial request for services and accommodations and (2) the particular services or accommodations requested. For example, a request for test accommodation can be met within a few days. A request for a Brailled book, however, could take months to meet, as the book will need to be sent to another site in California for transcription into Braille. The standard for timely provision of services and accommodations, then, is context-dependent. Nonetheless, underlying the provision of services and accommodations to students with disabilities is the intent to promoting the success of students with disabilities in their academic endeavors.

Beyond those accommodations and services detailed in the Title V Implementing Guidelines, since the last program review cycle, the A.R.C. has gone beyond mandates to provide students with disabilities developmental courses in academic learning strategies (PDSS 095), academic writing (PDSS 097 and 098), and mathematics (PDSS 092). The expressed intent of these courses is to equip students with disabilities with the skills and strategies they need to succeed in mainstream courses at Grossmont College. The A.R.C. also purchased state-of-the-art assistive computer software and hardware for student use in the Assistive Technology Center (ATC). These products continue to provide students with access to the instructional and informational materials required in their classes. Beyond, the immediate environment of the A.R.C., faculty and staff of our department have presented workshops, trainings, and individual consultations to instructional faculty and administrators to enhance the design of online and conventional courses to ensure that they are universally accessible to all students, particularly those with disabilities. Moreover, A.R.C. faculty have regularly consulted with the college's allied health faculty to ensure that the standards and practices of these departments comply with federal mandates for accessibility.

Goal 3: Use fiscal and physical resources to foster an environment of for students with disabilities that is accessible to all students and enhances the ability of DSPS (A.R.C.) staff to deliver services effectively and efficiently.

Result: Rather robust categorical funding from the California community Colleges Chancellor's Office during the past several years has enabled the A.R.C. to hire a full-time faculty member for the first time in over 15 years. This has increased the capacity of the A.R.C. to meet institutional and student demands for educational planning. Moreover, the particular skillset of this new full-time faculty hire expands the expertise of the A.R.C. faculty in the area of mental

health, which is a growing area of need. The A.R.C. has recently purchased two electric carts to transport students with mobility challenges to their classes and other offices on campus. Thus, students with physical disabilities who were previously unable to gain easy physical access to their classes can now fully participate in campus activities. Regular evaluation of the A.R.C.'s SSOs and SLOs as well as the development and distribution of a student satisfaction survey has provided the department with ample internal data to evaluate and improve services provided to students, which ultimately enhances their opportunities for academic success. In addition to the purchase of the carts, the A.R.C. has maintained a practice of annually upgrading the computer hardware and software used in the ATC to ensure that students have complete access to the college's informational and instructional materials.

Goal 4: Provide professional development opportunities to DSPS (now A.R.C.) faculty and staff so they can continue to create an exceptional learning environment to promote the success of students with disabilities.

Result: When funding has been available, A.R.C. faculty have been able to attend the annual California Association for Postsecondary Education and disability (CAPED) convention, the National Behavioral Intervention Team Association (NaBITA) annual conference, and professional local trainings covering the administration and interpretation of the *Myers-Briggs Type Indicator* (MBTI) and the *Strong Interest Inventory*. A.R.C. faculty have also attended the AB 540 Ally training and the Introduction to Teaching in Canvas @One Certification training, both held at Grossmont College. In addition, both the Coordinator of the ATC and the alternate media specialist serve on state-wide committees that provide ample opportunity to disseminate information to other A.R.C. faculty and staff the ultimately benefits our students. Finally, A.R.C. faculty have helped organize events and staff development activities with their colleagues at Cuyamaca College, which have facilitated the transmission of ideas and information that has directly and indirectly benefited students with disabilities at both campuses.

Goal 5: Provide excellent learning opportunities for students with disabilities so they can achieve their academic and professional goals.

Result: As noted earlier, the A.R.C. provides supplemental courses in the areas of developmental writing (PDSS 097 and 098), study skills and strategies (PDSS 095), and developmental math (PDSS 092). These courses are intended to build students' skills and knowledge in key academic areas so they may achieve their academic and professional goals. In addition, A.R.C. counselors assist students with creating abbreviated and comprehensive educational plans to enhance students' ability to stay focused on their academic and professional goals and more expediently achieve them. Educational planning is not a service mandated in Title 5, but the A.R.C. has recognized its importance in retaining and graduating students with disabilities. Consequently, the A.R.C. has actively promoted education planning as a key service provided to students and has hired a number of adjunct counselors to augment the existing full-time faculty members' ability to provide timely academic counseling.

3.2 Make a rank ordered list of priority goals and objectives for your department/program for the next three-year cycle. (When developed be sure to keep in mind "SMART" Goal standards, and Grossmont's Achieve the Dream strategic plan).

Goal:	Description:	Action Plan:
1. Rename department to reflect the department's philosophy.	<p>Grossmont College Priority #1: Outreach.</p> <p>A.R.C. staff will collaborate to develop a department name that reflects the philosophy of the program.</p>	<p>Discussed and voted within the department on potential names. Disseminated the name change to the Academic Senate for an informational vote. Contacted campus publication editors (e.g., catalog, web master) to publicize new name. Printed and distributed new department brochures and business cards. Updated department web site. Measurable outcome: New department name was written and printed in the new A.R.C. brochures by 12/31/17.</p>

<p>2. Promote Grossmont College's accessibility and openness to traditionally underrepresented postsecondary students, particularly those with disabilities.</p>	<p>Grossmont College Priority #1: Outreach.</p> <p>To better serve students in historically under-served populations, the A.R.C. will produce a new brochure to promote its name change and disseminate current available services and accommodations.</p>	<p>Invited input from all areas within the A.R.C. program to update existing information pertaining to services and accommodations available to students. Consulted with Creative Services office to develop and print a new department brochure.</p> <p>Measurable outcomes: A.R.C. brochure was printed and has been distributed to campus offices and visitors to the department. Department web site was updated to reflect name change. Brochure was distributed, and department website updated by 12/31/17.</p>
<p>3. Provide professional development opportunities to A.R.C. faculty and staff so they can continue to create an exceptional learning environment to promote the success of students with disabilities.</p>	<p>Grossmont College Priority #2: Engagement.</p> <p>A.R.C. faculty will attend the National Conference on Race and Ethnicity (N.C.O.R.E), CAPED, and CSU/UC Transfer Conference, and all other conferences that promote student success and equity.</p>	<p>A.R.C. faculty will obtain and disseminate information about conferences pertaining to student transfer to public (e.g., CSU/UC) and private (e.g., Alliant University) colleges and universities. Additionally, faculty will attend conferences which present information regarding best practices for student success among individuals from underrepresented groups. Faculty will equitably decide who will attend these conferences and will share the information they receive with the A.R. C. faculty who do not attend. Measurable outcomes: Faculty attendance at conferences and dissemination of information at department and division meetings. Increased transfers of students with disabilities to universities and four-year colleges. (Ongoing)</p>
<p>4. Provide excellent learning opportunities for students with disabilities so they can achieve their academic and professional goals.</p>	<p>Grossmont College Priority #3: Retention.</p> <p>In accordance with SSSP requirements, A.R.C. faculty and students will collaboratively develop abbreviated and comprehensive education plans. This is not currently a Title 5 requirement for A.R.C. students, but would provide disability-related guidance in developing an education plan.</p>	<p>Students with disabilities will meet with A.R.C. counselors to develop abbreviated and comprehensive ed plans to facilitate completion of their educational goals. Measurable outcomes: Increased student retention and course completion as a result of student use of ed plans. A.R.C. students will have a clear educational path to meet their desired outcomes. This is an ongoing goal activity.</p>
<p>5. Exploit fiscal and physical resources to foster an environment for students with disabilities that is accessible and enhances the effective and efficient delivery of services.</p>	<p>Grossmont College Priority #4: Institutional Capacity.</p> <p>A.R.C. faculty have served as the Co-Chair of the Facilities Committee for the past six years, and presently serve in that capacity as part of the shared governance process. Other A.R.C. faculty and staff serve on the Distance Education subcommittee and Curriculum committee and regularly advise both committee's members and ultimately the campus on access issues involving facilities and the curriculum.</p>	<p>A.R.C. faculty will continue to represent the interests of students with disabilities on the Facilities Committee, the Distance Education subcommittee, and the Curriculum Committee. Measurable outcomes: Campus facility renovation, construction, and maintenance projects adhere to ADA compliance regulations. Software and hardware purchases are made by campus departments with universal access in mind. This is an ongoing goal activity.</p>

3.3 Please reflect on the “Institutional Capacity” (IC) of your goals. (IC = use of Information Technology & Institutional Research; Process for identifying achievement gaps; Process for formulating and evaluating solutions; Commitment to and capacity for data-informed decision making).

Comments:	<p>Nearly all the planning and budget decisions A.R.C. staff make are data driven in support of informal and formal goals, such as those stated in section 3.2. As a categorical program, our funding is based on student head count. Therefore, the A.R.C. has mandatory annual MIS reporting requirements. For example, the data yielded from the daily statistics we record (e.g., student counts, types of appointments, disabilities served) help the department develop annual spending priorities. The budget is only part of the picture, of course. Student success data, for example retention and completion rates of students with disabilities, compared with the rates of students without disabilities provides a means of broadly identifying where interventions are needed. The education plans we generate and case notes we make for each student we see inform our decision making on the micro level. A.R.C. counselors and specialists can easily see where a student is in light of his or her educational goals and can recommend interventions that ultimately influence retention and course completion rates. Transcript reviews with a student can also give a counselor or specialist insight where a student's achievement gaps lie and suggest interventions that can help get him or her back on track. Semester-by-semester frequency-of-use data and student satisfaction surveys inform the department where more resources need to be allocated to meet students' needs and cultivate a culture of continuous improvement, whereby ineffective or inefficient processes can be reviewed and revised or replaced. The latter decisions are always made collaboratively in department meetings and by means of smaller workgroups when necessary. The data collected following the revision or elimination of a process is analyzed to determine whether the change was effective. The strength of this method is in the collaborative and collegial dialogue that occurs between the department's classified and certificated employees. All employees are able to weigh in on issues the department must confront, which facilitates buy-in and unified work toward common goals.</p>
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3.4 Identify your most successful goal. Describe how this goal was a success (including activities, supporting data).

Comments:	<p>The most successful goal of late was the renaming of the department. While listed as a goal to be accomplished in this program review, it was implemented early in the review cycle. What made this goal a success was the collaborative process the department faculty and staff engaged in when determining the new name (Accessibility Resource Center). All department members were able to propose a new name that reflected our mission statement. Name change submissions were then presented at a department meeting and voted on. The winning name won. The name change moved through the campus adoption cycle smoothly, ultimately receiving a unanimous endorsement from the Academic Senate. Anecdotal evidence from faculty, staff, and administrators outside the department and from students who use A.R.C. services suggested that everyone was in favor of the name change. Those who complemented the department on its name change typically said that “Accessibility Resource Center” sounded more affirmational than “Disabled Students Programs and Services,” which some felt emphasized one's disability over his or her ability. Others said that the name change sounded more positive, promoting academic success through the utilization of resources.</p>
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3.5 Identify your least successful goal. Describe how this goal was unsuccessful (include challenges or obstacles encountered and any changes to this goal and why).

Comments:	<p>A past goal cited in the previous review that was not entirely successful was “Provide professional development opportunities to DSPS (now A.R.C.) faculty and staff so they can continue to create an</p>
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	<p>exceptional learning environment to promote the success of students with disabilities.” Due to the budget deficit of 2008-2010, travel for faculty development ground to a halt. A.R.C. staff could not travel to conferences and other trainings due to their expense. Consequently, vital information was not acquired that could have been helpful in working with our student population. However, with a better financial picture, travel to conferences and trainings has resumed, and the Vice President of Student Services and the Dean of Counseling, to which the A.R.C. faculty and staff report, have made professional development a spending priority. This goal has been retained in this program review cycle because its implementation is important to the continued retention and course completion success of students with disabilities.</p>
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PURPOSE OF SECTION 3.6 – 3.11: The committee wants to gauge department/program efforts as they relate to quality, vitality, and responsiveness to student needs. Similarly, to review how these efforts inform department improvement and refinement.

3.6 Please describe any programmatic changes to services in your department/program (i.e. accomplishments, changes in service, etc.) during the last 3 years.

Service:	Process(es) used to support programmatic change(s):
Change in Title 5 regulations	The 2015 revision to Title 5 included modifications to the Learning Disability Service and Educational Model (LDSEM). The model changed to permit more students to be found eligible for learning disability services. Students may now qualify for services with either a processing deficit or an aptitude-achievement discrepancy. The change in Title 5 regulations has also prompted the department to develop three new documents, the A.R.C. Student Agreement form, the A.R.C. Academic Accommodation Plan (AAP), and the Authorized Academic Accommodations Letter (AAA). These documents permit the A.R.C. to collect and place on file documents that justify our delivery of services. They also make clear to the students the accommodations they will receive through our office. Because these documents are held on line, it is easy to store and print them as needed to expedite the delivery of services to students.
Early Retirement Incentive	Two full-time faculty have retired in the last two years, and a third is scheduled to retire at the end of spring 2019. This has prompted the hiring of three adjunct counselors to fill this need. Fortunately, two ERI faculty have returned for limited duty, which helps the department respond to the increased need for counseling and learning disabilities assessment.
Funding-Based Record Coding	The amount of general fund money that is allocated to the A.R.C. is tied to the number and types of services we provide to students. SARS data are used to inform this funding model. To accurately record the nature of student appointments for funding purposes, department staff were trained to use a set of standardized coded to label student appointments. Funding is allocated according to the weight of individual codes.
Full-time Counselor Hired	For the first time in nearly 15 years, the A.R.C. was able to bring on board a full-time counselor who has a background in mental health counseling. While she does not do therapy with students in her position, her knowledge of psychiatric disabilities is useful in meeting the needs of an increasing number of students with mental health disorders. Our new counselor serves as a resource to faculty and staff within the A.R.C. and outside the department.
Retention and Success Rates of Students with Disabilities	California Community College Chancellor’s Office data show that the retention and success rates for students with disabilities equals or exceeds the rates for students without disabilities in three categories: degree-applicable units, transferable units, and vocational education units for the past six years. (See Appendix E.)

3.7 How does the population you serve assess the department/program?

Comments:	Students who use A.R.C. services assess the department in two ways. One way is through our student satisfaction frequency-of-use survey. (See Appendix D for an example of this survey and recent results). Student surveys are administered in the fall semester. This is done at the completion of students' appointments with a counselor or specialist. Trends in responses are noted and used to either modify or maintain services and procedures. An indirect way to evaluate the department, at least in regard to an individual faculty member, is through faculty evaluations. These evaluations serve to highlight processes that are working properly and those that need to be changed.
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3.8 Explain how external factors (e.g. state budget, local economy, local job market, changes in technology, similar program or service at neighboring institutions) influence your department/program, and describe any measures that have been taken to respond to these factors.

Comments:	As noted earlier, the student population the A.R.C. serves has remained relatively consistent despite a decline in enrollment overall. (See Appendix B.) This suggests that students with disabilities are seeking Grossmont College as a source of opportunity, whereas the rise in minimum and lower-wage employment has drawn many people without disabilities into the workforce. Indeed, according to the Bureau of Labor Statistics (2017), the unemployment rate for people with disabilities was 10.5% vs. 4.6% for those without a disability. Technology changes have had a minimal impact on service delivery in the A.R.C., as noted in a previous discussion about the use of software to code students' appointments and the use of electronic documents to records students' accommodations. These minor changes have been helpful, however, in assisting us in our efforts to comply with Title 5 regulations pertaining to providing accommodations and services to students who have documented disabilities.
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3.9 Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.

Comments:	The A.R.C. operates under the direction of the Dean of Counseling. As such, our program is affiliated with EOPS and General Counseling in what is called the Counseling Division. This arrangement facilitates the dissemination of counseling information, which is one aspect of what we do. A.R.C. faculty and classified staff also serve on a variety of campus committees such as the Curriculum Committee, the Distance Education subcommittee, the Technology, teaching, and Learning Committee, the Academic Senate, the Bookstore Committee, Student Grievance Committee, the Prevent, Assess, and Care Team (PACT), Facilities Committee, and the Student Services Program Review Committee. Serving on these committees permits A.R.C. faculty and staff to have a voice in the affairs of the college and an opportunity to promote access and equity issues that affect students with disabilities, thereby enhancing institutional effectiveness by creating a culture that is universally accessible to all students, particular in regard to students access to the informational and instructional processes of the college.
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3.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

Comments:	These issues are addressed in Section 7.1.
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3.11 If applicable, briefly explain your department/program plans for improvement and refinement.

Identify any plans your department/program has to:		Details:
<input checked="" type="checkbox"/>	Change or improve services.	The A.R.C. plans to obtain a larger sample of responses to the student satisfaction/frequency-of-use survey. A broader base of responses may yield more information about services that need to be modified or created.
<input checked="" type="checkbox"/>	Change or improve department/program assessment.	The A.R.C. will be pursuing the possibility of converting the student satisfaction/frequency-of-use survey to an electronic format so that it can be administered and scored by computer.
<input checked="" type="checkbox"/>	Improve involvement with the community.	A.R.C. staff redouble their outreach efforts to inform agencies outside the college about the services and programs available to students with disabilities at Grossmont College. Areas of focus will be local area high schools and adult education.
<input checked="" type="checkbox"/>	Improve coordination with other programs on campus.	Cultivate a relationship with campus and district data experts for advice on more techniques to quantitatively and qualitatively assess the quality and quantity of A.R.C. services. Ongoing: promote A.R.C. services and accommodations across campus through presentations at divisional and department meetings.
<input checked="" type="checkbox"/>	Other	Obtain permission to hire an additional faculty member, a student services supervisor, and a learning assistance center assistant.

SECTION 4 – INSTITUTIONAL LEARNING OUTCOMES & CAMPUS STRATEGIC PLAN

PURPOSE OF SECTION 4.1: To describe how Institutional Learning Outcomes (ILOs) are supported by your department/program.

4.1 Check each ILO supported by your department/program and corresponding area of Integrative and Applied Learning.

ILO:		Integrative and Applied Learning:
<input checked="" type="checkbox"/>	Knowledge of Human Cultures and the Physical and Natural World.	<input checked="" type="checkbox"/> Broad, Integrative Knowledge. <input checked="" type="checkbox"/> Specialized Knowledge.
<input checked="" type="checkbox"/>	Intellectual and Practical Skills	<input checked="" type="checkbox"/> Communication (written and oral) fluency <input type="checkbox"/> Use of information resources <input type="checkbox"/> Critical and Creative inquiry <input checked="" type="checkbox"/> Teamwork and problem solving
<input checked="" type="checkbox"/>	Personal and Social Responsibility	<input type="checkbox"/> Productive citizenry (civic knowledge and engagement) <input checked="" type="checkbox"/> Intercultural knowledge and competence <input checked="" type="checkbox"/> Ethical reasoning for action <input checked="" type="checkbox"/> Foundations and skills for lifelong learning

PURPOSE OF SECTION 4.2 & 4.3: Please demonstrate how your department/program links into GC's strategic plans of Outreach, Engagement, Retention and Institutional Capacity (IC). (IC = use of Information Technology & Institutional Research; Process for Identifying Achievement gaps; Process for formulating and evaluating solutions; Commitment to and capacity for data-informed decision making).

4.2 Summarize your program strengths in terms of (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	A.R.C. faculty participate in outreach to area high schools as well as adult education. We also participate in outreach as a participant in programs sponsored by the Career Center and Adult-Reentry program. A.R.C. faculty consult with faculty and administrators in various departments to provide in-class services to students with disabilities. The Outreach Ambassador and campus departments can request presentations from the A.R.C. via an online request form the A.R.C. recently developed. ATC faculty and staff have also collaborated with the Veterans Resource Center to provide no-cost note-taking software and training in its use to both veterans and students with disabilities. This partnership has enhanced an awareness of A.R.C. services among veterans.
Engagement	A.R.C. faculty serve as the advisor to the Aktion Club, a student organization for people with disabilities.

Retention	A.R.C. faculty are actively engaged in assisting students with educational planning, disability management, teaching skills-based developmental classes, and providing follow-up to ensure that students are implementing their educational plans.
Institutional Capacity	The A.R.C. uses institutional and local, self-generated data to make programmatic and budgetary decisions.

4.3 Summarize your program challenges in terms of (limit to ½ page):

Strategic Goal:	Challenge(s):
Outreach	Not all public schools are receptive to our outreach efforts. More work needs to be done with the Department of Rehabilitation and the Regional Center to ensure that staff in both agencies are aware of the services and accommodations the A.R.C. provides. Both agencies often refer students to our program who may not be able to benefit from our services and the college's curriculum. For this reason, A.R.C. counselors and specialists go to great lengths to engage prospective students who have disabilities in an interactive process to determine their potential to benefit from the college's programs and resources.
Engagement	Many students with disabilities do not want to be affiliated with a group that identifies itself with disability. A.R.C. faculty need to identify and broker new opportunities for students to become involved in the campus community.
Retention	Not all students with disabilities intend to complete an associate's degree or transfer to a university. Consequently, for those students with disabilities who are in college for social or intellectual development apart from a career goal, education planning can be difficult, particularly with the college's focus on measurable outcomes.
Institutional Capacity	Efforts to collect data from the district's institutional research office have been difficult, and procedures for doing so have been cumbersome. Consequently, the A.R.C. has pursued its own data collection methods or relied on extant data from the California Community Colleges Chancellor's Office. Also, efforts to enhance the efficiency of data collection through the installation of software has met with resistance from the district's IT office.

SECTION 5 – STUDENT LEARNING OUTCOMES & STUDENT SERVICE OUTCOMES

PURPOSE OF SECTION 5.1: To access practices used to achieve Student Learning Outcomes (SLOs) and Student Service Outcomes (SSOs). SLOs and SSOs allow faculty, staff, administrators and institutional researchers assess the impact of services and instruction.

5.1 How does your program support student learning?

Comments:	The A.R.C. supports student learning through academic and disability-management counseling. In addition, all the services, accommodations, and instructional support classes the A.R.C. provides students are intended to support students' learning goals.
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5.2 Please use the table to fill in the appropriate information regarding:

- SLOs/SSOs measured
- Assessment Tool - Briefly describe assessment tool.
- Assessment Analysis - Summarize the assessment results; discuss what student needs and issues were revealed
- Next Steps - How will you address the needs and issues revealed by the assessment?
- Timeline for Implementation - Make a timeline for how you will implement the next steps outlined above

SLO/SSO MEASURED:	SSO #1: A.R.C. students who complete the intake process will have their functional limitations identified and will be assigned appropriate educational accommodations.
ASSESSMENT TOOL:	Annual internal audit of student records such as MIS data, AAP, AAA, Student Agreement, accommodation usage data.
ASSESSMENT ANALYSIS:	All students who complete an intake appointment with A.R.C. counselors and specialists have their functional limitations assessed and are assigned appropriate academic accommodations. This is verified by an individual audit of students' files on an ongoing basis. This is a Title 5 and federal mandate. Result: Annual data analysis shows that 100% of A.R.C. students who complete the intake process have had their functional limitations identified and have been assigned appropriate educational accommodations.
NEXT STEPS:	Continue to monitor student records to ensure that they are complete and accurate. Ensure that student record updates are processed quickly to enhance efficient provision of services to students.
TIMELINE FOR IMPLEMENTATION:	This is an ongoing SSO.

SLO/SSO MEASURED:	SSO #2: Students registered with the A.R.C. who request accommodations according to A.R.C. policies and procedures will be provided with appropriate educational accommodations in a timely manner. (See the discussion of what constitutes "timely manner" in section 3.1.)
ASSESSMENT TOOL:	Annual internal audit of student records such as MIS data, AAP, AAA, Student Agreement, accommodation usage data.
ASSESSMENT ANALYSIS:	Title 5 and federal regulations mandate that academic accommodation be provided to students with disabilities in a timely manner. Therefore, the standard is that 100% of

	students who are provided services and accommodations will receive them in a timely manner. Result: Annual data analysis shows that 100% of A.R.C. students who complete the intake process have received appropriate educational accommodations in a timely manner.
NEXT STEPS:	Continue to perform an annual internal audit of student records such as MIS data, AAP, AAA, Student Agreement, accommodation usage data, case notes in Datatel.
TIMELINE FOR IMPLEMENTATION:	This is an ongoing SSO.

SLO/SSO MEASURED:	SSO #3: 75% of all students referred to ATC will be able to use conventional and assistive technology to enhance academic participation and success.
ASSESSMENT TOOL:	Annual ATC student usage statistics.
ASSESSMENT ANALYSIS:	Analysis of ATC usage statistics shows that this outcome is routinely exceeded. Result: Annual data show that most students who use the ATC are repeat visitors, suggesting that their computing needs are being met. A.R.C. faculty will consider raising the baseline criterion of success for this goal.
NEXT STEPS:	Continue to monitor ATC usage data to note trends.
TIMELINE FOR IMPLEMENTATION:	This is an ongoing SSO.

SLO/SSO MEASURED:	SLO #1: PDSS 080—Educational Assessment and Prescriptive Planning Students will identify their strengths and weaknesses in aptitude, perception, and achievement areas.
ASSESSMENT TOOL:	Questionnaire, standardized tests, LDSEM model
ASSESSMENT ANALYSIS:	All students who completed components 1-6 of the LDSEM were able to identify their strengths and weaknesses in aptitude, perception, and achievement areas.
NEXT STEPS:	Evaluate SLO in next cycle. (Was assessed spring 2016)
TIMELINE FOR IMPLEMENTATION:	To be determined.

SLO/SSO MEASURED:	SLO #2: PDSS 080—Educational Assessment and Prescriptive Planning Students will analyze the characteristics of specific learning disabilities.
ASSESSMENT TOOL:	Questionnaire, standardized tests, LDSEM model
ASSESSMENT ANALYSIS:	All students who completed components 1-6 of the LDSEM were able to analyze the characteristics of specific learning disabilities.
NEXT STEPS:	Evaluate SLO in next cycle. (Was assessed spring 2016)
TIMELINE FOR IMPLEMENTATION:	To be determined.

SLO/SSO MEASURED:	SLO #3: PDSS 080—Educational Assessment and Prescriptive Planning Students will recognize individual learning deficits and develop an intervention process to address these.
ASSESSMENT TOOL:	Questionnaire, standardized tests, LDSEM model
ASSESSMENT ANALYSIS:	All students who completed components 1-6 of the LDSEM were able to recognize individual learning deficits and develop an intervention process to address these.
NEXT STEPS:	Evaluate SLO in next cycle. (This SLO was assessed spring 2016)
TIMELINE FOR IMPLEMENTATION:	To be determined

SLO/SSO MEASURED:	SLO #4: PDSS 092—Math Strategies for Students with Disabilities Students will evaluate their own learning style along with specific strategies for studying mathematics textbooks, taking mathematics lecture notes, and organizing course material utilizing their learning style.
ASSESSMENT TOOL:	Oral interview with the PDSS 092 facilitator, facilitator-designed exercises, facilitator observations
ASSESSMENT ANALYSIS:	All students who passed the course (i.e., received a grade of “pass”) were able, at the end of the course, to evaluate their own learning style along with specific strategies for studying mathematics textbooks, taking mathematics lecture notes, and organizing course material utilizing their learning style.
NEXT STEPS:	Evaluate SLO in next cycle. (Was assessed spring 2017)
TIMELINE FOR IMPLEMENTATION:	To be determined.

SLO/SSO MEASURED:	SLO #5: PDSS 092—Math Strategies for Students with Disabilities The student will create organized homework models.
ASSESSMENT TOOL:	Oral interview with the PDSS 092 facilitator, facilitator-designed exercises, facilitator observations
ASSESSMENT ANALYSIS:	All students who passed the course (i.e., received a grade of “pass”) were able, at the end of the course, to create organized homework models.
NEXT STEPS:	Evaluate SLO in next cycle. (Was assessed spring 2017)
TIMELINE FOR IMPLEMENTATION:	To be determined.

SLO/SSO MEASURED:	SLO #6: PDSS 092—Math Strategies for Students with Disabilities The student will recall and utilize specific strategies for mathematics test-taking including techniques for reducing math anxiety.
ASSESSMENT TOOL:	Oral interview with the PDSS 092 facilitator, facilitator-designed exercises, facilitator observations
ASSESSMENT ANALYSIS:	All students who passed the course (i.e., received a grade of “pass”), were able, at the end of the course, to recall and utilize specific strategies for mathematics test-taking including techniques for reducing math anxiety.

NEXT STEPS:	Evaluate SLO in next cycle. (Was assessed spring 2017)
TIMELINE FOR IMPLEMENTATION:	To be determined.

SLO/SSO MEASURED:	SLO #7: PDSS 095—Study Skills and Strategies for Students with Disabilities Students will track and organize their time.
ASSESSMENT TOOL:	Lab activity sheet, performance test, weekly schedule
ASSESSMENT ANALYSIS:	Pending evaluation of SLO.
NEXT STEPS:	SLO will be evaluated spring 2018.
TIMELINE FOR IMPLEMENTATION:	Spring 2018.

SLO/SSO MEASURED:	SLO #8: PDSS 095—Study Skills and Strategies for Students with Disabilities Students will establish priorities for scheduling short- and long-term objectives.
ASSESSMENT TOOL:	Lab activity sheet, performance test, weekly schedule
ASSESSMENT ANALYSIS:	Pending evaluation of SLO.
NEXT STEPS:	SLO will be evaluated spring 2018.
TIMELINE FOR IMPLEMENTATION:	Spring 2018.

SLO/SSO MEASURED:	SLO #9: PDSS 095—Study Skills and Strategies for Students with Disabilities Students will mark textbooks effectively and efficiently to enhance reading comprehension.
ASSESSMENT TOOL:	Lab activity sheet, performance test
ASSESSMENT ANALYSIS:	Pending evaluation of SLO.
NEXT STEPS:	SLO will be evaluated spring 2018.
TIMELINE FOR IMPLEMENTATION:	Spring 2018.

SLO/SSO MEASURED:	SLO #10: PDSS 097—Basic Writing for Students with Disabilities Grammar: Students will identify the parts of speech.
ASSESSMENT TOOL:	Exercises, in-class compositions
ASSESSMENT ANALYSIS:	Pending evaluation of SLO.
NEXT STEPS:	SLO will be evaluated fall 2018.
TIMELINE FOR IMPLEMENTATION:	Fall 2018.

SLO/SSO MEASURED:	SLO #11: PDSS 097—Basic Writing for Students with Disabilities
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	Grammar: Students will identify the major components of a sentence, including subjects, verbs, phrases, and clauses
ASSESSMENT TOOL:	Exercises, in-class compositions
ASSESSMENT ANALYSIS:	Pending evaluation of SLO.
NEXT STEPS:	SLO will be evaluated fall 2018.
TIMELINE FOR IMPLEMENTATION:	Fall 2018.

SLO/SSO MEASURED:	SLO #12: PDSS 097—Basic Writing for Students with Disabilities Writing: Students will employ the writing process (invention, drafting, revising, editing, and reflection) to organize and develop expository and argumentative paragraphs focusing on one main idea with supporting details.
ASSESSMENT TOOL:	Exercises, in-class compositions
ASSESSMENT ANALYSIS:	Pending evaluation of SLO.
NEXT STEPS:	SLO will be evaluated fall 2018.
TIMELINE FOR IMPLEMENTATION:	Fall 2018.

SLO/SSO MEASURED:	SLO #13: PDSS 098—Writing Fundamentals for Students with Disabilities Grammar: Students will identify the major components of a sentence, including subjects, verbs, phrases, and clauses.
ASSESSMENT TOOL:	Exercises, in-class compositions
ASSESSMENT ANALYSIS:	Pending evaluation of SLO.
NEXT STEPS:	SLO will be evaluated spring 2019.
TIMELINE FOR IMPLEMENTATION:	Spring 2019.

SLO/SSO MEASURED:	SLO #14: PDSS 098—Writing Fundamentals for Students with Disabilities Grammar: Students will use basic punctuation correctly to avoid fragments, run-ons, and comma splices.
ASSESSMENT TOOL:	Exercises, in-class compositions
ASSESSMENT ANALYSIS:	Pending evaluation of SLO.
NEXT STEPS:	SLO will be evaluated spring 2019.
TIMELINE FOR IMPLEMENTATION:	Spring 2019.

SLO/SSO MEASURED:	SLO #15: PDSS 098—Writing Fundamentals for Students with Disabilities Writing: Students will employ the writing process (invention, drafting, revising, editing, and reflection) to organize and develop expository and argumentative paragraphs and essays focusing on one main idea with supporting details.
ASSESSMENT TOOL:	Exercises, in-class compositions

ASSESSMENT ANALYSIS:	Pending evaluation of SLO.
NEXT STEPS:	SLO will be evaluated spring 2019.
TIMELINE FOR IMPLEMENTATION:	Spring 2019.

PURPOSE OF SECTION 5.3 – 5.6: To show how SLO/SSOs assessments were used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning. Applicable only to departments/programs that offer courses of instruction. Briefly answer the following questions.

5.3 How does your department manage and follow the 6 year SLO Assessment Plan?

Comments:	The A.R.C. evaluates course SLOs according to the SLO assessment schedule distributed by the college's SLO Coordinator. Since an assessment schedule for SSOs is not yet available, the A.R.C. assesses its SSOs annually.
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5.4 How does your department use SLO assessments to discuss teaching and learning in your courses?

Comments:	SLO assessments are used to revise and improve course learning materials and instructional methodologies. SSO assessments are used to improve the A.R.C.'s delivery of services to our students, particularly the accuracy of record keeping and the timeliness and efficiency of service provision.
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5.5 How is the information from those discussions communicated to the faculty in your department/program who teach?

Comments:	Since the courses offered under the auspices of the A.R.C. are taught by only two instructors, SLO assessment results are shared with the instructors of our PDSS courses through informal and formal discussion. SSO assessment results are disseminated in department meetings and through training meetings with employees working in the various areas that are assessed.
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5.6 What assistance is needed from the College to remove barriers to SLOs being an effective and important component of your department planning (from writing SLOs to assessments to communicating action plans)?

Comments:	The college needs to develop an evaluation cycle for SSOs. The SLO process seems to be more defined and mature. Also helpful would be a formalized training process concerning the writing and evaluation of meaningful SSOs.
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PURPOSE OF SECTION 5.7- 5.10: For departments that offer courses of instruction. To describe how curriculum is maintained and/or developed.

5.7 Describe how your course offerings have changed since the last program review. Have you added or deleted courses? If so, why?

Comments:	The department has not changed course offerings since the last program review. It is possible that the course outlines for PDSS 092, 097, and 098 will be revised in the future due to college-wide changes to the developmental math and writing courses the PDSS courses support.
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PURPOSE OF SECTION 5.8: To understand your practice for reviewing outlines. For example: when you submit a new course, a course is modified, or a course update is submitted to the curriculum committee.

5.8 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

Comments:	All course outlines are reviewed and modified based on developments in the departments they are designed to supplement. For example, with the advent of acceleration in the areas of English and math, it is conceivable that the PDSS 092, 097, and 098 courses will be changed to complement changes in the English and math curriculum. It is the content of the mainstream curriculum, then, that influences the development of our PDSS courses, with two exceptions. PDSS 080, the course entitled Educational Assessment and Prescriptive Planning is influenced by developments in the LDSEM. This course, which is the vehicle through which students receive learning disability assessments, is subject to change whenever the LDSEM is changed. The only changes over the last 20 years have been in the psychometric instruments used to conduct learning disability assessments. PDSS 095, Study Skills and Strategies for Students with Disabilities, changes in response to students' changing learning needs. For example, when the course was first designed and offered, students were taught to read and mark physical texts. Students are still taught how to identify and study from texts, but there is an additional consideration of how to work with digital texts.
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PURPOSE OF SECTION 5.9: To describe what the department does to maintain high academic standards amongst its faculty.

5.9 What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

Comments:	New full and part-time faculty participate in campus orientation for new faculty. Also, senior faculty mentor new full and part-time faculty in such areas as developing educational plans and assigning academic accommodations and services to students with disabilities. While such mentoring is formalized through the sharing and review of practice ed plans and observations of student-counselor meetings, informal mentoring occurs through day-to-day interactions between experienced and new faculty. Weekly department meetings as well are where much information is communicated to new full and part-time faculty. At the moment, courses offered in our department are taught by senior faculty, so there is not a need to discuss pedagogical or curricular issues with new faculty. However, new faculty are apprised of the course content of our PDSS courses through formalized informational meetings and informal discussion.
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PURPOSE OF SECTION 5.10 – 5.11: To evaluate the department's success with course delivery methods in online vs. hybrid vs. face-to-face platforms.

5.10 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert here).

No fully online or hybrid courses are offered under the auspices of the Accessibility Resource Center, so comparison data regarding retention and success rates are not available.

5.11 Briefly explain your department/program plans to improve and refine SLOs.

Identify any plans your department/program has to:		Details:
<input checked="" type="checkbox"/>	Change or improve your SLOs/SSOs.	It is anticipated that college-level guidance on the development and assessment of SSOs will be forthcoming, so SSOs will be revised as necessary. Our SLOs are not in need of revision at this time.
<input checked="" type="checkbox"/>	Change or improve how the department/program assesses SLOs/SSOs.	As the department uses its student satisfaction/frequency-of-use survey more extensively, it is conceivable that the data yielded from this instrument will prompt a revision of department SSOs.
<input type="checkbox"/>	Change or improve department/program services as a result of SLO/SSO findings.	
<input type="checkbox"/>	Other	

SECTION 6 – STUDENT SUCCESS & EQUITY

PURPOSE OF SECTION 6.1:

- To have department/programs examine the effectiveness of the program.
- To have departments/programs explain what they have done to improve student success.

6.1 How does your department/program contribute to student success outcomes (promote transfer, completion of educational goal, retention, and/or future success)? As compared to previous years?

Comments:	The fundamental nature of the Accessibility Resource Center is to promote student success. As noted earlier in various sections, A.R.C. faculty help students develop abbreviated and comprehensive education plans based on students' goals. These plans increase the likelihood that students will persist in the completion of their academic goals in a timely manner. The services and accommodation the department provides to students with disabilities also contribute to student success outcomes. Were it not for the services and accommodations the A.R.C. provides, students with disabilities would experience far lower rates of success. As it is, retention and success rates of students with disabilities are equal to or surpass those of students without disabilities in terms of degree-applicable units, transferable units, and vocational education units for the past six years. (See Appendix E.)
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PURPOSE OF SECTION 6.2: To have departments/programs explain what they have done to improve student equity and support to special populations.

6.2 Please answer the following questions:

Access: How do the services you provide to students facilitate access and equity to special populations?

Support: How do the services you provide to students support special populations? How do the services support students while attending the college?

Access:	As noted in previous sections, A.R.C. accommodations and services enable students with disabilities to participate equitably with students who are not disabled as they pursue their academic goals.
Support:	The legally mandated services and accommodations students with disabilities receive through the A.R.C. permit them to achieve to their fullest potential. A more robust discussion of the manner in which A.R.C services support student with disabilities can be found in various section of this report and will, as a result, not be repeated here.

SECTION 7 – STUDENT DATA

PURPOSE OF SECTION 7.1: To use Key Performance Indicators (KPIs) to demonstrate the department/program: scale of operation, efficiency, and effectiveness. Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 7.2.

7.1 If applicable, report program/area data showing the quantity of services provided the past 2 academic years (i.e. number of workshops or events offered, ed plans developed, students served, etc.)

KPI or Service:	Year 1 Quantity (2015-2016)	Year 2 Quantity (2016-2017)
A.R.C. student orientation appointments	558 students	517 students
Ed plans developed	644 education plans	620 education plans
Follow-up appointments (academic advising, disability management, petitions)	274 appointments	888 appointments
Test accommodations	3863 exams	3516 exams
Learning disability assessments	53	47
ATC usage stats	392 students 2958 contacts 4481 hours	369 students 2652 contacts 3685 hours
Alternate media production	62 students 101 books 52,247 pages	48 students 94 books 54,625 pages
Campus outreach presentations	N/A	19

In addition to the data reported above, results from our fall 2017 Student Satisfaction/Frequency-of-Use Survey (see Appendix D) indicate that students are very satisfied with the services they receive from the A.R.C. Though the number of survey respondents to our pilot survey was small (n = 27), the data trends are very positive. For example, in response to the statement “I am satisfied with the services I have received from each of the following services” (e.g., A.R.C. counselors/specialists, A.R.C. Testing Center, ATC, A.R.C. front office staff, interpreting/RTC services, and PDSS classes), the mean score was 4.75 out of 5, where a rating of 5 was “strongly agree” and a rating of 4 was “agree.”

In addition, survey respondents indicated that the A.R.C. services most used were test accommodations (85% of respondents), note-taking paper (52% of respondents), education planning (48% of respondents), and voice recorder loan (44% of respondents).

PURPOSE OF 7.2: Summarize findings of additional data provided to your department/program by the Data Liaison.

Comments:	No data were acquired from the Data Liaison in preparation for writing this report. Data used in this report were gathered from extent A.R.C. records and the California Community Colleges Chancellor's Office. These data can be found in Appendices B through E.
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PURPOSE OF SECTION 7.3: To have the department/program examine the trends represented in the data from 7.1 or 7.2.

7.3 What story does your data tell about efficiency, responsiveness, timeliness, number of requests, etc.? (Use bulleted list and limit to ½ page).

Comments:	<ul style="list-style-type: none">• Students are highly satisfied with the services they receive through the A.R.C. (See Appendix D.)• Number of orientation appointments has remained consistent even though general population of students is declining. Students are proactively seeking solutions for their learning and access difficulties.• Number of education plans has remained steady over two years. This is not a mandated Title V service for A.R.C. to provide. Only three full-time A.R.C. faculty and four part-time faculty are available to provide this service.• Students are more proactive about their commitment to learning and achievement as seen in enormous growth in follow-up appointments.• Requests for accommodated testing is high. The area is staffed by only two employees.• Learning disability assessment appointments have remained level. More testing could be done if staffing improved. Only 1.5 faculty perform all assessments, which take a minimum of five hours each.• Alternate media is in high demand. Service is provided by only 1.5 classified employees.• ATC usage remains steady, even though writing tutoring has moved to the English Writing Center. ATC services are provided by one full-time classified employee and three hourly student assistants.• Campus outreach appointments demonstrate the college's awareness of A.R.C. services and the need to disseminate information about them to the campus community.
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SECTION 8 – STAFFING, FACILITIES & RESOURCE NEEDS

PURPOSE OF SECTION 8.1 & 8.2: The committee is interested in knowing about the people in your department and what they do.

8.1 Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Use bulleted list.)

Position:	Responsibilities:
Coordinator, A.R.C.	Patrice Braswell: Full-time faculty member with 100% release time to coordinate the administrative functions of the department. Patrice is a former educator of students who are deaf and hard-of-hearing.
Coordinator, ATC	Carl Fielden: Full-time faculty member with responsibility for the operations of the ATC. Carl was originally hired to coordinate the ATC 50% and serve as a learning disabilities specialist 50%.
Counselor (Full-time)	Marlene Barr and Christine Ho: Meet with students to develop education plans and provide services and accommodations to students with disabilities. Marlene is a former school psychologist and Christine is licensed clinical social worker.
Learning Disabilities Specialist	Carl Fielden: Full-time faculty member responsible for performing learning disability assessments and teaching PDSS classes in study skills and developmental writing. Carl also meets with students to develop education plans and provide services and accommodations to students with disabilities. Carl also is the Coordinator of the ATC and consults with faculty, staff, and administrators on issues pertaining to electronic accessibility to the college's administrative and instructional sites and materials. He is also an adjunct instructor in the English Department.
Counselor (Part-time)	Scott Barr, Liz Wilke, Joseph Pritchett, Frances Asio: These part-time counselors meet with students to develop education plans and provide services and accommodations to students.
Learning Disabilities Specialist (Part-time)	Jane Nolan: Part-time faculty member who assists with learning disability assessments.
Interpreter/RTC Supervisor	Denise Robertson: Full-time classified employee tasked with coordinating interpreting and captioning services. Denise also supervises 18-25 contract sign language interpreters.
Student Services Specialist	Cindi Posada: Full-time classified employee who coordinates front office operations and student inquiries. Cindi supervises seven student hourly employees. She also schedules students' appointments with specialists and counselors and manages department purchases.
Student Services Specialist (Out of Class)	Janet Shipstead: Full-time classified employee who coordinates the accommodated testing programs and ensures that students receive their authorized testing accommodations and that exams are proctored in a secure environment.
Student Services Assistant (Sub)	Theresa Apodaca: Full-time interim classified employee who assists Janet with running the accommodated testing.
Student Services Assistant	Melissa Benton: Full-time classified employee who assists Cindi Posada with answering phones, answering students' questions and scheduling students' appointments with specialists and counselors.
Learning Center Specialist	William Bown: Full-time classified employee who supervise three hourly employees in the operation of the ATC. William works with students individually to ensure they can gain access to online course materials and learn assistive and standard software and hardware products.
Alternate Media Specialist	Will Pines: Full-time (12 month) classified employee who produces instructional materials in alternate formats so students with disabilities can access them. Will also consults with faculty to help them design accessible online media.

Alternate Media Assistant	Trang Nguyen: Full-time (10 month) classified employee who assists Will Pines with the production of instructional materials in alternate formats.
Instructional assistant for the PDSS 092	Ruth Gilbert: Part-time NANCE (non-academic, non-classified employee) who implements the math strategy instruction offered in the PDSS 092 class.
Student Hourly Employees	Five student hourly employees assist Cindi Posada and Melissa Benton in the front office area and three student hour employees assist William Bown in the ATC.

8.2 How do these positions contribute to basic department function and/or the success of students in the program?

Comments:	As can be seen in the discussion above, the A.R.C. faculty perform many duties in their role of providing accommodations and support services to students with disabilities. A.R.C. faculty are both generalists and specialists. They can meet with and serve the needs of any student with a disability who seeks accommodations through the A.R.C. Yet at the same time, they have specialized knowledge that can be drawn upon to provide individualized accommodations when appropriate. In that sense, the A.R.C. faculty serve as consultants to one another. The classified employees play a very important role in ensuring the operational integrity of the office. It is through their efforts that students are expediently scheduled for appointments counselors and specialists. They also play a front-line role in the implementation of students' accommodations. Indeed, student satisfaction survey data confirm that students are very satisfied with the quality of services the A.R.C. program provides, particularly those provided by the office staff. (See student satisfaction survey data in Appendix D.)
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8.3 Are the current levels of staffing adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly's.

Comments:	The current levels of staffing are inadequate for a program so large that provides such a comprehensive array of services. There are only three-full-time faculty that meet directly with students vs. five part-time faculty. The coordinator, though a full-time faculty member, does not meet with students on a regular basis. Rather, the coordinator focuses on the fiscal and personnel management issues of the A.R.C. This position and its time base is authorized under the Title 5 guidelines. Moreover, one of the current full-time faculty members plans to retire after the spring 2019 semester. To better respond to the needs of our students and maintain continuity of expertise and institutional practices, the department needs to hire a full-time certificated employee who will serve as a 50% counselor and 50% LD specialist. This position is essential due to the act that the cost of learning disability assessments, if performed by the staff of outside agencies, could cost students nearly \$1700. Providing this service in-house enables students to qualify for services and accommodations who would otherwise be precluded from receiving accommodations due to a lack a documented disability. Furthermore, the department recognizes the need for a full-time student services specialist supervisor to manage the diverse administrative tasks of the office and a full-time learning center assistant to assist with the operation of the ATC. It is difficult to provide continuity in services when one must rely on temporary, part-time student employees to handle much of the staff-to-student interaction at the front desk. As for the ATC, when the full-time learning center specialist is absent, the ATC must close, or classified employees from elsewhere in the A.R.C. are pulled to staff the ATC, because a classified employee must be present to supervise the student employees. Continuity of training and service delivery is an issue here as well, since considerable training time must be invested in learning to use and teach assistive computer technology products.
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PURPOSE OF SECTION 8.4 – 8.6: To determine how departments utilize various campus facilities and the impact on student service delivery and access.

8.4 List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

Facilities:	The A.R.C. operates out of two on-campus facilities: office space in Building 60-120 and computer lab space in the Learning and Technology Resource Center (LTRC, Building 70). With the exception of the alternate media production space (located on the second floor of the LTRC), these facilities are currently sufficient to deliver the A.R.C.'s services to students with disabilities. Two classified alternate media production specialists and their equipment occupy approximately 175 square feet of space in the LTRC. A student in a wheelchair who requires alternate media cannot access the space occupied by the two alternate media specialists, thereby requiring them to meet with students in accessible areas of campus in order to deliver their educational media to them.
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8.5 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?

Yes No Yes **and** No

- If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- If you checked 'no', please explain how your department/program is not meeting its facility space needs, in order to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met by.

Yes:	To maximize the space in Building 60, part-time faculty share office space as do the part-time sign language interpreters. The site of the math strategies class (PDSS 092) is also used once a week for the study skills and strategies class (PDSS 95), taught by one of the A.T.C. faculty members. The ATC is used as a computer lab and is also the site where the developmental writing courses are taught twice a week by one of the A.R.C. faculty. The alternate media production center is located on the second floor of Building 70, and at present, the available space is enough to meet production demands.
No:	As noted in Section 8.4 above, two classified alternate media production specialists and their equipment occupy approximately 175 square feet of space in the LTRC. A student in a wheelchair who requires alternate media cannot access the space occupied by the two alternate media specialists, thereby requiring them to meet with students in accessible areas of campus in order to deliver their educational media to them.

8.6 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

Comments:	See the discussion in Section 8.4. As for the alternate media production space, the A.R.C. Coordinator will need to present the department's need for additional production space to the college's Facilities Committee.
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PURPOSE OF SECTION 8.7: Please list significant resource needs that should be currently addressed currently or in near term. For each request, identify which goal guides this resource need (use identified goals from Section 3.1).

8.7 Fill in the table with your resource needs; indicate the guiding goal, type of request, and brief description.

Indicate which goal(s) guide this need:	*Type of Request, P, T, PH, PD, O :	Brief Description:
Goals 1, 2, 3	P	Full-time faculty: 50% counselor/50% LD specialist. (See discussion in Section 8.3.)
Goals 1, 2, 3	P	Student services supervisor. (See discussion in Section 8.3.)
Goals 1, 2, 3	P	Full-time learning center assistant. (See discussion in Section 8.3.)
Goals 1, 2, 3	PH	Additional space for alternate media production. (See the discussion in Section 8.4.)

*P = Personnel; List faculty and staff in order of priority.

T = Technology

PH = Physical; List facility resources needed for safer and appropriate delivery of services.

PD = Professional Development; List need for professional development resources in priority order.

O = Other; List any other needed resources in priority order.

PURPOSE OF 8.8: The committee is looking to recognize department/program efforts for outside funding.

8.8 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

Comments:	The department has not requested outside funding in recent years. It currently receives categorical funding from the CCCCO and local funds through the college.
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SECTION 9: COMMENTS & RECOMMENDATIONS

PURPOSE OF SECTION 9.1- 9.3: To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.

9.1 Please rate the level of your agreement with the following statements regarding the program review process:

1. This year's program review was valuable in planning for the continued improvement of our department/program
2. Analysis of the program review data was useful in assessing department/program outcomes and current status in multiple areas

Question:	Strongly Agree	Agree	Neither Agree Or Disagree	Disagree	Strongly Disagree
1. SSPR Value	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Useful for Analysis & Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.2 How could SSPR be improved to assist your department/program in completing the self-study?

Comments:	The provision of this template has been an enormous help in completing this review. As timelines become established for the submission of program reviews in the future, it would be helpful to have this template as soon as review committees are formed and writing teams are established so that the work can begin sooner.
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9.3 Describe any concerns or possible dangers to the integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time instructors, addition of new programs, funding issues, etc.

Comments:	One problem facing the department that will have an impact on service delivery is the impending retirement of Marlene Barr who is a full-time counselor in the program. We anticipate having to fill her position temporarily with part-time counselors. This will have a deleterious effect on the long-range continuity of the program as adjunct employees, though very competent, are not customarily involved in long-range planning and the development of an institutional history. With Marlene's departure, we will be left with only two-full-time faculty to maintain continuity of services. If the state budget picture does not improve, the A.R.C. may receive a reduced portion of categorical funding that may necessitate reducing part-time faculty, which will ultimately reduce the quality and quantity of services the department can provide students.
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APPENDIX A

Definitions of Terms

Abbreviated Education Plan: An education plan spanning less than two semesters.

Academic Accommodation Plan (AAP): A document used in the A.R.C. to assign accommodations and services to students with disabilities. This document is placed in the department's records database and services as a record of each student's individual authorized academic accommodations.

Authorized Academic Accommodations (AAA): A letter issued to each student who receives accommodations through the Accessibility Resource Center. It documents for the student the accommodations and services to which he or she is entitled.

Comprehensive Ed Plan: An education plan spanning two or more semester.

Enrollment Count: The number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR.

Learning Disabilities Service and Evaluation Model (LDSEM): The model used to assess students to determine their eligibility for learning disability services in California community colleges. It standardizes the assessment and interpretation process for learning disability specialists throughout the California community college system.

Retention count: The number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW.

Success count: The number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP.

Student Agreement: A policy statement every student signs who receives services from the Accessibility Resource Center. This document states the responsibilities of the department and the student in establish and maintaining accommodations and services.

Title 5 of the California Code of Regulations: The California state regulation that provides the scope of accommodations and services available to students with disabilities in higher education setting and principles and rationale for providing those accommodations and services.

APPENDIX B

Enrollment Data

Table 1: Annual A.R.C. Student Count—2012-2015

	Annual 2012-2013	Annual 2012-2013	Annual 2013-2014	Annual 2013-2014	Annual 2014-2015	Annual 2014-2015
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	2,204	100.00 %	2,286	100.00 %	2,316	100.00 %
Acquired Brain Injury	60	2.72 %	56	2.45 %	47	2.03 %
Attention Deficit Hyperactivity Disorder (ADHD)		0.00 %		0.00 %		0.00 %
Autism Spectrum		0.00 %		0.00 %		0.00 %
Developmentally Delayed Learner	20	0.91 %	31	1.36 %	27	1.17 %
Hearing Impaired	88	3.99 %	85	3.72 %	89	3.84 %
Learning Disabled	334	15.15 %	346	15.14 %	330	14.25 %
Mobility Impaired	238	10.80 %	233	10.19 %	230	9.93 %
Other Disability	1,043	47.32 %	1,075	47.03 %	1,114	48.10 %
Psychological Disability	348	15.79 %	389	17.02 %	411	17.75 %
Speech/Language Impaired	26	1.18 %	24	1.05 %	24	1.04 %
Visually Impaired	47	2.13 %	47	2.06 %	44	1.90 %

Source: California Community Colleges Chancellor's Office, 2018

Table 1 (Cont.): Annual A.R.C. Student Count—2015-2017

		Annual 2015-2016	Annual 2015-2016	Annual 2016-2017	Annual 2016-2017
		Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total		2,271	100%	2,269	100%
	Acquired Brain Injury	45	1.98 %	36	1.59 %
	Attention Deficit Hyperactivity Disorder (ADHD)		0.00 %	52	2.29 %
	Autism Spectrum		0.00 %	18	0.79 %
	Developmentally Delayed Learner	26	1.14 %	21	0.93 %
	Hearing Impaired	86	3.79 %	87	3.83 %
	Learning Disabled	304	13.39 %	380	16.75 %
	Mobility Impaired	226	9.95 %	210	9.26 %
	Other Disability	1,106	48.70 %	920	40.55 %
	Psychological Disability	406	17.88 %	457	20.14 %
	Speech/Language Impaired	25	1.10 %	23	1.01 %
	Visually Impaired	47	2.07 %	65	2.86 %

Source: California Community Colleges Chancellor's Office, 2018

Table 2: Annual A.R.C. Student Count—2012-2017—By Age

	Annual 2012-2013	Annual 2012-2013	Annual 2013-2014	Annual 2013-2014	Annual 2014-2015	Annual 2014-2015
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	2,204	100.00 %	2,286	100.00 %	2,316	100.00 %
1 - < 18	62	2.81 %	50	2.19 %	63	2.72 %
18 & 19	332	15.06 %	355	15.53 %	356	15.37 %
20 to 24	626	28.40 %	696	30.45 %	734	31.69 %
25 to 29	267	12.11 %	275	12.03 %	278	12.00 %
30 to 34	213	9.66 %	199	8.71 %	203	8.77 %
35 to 39	129	5.85 %	136	5.95 %	141	6.09 %
40 to 49	302	13.70 %	277	12.12 %	264	11.40 %
50 +	273	12.39 %	298	13.04 %	277	11.96 %

Source: California Community Colleges Chancellor's Office, 2018

Table 2 (Cont.): Annual A.R.C. Student Count—2012-2017—By Age

	Annual 2015-2016	Annual 2015-2016	Annual 2016-2017	Annual 2016-2017
	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	2,271	100.00 %	2,269	100.00 %
1 - < 18	43	1.89 %	49	2.16 %
18 & 19	369	16.25 %	314	13.84 %
20 to 24	732	32.23 %	765	33.72 %
25 to 29	303	13.34 %	299	13.18 %
30 to 34	199	8.76 %	197	8.68 %
35 to 39	138	6.08 %	153	6.74 %
40 to 49	232	10.22 %	218	9.61 %
50 +	255	11.23 %	274	12.08 %

Source: California Community Colleges Chancellor's Office, 2018

Table 3: Annual A.R.C. Student Count—2012-2017—By Ethnicity

	Annual 2012-2013	Annual 2012-2013	Annual 2013-2014	Annual 2013-2014	Annual 2014-2015	Annual 2014-2015
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	2,204	100.00 %	2,286	100.00 %	2,316	100.00 %
African-American	259	11.75 %	232	10.15 %	226	9.76 %
American Indian/Alaskan Native	17	0.77 %	17	0.74 %	14	0.60 %
Asian	51	2.31 %	52	2.27 %	63	2.72 %
Filipino	23	1.04 %	32	1.40 %	32	1.38 %
Hispanic	530	24.05 %	603	26.38 %	643	27.76 %
Pacific Islander	13	0.59 %	9	0.39 %	10	0.43 %
Two or More Races	120	5.44 %	140	6.12 %	155	6.69 %
Unknown/Non-Respondent	66	2.99 %	56	2.45 %	46	1.99 %
White Non-Hispanic	1,125	51.04 %	1,145	50.09 %	1,127	48.66 %

Source: California Community Colleges Chancellor's Office, 2018

Table 3 (Cont.): Annual A.R.C. Student Count—2012-2017—By Ethnicity

	Annual 2015-2016	Annual 2015-2016	Annual 2016-2017	Annual 2016-2017
	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	2,271	100%	2,269	100%
African-American	197	8.67 %	190	8.37 %
American Indian/Alaskan Native	15	0.66 %	11	0.48 %
Asian	63	2.77 %	61	2.69 %
Filipino	29	1.28 %	30	1.32 %
Hispanic	654	28.80 %	683	30.10 %
Pacific Islander	12	0.53 %	15	0.66 %
Two or More Races	162	7.13 %	176	7.76 %
Unknown/Non-Respondent	29	1.28 %	21	0.93 %
White Non-Hispanic	1,110	48.88 %	1,082	47.69 %

Source: California Community Colleges Chancellor's Office, 2018

Table 4 Annual Grossmont College Student Count—2012-2013—By Ethnicity

	Annual 2012-2013	Annual 2012-2013	Annual 2013-2014	Annual 2013-2014	Annual 2014-2015	Annual 2014-2015
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	23,131	100.00%	24,678	100.00 %	24,262	100.00 %
African-American	1,655	7.15%	1,762	7.14%	1,717	7.08%
American Indian/Alaskan Native	86	0.37%	75	0.30%	60	0.25%
Asian	1,389	6.00%	1,483	6.01%	1,427	5.88%
Filipino	897	3.88%	906	3.67%	961	3.96%
Hispanic	6,803	29.41%	7,689	31.16%	7,831	32.28%
Pacific Islander	152	0.66%	125	0.51%	109	0.45%
Two or More Races	1,326	5.73%	1,574	6.38%	1,615	6.66%
Unknown/Non-Respondent	563	2.43%	429	1.74%	270	1.11%
White Non-Hispanic	10,260	44.36%	10,635	43.10%	10,272	42.34%

Source: California Community Colleges Chancellor's Office, 2018

Table 4 (Cont.) Annual Grossmont College Student Count—2012-2013—By Ethnicity

	Annual 2015-2016	Annual 2015-2016	Annual 2016-2017	Annual 2016-2017
	Student Count	Student Count (%)	Student Count	Student Count (%)
Grossmont Total	24,431	100.00%	24,840	100.00 %
African-American	1,563	6.40%	1,626	6.55%
American Indian/Alaskan Native	63	0.26%	60	0.24%
Asian	1,483	6.07%	1,506	6.06%
Filipino	885	3.62%	910	3.66%
Hispanic	8,061	32.99%	8,371	33.70%
Pacific Islander	121	0.50%	101	0.41%
Two or More Races	1,703	6.97%	1,748	7.04%
Unknown/Non-Respondent	219	0.90%	198	0.80%
White Non-Hispanic	10,333	42.29%	10,320	41.55%

Source: California Community Colleges Chancellor's Office, 2018

APPENDIX C

Usage Data

Table 5: Test Accommodation Statistics

	2013-14	2014-15	2015-16	2016-17	2017
No. of Tests	3565	3412	3863	3516	1426

Source: A.R.C. Accommodated Testing Center Internal Statistics, 2018

Table 6: Alternate Media Production and Student Usage Statistics

	2013-14	2014-15	2015-16	2016-17	2017
Students	35	50	62	48	84
Books	62	83	101	94	168
Pages	41,269	42,649	52,247	54,625	91,202

Source: Alt Media Specialist Internal Statistics, Grossmont College, 2018

Table 7: Most Frequent Student Contact Appointments

	2014-2015	2015-2016	2016-2017
Intake Appointment	693	558	517
Abbreviated Ed. Plans	435	350	319
Comprehensive Ed. Plans	220	241	263
Ed. Plan Follow-up Appointment	38	53	38
Other Follow-up Appointment	425	274	888

Source: A.R.C. SARS Internal Statistics, 2018

Table 8: ATC Open Lab Usage Spring 2005-Fall 2017

Semester	Hours of Usage	Contacts	Individual Students
Spring 2005	912	735	93
Fall 2005	1,008	798	111
Spring 2006	938	813	91
Fall 2006	1,388	879	131
Spring 2007	1,217	824	110
Fall 2007	1,108	816	119
Spring 2008	1,422	983	111
Fall 2008	1,433	1,248	144
Spring 2009	1,541	1,222	139
Fall 2009	1,657	1,253	139
Spring 2010	1,625	1,276	137
Fall 2010	1,671	1,298	129
Spring 2011	1,689	1,315	157
Fall 2011	1,787	1,437	154
Spring 2012	1,725	1,379	150
Fall 2012	1,582	1,293	155
Spring 2013	1,793	1,494	159
Fall 2013	2,181	1,678	176
Spring 2014	1,992	1,423	147
Fall 2014	1,889	1,313	187
Spring 2015	2,012	1,324	157
Fall 2015	2,187	1,478	200
Spring 2016	2,294	1,480	192
Fall 2016	1,903	1,469	184
Spring 2017	1,782	1,183	185
Fall 2017	1,625	1,314	177

Source: Grossmont College Assistive Technology Center Internal Data, 2018

APPENDIX D

Student Satisfaction/Frequency-of-Use Survey Fall 2017 Survey Results

Student Satisfaction/Frequency-of-Use Survey

Fall 2017 Survey Results (n = 27)

1. I know what DSPS accommodations I have been approved to receive.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1
(20)	(3)	(2)	(1)	(1)

2. Which of the following DSPS services have you used? Circle all that apply.

- Notetaking paper: 14
- Voice recorder: 12
- Test accommodations: 23
- Audio books: 4
- Sign language interpreter/Real Time Captioning: 0
- Assistive Listening Device: 2
- Education planning: 13
- ATC computers: 7
- ATC writing tutors: 1
- ATC math tutor: 3
- DSPS writing classes: 2
- DSPS study skills class: 2
- DSPS math strategies class: 4

3. How often have you used the following services during a given semester? Write the appropriate number in the blank next to each service.

More than 7 Times	6-7 Times	4-5 Times	2-3 Times	Once a Semester	Never
5	4	3	2	1	0

- Notetaking paper: Mean = 3.2/Mode = 5
- Voice recorder: Mean = 3.4/Mode = 5
- Test accommodations: Mean = 3.7/Mode = 5
- Audio books: Mean = 5/Mode = 5
- Sign language interpreter/Real Time Captioning: Mean = 0/Mode = 0
- Assistive Listening Device: Mean = 5/Mode = 5
- Education planning: Mean = 3.2/Mode = 5
- ATC computers: Mean = 3.8/Mode = 5
- ATC writing tutors: Mean = 2.3/Range = 2-3
- ATC math tutor: Mean = 2/Mode = 2
- DSPS writing classes: Mean = 3.5/Range = 2-5

- DSPS study skills class: Mean = 3.0/Range = 2-4
- DSPS math strategies class: Mean = 2.5/Mode = 2

4. Overall, I am satisfied with the services I have received from each of the following. Please rate each one if used. Write the appropriate number in the blank next to each service.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
5	4	3	2	1	0

- DSPS counselors/specialists: Mean = 4.4
- DSPS Testing Center: Mean = 4.7
- ATC: Mean = 4.8
- DSPS front office staff: Mean = 4.6
- Interpreting/RTC services: Mean = 5
- DSPS classes: Mean = 5

5. How long have you been a student at Grossmont College? Circle the appropriate answer.

- 1st semester: 5
- 2-3 semesters: 5
- 4-5 semesters: 8
- 6-7 semesters: 6
- More than 7 semesters: 3

6. You are . . . Circle the appropriate answer.

- Male: 10
- Female: 17

7. Your age is . . . Circle the appropriate answer.

- Under 18: 0
- 18-24: 16
- 25-29: 2
- 30-34: 2
- 35-49: 6
- 50+: 1

8. Your ethnicity is . . . Circle the term that best represents you or fill in a more appropriate term.

- Asian: 3
- African-American: 3
- Latino/a: 6
- White: 8
- Other (please specify): 7

APPENDIX E

Student Success Data

Table 9: Enrollment, Retention, and Success of Grossmont College Students with and without Disabilities Fall 2012-Spring 2014—Degree-Applicable Course Enrollments

	Fall 2012 Degree-Applicable Enrollment Count	Fall 2012 Degree-Applicable Retention Count	Fall 2012 Degree-Applicable Success Count	Fall 2012 Degree-Applicable Retention Rate	Fall 2012 Degree-Applicable Success Rate
Non-Disabled Students	46,284	39,620	32,734	85.60%	70.72%
Students with Disabilities	3,155	2,652	2,163	84.06%	68.56%

	Spring 2013 Degree-Applicable Enrollment Count	Spring 2013 Degree-Applicable Retention Count	Spring 2013 Degree-Applicable Success Count	Spring 2013 Degree-Applicable Retention Rate	Spring 2013 Degree-Applicable Success Rate
Non-Disabled Students	48,293	40,123	33,099	83.08%	68.54%
Students with Disabilities	3,347	2,779	2,237	83.03%	66.84%

	Fall 2013 Degree-Applicable Enrollment Count	Fall 2013 Degree-Applicable Retention Count	Fall 2013 Degree-Applicable Success Count	Fall 2013 Degree-Applicable Retention Rate	Fall 2013 Degree-Applicable Success Rate
Non-Disabled Students	49,025	41,003	33,383	83.64%	68.09%
Students with Disabilities	4,092	3,400	2,724	83.09%	66.57%

	Spring 2014 Degree-Applicable Enrollment Count	Spring 2014 Degree-Applicable Retention Count	Spring 2014 Degree-Applicable Success Count	Spring 2014 Degree-Applicable Retention Rate	Spring 2014 Degree-Applicable Success Rate
Non-Disabled Students	48,341	40,354	33,198	83.48%	68.67%
Students with Disabilities	3,506	2,902	2,371	82.77%	67.63%

Source: California Community Colleges Chancellor's Office, 2018

Table 10: Enrollment, Retention, Success of Grossmont College Students with and without Disabilities Fall 2014-Spring 2016—Degree-Applicable Course Enrollments

	Fall 2014 Degree Applicable Enrollment Count	Fall 2014 Degree Applicable Retention Count	Fall 2014 Degree Applicable Success Count	Fall 2014 Degree Applicable Retention Rate	Fall 2014 Degree Applicable Success Rate
Non-Disabled Students	47,523	39,515	32,537	83.15%	68.47%
Students with Disabilities	3,292	2,720	2,243	82.62%	68.13%

	Spring 2015 Degree Applicable Enrollment Count	Spring 2015 Degree Applicable Retention Count	Spring 2015 Degree Applicable Success Count	Spring 2015 Degree Applicable Retention Rate	Spring 2015 Degree Applicable Success Rate
Non-Disabled Students	47,056	39,185	32,474	83.27%	69.01%
Students with Disabilities	3,494	2,938	2,452	84.09%	70.18%

	Fall 2015 Degree Applicable Enrollment Count	Fall 2015 Degree Applicable Retention Count	Fall 2015 Degree Applicable Success Count	Fall 2015 Degree Applicable Retention Rate	Fall 2015 Degree Applicable Success Rate
Non-Disabled Students	47,095	39,608	32,469	84.10%	68.94%
Students with Disabilities	3,405	2,869	2,346	84.26%	68.90%

	Spring 2016 Degree Applicable Enrollment Count	Spring 2016 Degree Applicable Retention Count	Spring 2016 Degree Applicable Success Count	Spring 2016 Degree Applicable Retention Rate	Spring 2016 Degree Applicable Success Rate
Non-Disabled Students	45,618	38,407	31,876	84.19%	69.88%
Students with Disabilities	3,351	2,866	2,357	85.53%	70.34%

Source: California Community Colleges Chancellor's Office, 2018

Table 11: Enrollment, Retention, and Success of Grossmont College Students with and without Disabilities Fall 2016-Spring 2017—Degree-Applicable Course Enrollments

	Fall 2016 Degree Applicable Enrollment Count	Fall 2016 Degree Applicable Retention Count	Fall 2016 Degree Applicable Success Count	Fall 2016 Degree Applicable Retention Rate	Fall 2016 Degree Applicable Success Rate
Non-Disabled Students	47,442	40,015	32,615	84.35%	68.75%
Students with Disabilities	3,304	2,748	2,234	83.17%	67.62%

	Spring 2017 Degree Applicable Enrollment Count	Spring 2017 Degree Applicable Retention Count	Spring 2017 Degree Applicable Success Count	Spring 2017 Degree Applicable Retention Rate	Spring 2017 Degree Applicable Success Rate
Non-Disabled Students	45,713	38,600	31,899	84.44%	69.78%
Students with Disabilities	3,316	2,767	2,283	83.44%	68.85%

Source: California Community Colleges Chancellor's Office, 2018

Table 12: Enrollment, Retention, and Success of Grossmont College Students with and without Disabilities Fall 2012-Spring 2014—Degree-Applicable Course Enrollments

	Fall 2012 Degree-Applicable Enrollment Count	Fall 2012 Degree-Applicable Retention Count	Fall 2012 Degree-Applicable Success Count	Fall 2012 Degree-Applicable Retention Rate	Fall 2012 Degree-Applicable Success Rate
Non-Disabled Students	46,284	39,620	32,734	85.60%	70.72%
Students with Disabilities	3,155	2,652	2,163	84.06%	68.56%

	Spring 2013 Degree-Applicable Enrollment Count	Spring 2013 Degree-Applicable Retention Count	Spring 2013 Degree-Applicable Success Count	Spring 2013 Degree-Applicable Retention Rate	Spring 2013 Degree-Applicable Success Rate
Non-Disabled Students	48,293	40,123	33,099	83.08%	68.54%
Students with Disabilities	3,347	2,779	2,237	83.03%	66.84%

	Fall 2013 Degree-Applicable Enrollment Count	Fall 2013 Degree-Applicable Retention Count	Fall 2013 Degree-Applicable Success Count	Fall 2013 Degree-Applicable Retention Rate	Fall 2013 Degree-Applicable Success Rate
Non-Disabled Students	49,025	41,003	33,383	83.64%	68.09%
Students with Disabilities	4,092	3,400	2,724	83.09%	66.57%

	Spring 2014 Degree-Applicable Enrollment Count	Spring 2014 Degree-Applicable Retention Count	Spring 2014 Degree-Applicable Success Count	Spring 2014 Degree-Applicable Retention Rate	Spring 2014 Degree-Applicable Success Rate
Non-Disabled Students	48,341	40,354	33198	83.48%	68.67%
Students with Disabilities	3,506	2,902	2,371	82.77%	67.63%

Source: California Community Colleges Chancellor’s Office, 2018

Table 13: Enrollment, Retention, Success of Grossmont College Students with and without Disabilities Fall 2014-Spring 2016—Transferable Course Enrollments

	Fall 2014 Transferable Enrollment Count	Fall 2014 Transferable Retention Count	Fall 2014 Transferable Success Count	Fall 2014 Transferable Retention Rate	Fall 2014 Transferable Success Rate
Non-Disabled Students	44,311	36,828	30,437	83.11%	68.69%
Students with Disabilities	3,102	2,561	2,118	82.56%	68.28%

	Spring 2015 Transferable Enrollment Count	Spring 2015 Transferable Retention Count	Spring 2015 Transferable Success Count	Spring 2015 Transferable Retention Rate	Spring 2015 Transferable Success Rate
Non-Disabled Students	44,084	36,773	30,691	83.42%	69.62%
Students with Disabilities	3,264	2,758	2,318	84.50%	71.02%

	Fall 2015 Transferable Enrollment Count	Fall 2015 Transferable Retention Count	Fall 2015 Transferable Success Count	Fall 2015 Transferable Retention Rate	Fall 2015 Transferable Success Rate
Non-Disabled Students	43,721	36,723	30,335	83.99%	69.38%
Students with Disabilities	3,185	2,688	2,218	84.40%	69.64%

	Spring 2016 Transferable Enrollment Count	Spring 2016 Transferable Retention Count	Spring 2016 Transferable Success Count	Spring 2016 Transferable Retention Rate	Spring 2016 Transferable Success Rate
Non-Disabled Students	42,785	36,108	30,166	84.39%	70.51%
Students with Disabilities	3,151	2,703	2,237	85.78%	70.99%

Source: California Community Colleges Chancellor's Office, 2018

Table 14: Enrollment, Retention, and Success of Grossmont College Students with and without Disabilities Fall 2016-Spring 2017—Degree-Applicable Course Enrollments

	Fall 2016 Transferable Enrollment Count	Fall 2016 Transferable Retention Count	Fall 2016 Transferable Success Count	Fall 2016 Transferable Retention Rate	Fall 2016 Transferable Success Rate
Non-Disabled Students	44,350	37,400	30,689	84.33%	69.20%
Students with Disabilities	3,104	2,575	2,099	82.96%	67.62%

	Spring 2017 Transferable Enrollment Count	Spring 2017 Transferable Retention Count	Spring 2017 Transferable Success Count	Spring 2017 Transferable Retention Rate	Spring 2017 Transferable Success Rate
Non-Disabled Students	43,229	36,570	30,369	84.60%	70.25%
Students with Disabilities	3,134	2,627	2,184	83.82%	69.69

Source: California Community Colleges Chancellor's Office, 2018

Table 15: Enrollment, Retention, and Success of Grossmont College Students with and without Disabilities Fall 2012-Spring 2014—Vocational Program Course Enrollments

	Fall 2012 Vocational Program Enrollment Count	Fall 2012 Vocational Program Retention Count	Fall 2012 Vocational Program Success Count	Fall 2012 Vocational Program Retention Rate	Fall 2012 Vocational Program Success Rate
Non-Disabled Students	9,969	8,578	7,151	86.05%	71.73%
Students with Disabilities	787	662	539	84.12%	68.49%

	Spring 2013 Vocational Program Enrollment Count	Spring 2013 Vocational Program Retention Count	Spring 2013 Vocational Program Success Count	Spring 2013 Vocational Program Retention Rate	Spring 2013 Vocational Program Success Rate
Non-Disabled Students	10,072	8,433	7,013	83.73%	69.63%
Students with Disabilities	805	658	521	81.37%	64.72%

	Fall 2013 Vocational Program Enrollment Count	Fall 2013 Vocational Program Retention Count	Fall 2013 Vocational Program Success Count	Fall 2013 Vocational Program Retention Rate	Fall 2013 Vocational Program Success Rate
Non-Disabled Students	10,490	8,809	7,293	83.98%	69.52%
Students with Disabilities	924	759	604	82.14%	65.37%

	Spring 2014 Vocational Program Enrollment Count	Spring 2014 Vocational Program Retention Count	Spring 2014 Vocational Program Success Count	Spring 2014 Vocational Program Retention Rate	Spring 2014 Vocational Program Success Rate
Non-Disabled Students	9,941	8,345	7,068	83.95%	71.10%
Students with Disabilities	887	727	594	81.96%	66.97%

Source: California Community Colleges Chancellor's Office, 2018

Table 16: Enrollment, Retention, and Success of Grossmont College Students with and without Disabilities Fall 2014-Spring 2016—Vocational Program Course Enrollments

	Fall 2014 Vocational Program Enrollment Count	Fall 2014 Vocational Program Retention Count	Fall 2014 Vocational Program Success Count	Fall 2014 Vocational Program Retention Rate	Fall 2014 Vocational Program Success Rate
Non-Disabled Students	9,842	8,284	6,887	83.74%	69.62%
Students with Disabilities	852	718	575	84.27%	67.49%

	Spring 2015 Vocational Program Enrollment Count	Spring 2015 Vocational Program Retention Count	Spring 2015 Vocational Program Success Count	Spring 2015 Vocational Program Retention Rate	Spring 2015 Vocational Program Success Rate
Non-Disabled Students	9,662	8,170	6,844	84.56%	70.83%
Students with Disabilities	862	750	634	87.01%	73.55%

	Fall 2015 Vocational Program Enrollment Count	Fall 2015 Vocational Program Retention Count	Fall 2015 Vocational Program Success Count	Fall 2015 Vocational Program Retention Rate	Fall 2015 Vocational Program Success Rate
Non-Disabled Students	9,038	7,764	6,573	85.90%	72.73%
Students with Disabilities	798	693	595	86.84%	74.56%

	Spring 2016 Vocational Program Enrollment Count	Spring 2016 Vocational Program Retention Count	Spring 2016 Vocational Program Success Count	Spring 2016 Vocational Program Retention Rate	Spring 2016 Vocational Program Success Rate
Non-Disabled Students	8,912	7,613	6,517	85.42%	73.13%
Students with Disabilities	777	683	589	87.90%	75.80%

Source: California Community Colleges Chancellor's Office, 2018

Table 17: Enrollment, Retention, and Success of Grossmont College Students with and without Disabilities Fall 2016-Spring 2017—Vocational Program Course Enrollments

	Fall 2016 Vocational Program Enrollment Count	Fall 2016 Vocational Program Retention Count	Fall 2016 Vocational Program Success Count	Fall 2016 Vocational Program Retention Rate	Fall 2016 Vocational Program Success Rate
Non-Disabled Students	8,901	7,586	6,329	85.23%	71.10%
Students with Disabilities	719	612	506	85.12%	70.38%

	Spring 2017 Vocational Program Enrollment Count	Spring 2017 Vocational Program Retention Count	Spring 2017 Vocational Program Success Count	Spring 2017 Vocational Program Retention Rate	Spring 2017 Vocational Program Success Rate
Non-Disabled Students	8,665	7,413	6,319	85.55%	72.93%
Students with Disabilities	690	596	522	86.38%	75.65%

Source: California Community Colleges Chancellor's Office, 2018

