



Program Review All Fields

Student Services - Accessible Education Center - 2023 - 2024

Main

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Academic Year 2023 - 2024

Originator Maringer-Cantu, Jane

Division Non-Instructional Admin Units

Department Student Services

Program Accessible Education Center

Program Type Combination

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

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Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The Accessible Education Center (AEC) contributes toward the College's mission by ensuring that our students have equal access to all educational programs and activities on campus. The AEC contributes to the accomplishment of the Gavilan's mission in supporting students to reach their full academic, social and career potential. The AEC mission aligns with Gavilan's mission on both values and purpose. Our full AEC mission and program information is located on the AEC website (<https://www.gavilan.edu/student/aec/index.php>) (<https://www.gavilan.edu/student/aec/index.php>). The AEC mission states: *The Gavilan College Accessible Education Center provides students with disabilities quality and excellence in programs, services and support which enhance the quality of community life, and the development of individual potential for a global environment.* The AEC program provides services and educational assistance courses (EAC) for students with verified disabilities as they move toward their academic or vocational goals. AEC provides six distinct programs that serve students with a diverse range of disabilities (*See the attached DSPS Summary Gavilan Report*). These six areas include: Adapted Physical Education, CareerPrep, High Tech Center, Learning Skills, Vocational Training for Adults with Intellectual Disabilities in partnership with HOPE Services and Workability III in partnership with the Department of Rehabilitation (DOR). See more information on these AEC programs (<https://www.gavilan.edu/student/aec/programs.php>) at <http://www.gavilan.edu/student/aec/programs.php>. We teach over 30 educational assistance courses in both credit and non-credit/adult education offerings. We converted many courses to the online environment, and students continue to prefer the online format for many of the courses.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list

Response and follow-up to previous program reviews

1. **Goal 1: Increase the provision of accommodations and services to all students with verified disabilities in a timely manner by 3%.**

Accomplishments: This goal is partially met. We have completed the implementation of Clockworks for our five required forms, but we have not yet completed the additional accommodations modules such as Testing (Extended Time on Test), Alternate Media, Adaptive Equipment Checkout and Note-Taking Assistance. Once the AEC faculty and staff are able to complete the migration to the cloud and training of the Clockworks program, we will be able to better facilitate student access to their Academic Accommodations Plan (AAP) and approved services.

2. **Goal 2: Increase proportion of AEC students who utilize approved academic accommodations and services by 3%.**

Accomplishment: This goal is partially met. Due to the Covid pandemic, we began serving our students in the online environment, and we converted all of our accommodations request forms to online formats. Since the utilization of the AEC forms in Clockworks, and the accommodations requests in Microsoft Forms, the timeliness and ease of use has increased. The faculty and staff were also able to provide the services in a timely manner, and electronic signatures have sped up the process.

3. **Goal 3: Increase the number of off-site support services by 5%.**

Accomplishment: This goal is partially met. Since our last PIPR program review, we have increased our number of support services at the Hollister campus for both AEC and DOR students. Our AEC/WAII counselor and our Instructional Program Specialist have increased their hours to meet the student services demands at the Hollister campus. We are working on hiring a part-time counselor to assist with these additional student demands, but they will not start until January 2024.

Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

Throughout the past three years, the AEC continued to provide support services and educational accommodations to students with disabilities, so they could have full and equitable access to all community college courses. Due to Covid 19, those services, accommodations and educational assistance courses looked very different from our services and classes in the past. We converted a majority of our support courses to an online format, and we had to cancel many in-person courses. We transformed our services and accommodation requests into Microsoft Forms, and we have utilized electronic signatures, so the students did not have to come in-person to complete the required AEC forms. In the 2019-20 academic year, our total number of AEC students we served was 850. Due to the Covid pandemic, our total number of students served has decreased significantly in the following years: 2020-2021 (611), 2021-22 (628) and 2022-23 (674). We are slowly increasing our enrollment due to the additional in-person courses we are offering. The FTES that we earned from our educational assistance courses also decreased along with the enrollment. In 2019, our total FTES generated was \$1,511,590, and it decreased significantly during 2020-19 (\$854,073) and 2021-22 (\$1,048,534); however, in 2022-23 it has greatly increased to \$1,413,512, so we are almost back to earning as much as we did in 2019.

In the past three years, we have had many retirements of our full-time instructors, such as our APE instructor in 2019 and our Vocational Instructor in 2020, and we had not been able to replace them until the past two years. Our full-time High Tech Instructor has been reassigned to the AEC Director position for the past 5 years, so we have not been able to offer several of our High Tech Center courses.

Student and Program Outcomes

College Goal for Student Achievement

The following questions refer to data regarding student achievement.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

The AEC department has the follow four program areas that have educational assistance courses: AE, APE CSIS and Guidance. The Tableau course success rates listed the following data for our these areas are as follows:

- AE-2020-21 (97.8%); 2021-22 (92.4%) and 2022-23 (96.5%)
- APE-2020-21 (94.7%); 2021-22 (96.3%) and 2022-23 (94.7%)
- CSIS-2020-21 (96%); 2021-22 (86%) and 2022-23 (87.5%)
- GUID-2020-21 (83.3%); 2021-22 (91.5%) and 2022-23 (86.5%)

The Tableau course success rates for Gavilan is as follows 2020-21 (73.7%); 2021-22 (71.5%); 2022-23 (73.2%). In comparison to the college average, it is evident that students in our AEC educational assistance courses have higher success rates.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate

The Tableau course retention rates listed the following data for these AEC areas:

- AE-2020-21 (100%); 2021-22 (100%) and 2022-23 (100%)
- APE-2020-21 (94.7%); 2021-22 (96.3%) and 2022-23 (96.5%)
- CSIS-2020-21 (99.2%); 2021-22 (100%) and 2022-23 (100%)
- GUID-2020-21 (99.4%); 2021-22 (100%) and 2022-23 (98.5%)

The Tableau course retention rates for Gavilan is as follows: 2020-21 (87.8%); 2021-22 (89.1%); 2022-23 (90%). In comparison to the college average, our retention rates for our AEC educational assistance courses are much higher. In our adult education (AE) courses, many of the students return each year, so that may be why the retention rates are at 100%.

The Cal-PASS Plus Student Success Metrics reported the following persistence data for both 2020-21 and 2021-22. In 2020-21, 78% of "Students with Disabilities" persisted from Fall to Spring as compared to 61% for "Not a Student with Disabilities". In 2021-22, 77% of "Students with Disabilities" persisted from Fall to Spring as compared to 51% for "Not a Student with Disabilities". In 2021-22 under the Momentum metrics, 74% of students with disabilities persisted from First Term of Enrollment to Subsequent Term (GP) as compared to 59% of "Not a Student with Disabilities".

It appears that this data shows that if students are college prepared and receive DSPS services, they have a greater chance to persist in their courses. We will continue to strive to ensure that our AEC students are college prepared and receive the services that they need to be successful.

Success

The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit

Our goals for success are measured by the number of students that we serve by providing services and accommodations in an accurate and timely manner. Since many of our AEC students are enrolled in different majors, degrees and certificate programs, we could not find any recent data regarding individual student achievement for AEC students. However, we will continue to support our AEC students in their mainstream courses by providing services, accommodations and educational assistance courses to the best of our abilities.

The Cal-PASS Plus Student Success Metrics reported that the average total semester units successfully completed over 3 years with a starting year of 2021-2022 is 16 for "Students with Disabilities" and 16 for "Not a Student with Disabilities". They also stated that the Average Total Semester Units Successfully Completed in First Year (Guided Pathways) was 10 for "Students with Disabilities" and 11 for "Not a Student with Disabilities". This data shows that there are minimal differences in these success metrics between students with disabilities as compared to students without disabilities.

There was no data found in Cal-PASS or Tableau regarding total awards given to our students with disabilities. We were able to calculate the following numbers from our internal data: 36 graduates in Spring 2021 (2020-21), 40 graduates in Spring 22 (2021-22) and 50 graduates in Spring 23 (2022-23). Before Covid, our total awards were 80 in 2016-17 and 91 in 2017-18. Despite the steady increase in total awards since that time, we have a long way to go to match our numbers prior to Covid.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

See Success and Retention dashboard in Tableau's Program Review section.

In the previous 2019-20 academic year (AY), the total number of students that the Accessible Education Center (AEC) served was 850. In the following three years due to the Covid pandemic, our total number of AEC students served decreased from 850 to 611 in AY 2020-2021, 628 in AY 2021-22 and 674 in AY 2022-23. *See the attached DSPS Summary Gavilan Report from the Chancellor's Office.*

The Cal-PASS Plus Student Success Metrics showed data from 2020-21 stating that the Course Success Rate in First Year (GP) was 63% for a "Student with Disabilities" as compared to 69% for "Not a Student with Disabilities", and the data from 2021-22 stated that the Course Success Rate in First Year (GP) was 70% for a "Student with disabilities" as compared to 65% for "Not a Student with Disabilities". No data was found for 2022-23.

The Cal-PASS Plus Student Success Metrics showed data from 2020-21 stating that the "Persisted from First Term of Enrollment to Subsequent Term (GP)" was 72% for a "Student with Disabilities" as compared to 60% for "Not a Student with Disabilities", and the data from 2021-22 stated that the "Persisted from First Term of Enrollment to Subsequent Term (GP)" was 74% for a "Student with disabilities" as compared to 59% for "Not a Student with Disabilities". No data was found for 2022-23.

It appears this data shows that students with disabilities have a higher course success rate in their first year and a higher persistence rate in their first term enrollment to subsequent term in comparison to students without disabilities. AEC will continue to strive to ensure that our AEC students are college prepared and receive the services that they need to be successful and persist in their courses.

Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard.

Contact your support team for any needed assistance in using Tableau.

According to Tableau, our AEC Success Rates by Groups listed for Gender include: 2022-23 (92.7%), and our Success Rate by Ethnicity: 2022-23 (White - 95.2%); 2022-23 (Hispanic - 93.1%); 2022-23 (Multiple - 87%) 2022-23 (Asian - 88.9%); 2022-23 (Black or African American - 50%). This data appears to be very high except for the discrepancies in success rates by groups such as: Black or African American at 50%.

According to Tableau, our AEC Retention Rates by Groups listed for Gender include: 2022-23 (98.6%) and our Retention Rate by Ethnicity: 2022-23 (White - 98.4%); 2022-23 (Hispanic - 98.7%); 2022-23 (Multiple - 98.3%) 2022-23 (Asian - 100%); 2022-23 (Black or African American - 50%). This data appears to be very high except for the discrepancies in success rates by groups such as: Black or African American at 50%.

After reviewing the data, we need to ensure that our students are prepared for college before they even start working toward their educational or vocational goals. We also need to encourage AEC students to request services before they need them. This effort requires continuing with our current outreach to our feeder high schools and collaboration with special education counselors before our students graduate from high school. In addition, educational materials and disability awareness activities need to be presented to our current and potential students. A greater online presence and ease of requesting accommodations will be provided once our Clockworks online module is launched.

We are also planning more outreach to the Hollister campus. Currently, our Learning Skills Lab courses (Guidance 558) have scheduled support for students at the Hollister site. We offer both Guidance 558 and CSIS 571 lab courses during the summer to provide specialized instruction for our students. More marketing of the additional availability for student support services is in the planning stages.

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

The success of the AEC program is the faculty and staff who value the student-centered interactive approach to serving students who are eligible for the program. Several AEC staff have been student graduates in the program, and they are the best role models for success. They share their stories and students are comfortable working with them. Employees in the department work together as a team, and they see diversity as a strength. Both faculty and staff regularly participate in hiring committees, and they have all completed the EEO training. Employee demographics within AEC reflect the student demographics with bilingual staff available to provide equitable resources to meet the needs of students.

Many AEC faculty and staff have attended professional development workshops on equity and diversity. At this year's California Association for Post-secondary Education and Disability (CAPED) convention, many AEC faculty and staff attended the following keynotes and workshops: 50 Years in Civil Rights, Changing the Campus Conversations: Disability, Equity, Inclusion and Belonging, Accelerating Campus Inclusion through Disability Access, and From Design to Delivery: Inclusive and Accessible DSPS Communications. The AEC department continues to coordinate workshops on accessibility and disability during the yearly Convocation Days.

We will continue to encourage our AEC employees to participate in professional growth activities on equity. We will also encourage them to regularly attend workshops on providing equitable access to resources.

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Our AEC educational assistance courses are offered with online and face-to-face modalities. Many of our AEC counseling appointments are also offered online and in-person. Through our yearly survey results, we have learned that students want choices, and they really enjoy the flexibility and convenience of getting support through phone, Zoom or in-person appointments.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

In 2019, Gavilan College established an Equity Plan that guides all Gavilan staff towards a commitment that is equity-oriented and focuses on the four Principles of Community, described as: Equitable, Diverse, Inclusive and Purposeful. The AEC is committed to practicing these principles daily when working towards an equitable environment for our students. Our goals and activities must be prioritized based on closing the achievement gaps for our students with disabilities. We are committed to providing support for our students through their educational and vocational endeavors by adapting academic adjustments and career-oriented courses that will help to improve student equity outcomes.

Many of our AEC faculty and staff attended this year's CAPED convention called "Braving the Waves of Change". The focus was diversity, equity, inclusion and accessibility. We will continue to give our AEC employees the opportunity to participate in professional growth activities on equity. We will strive to create a work environment that fosters cooperation, acceptance, democracy and free expression of ideas and that is welcoming to all. We will continue to encourage our AEC employees to participate in professional growth

activities on equity and training on providing equitable access to resources. When hiring new employees, we will ensure that we are equity minded in our hiring practices, such as: adapting our ideal statement to include bilingual individuals.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet?

No

Are your SLOs, PLOs or SAOs up-to-date in CurriQunet?

Yes

Have all of your SLOs, PLOs or SAOs been assessed in the last five years?

Yes

Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program?

Yes

If you answered no to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

We plan to map our up-to-date Student Learning Outcomes and Service Area Outcomes (SAO) as soon as it is available in CurriQunet to do so. The AEC regularly identifies student learning outcomes as part of its curriculum process for our educational assistance courses. Both SLOs and SAOs are reviewed as part of the course approval process and are regularly evaluated during the five-year curriculum review cycle. All of our instructors who teach our educational assistance courses used to regularly assess their Student Learning Outcomes yearly and upload their results to the SLO website, but it hasn't been available since 2018. We will be uploading our results to the new CurriQunet reporting site when it is ready.

Every spring since 2007, the AEC department assesses their Service Area Outcomes (SAOs) through a retrospective survey. Ever since 2010-11, we have added a customer satisfaction question to our retrospective survey that relates to our SAOs. *See the attached AEC_Outcomes-2014-2023_Comparison document* to review the individual data and assessment results.

Outcome Assessments

Review Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered.

Student Learning Outcomes (SLO) or Service Area Outcomes (SAO)

Review the SLOs or SAOs data located in CurriQunet. What is your department's acceptable achievement score goal for each outcome?

Every other Spring semester since 2007, the AEC has assessed their SAOs through a retrospective survey or through the DSPS Student survey from the Chancellor's Office. This Fall 2023 semester, the Chancellor's Office requested all DSPS programs statewide to send out a Biennial Survey for AEC students and staff campus-wide. Because of this survey, we did not send out the annual AEC retrospective survey this year because many of the questions related to our SAOs. After comparing the SAO data from last year's 2021-22 AEC student survey with this year's 2023 DSPS student survey, the results included:

- **SAO 1** - In 2021-22, 81% of students stated that they learned a little to a lot about their disability and limitations and 86% of students stated that they could identify how their disability affects their learning. In 2022-23, 95% of students stated that they understand how their disability affects their academics.
- **SAO 2** - In 2021-22, 84% of students in the AEC stated that they were comfortable communicating their needs for accommodations with their instructor and 92% of students state that they learned a little to a lot about what accommodations they need to be successful in school. In 2022-23, 99% of students somewhat agree to strongly agree that they have the tools and support to accomplish their educational goal.
- **SAO 3** - In 2021-22, 89% of students were able to identify their educational goals, 92% of AEC students plan for them, and 92% of students stated that they evaluate their progress toward their goals. In 2022-23, 93% of students understand their educational goal and 97% of students somewhat agree to strongly agree that their academic accommodations and services help them to reach their educational goals.

See the attached *AEC_Outcomes-2014-2023_Comparison* document to review the individual data and SAO assessment results.

Institutional Learning Outcomes (ILO)

How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

Our Service Area Outcomes (SAOs) align to the Institutional Learning Outcomes in the following ways.

AEC Service Area Outcomes	Think Critically & Creatively	Communicate Effectively	Practice Social Responsibility	Cultivate Well-Being
1) Identify their educational and functional limitations and the accommodations they need for equal access.	X	X		
2) Demonstrate self-advocacy, by communicating their needs for appropriate accommodations to faculty and staff according to designated procedures.		X	X	
3) Identify, plan and evaluate progress toward personal, educational or vocational goals.	X			X

Are you meeting your SLO/SAO success goals? What patterns stand out in your results? If your SLO/SAO results are lower than your goals, what are your plans to improve them?

Customer Satisfaction: In 2022-21, 84% of students were satisfied with the current services. In 2022-23, 99% of students somewhat agree to strongly agree that they feel welcomed and valued as a member of the campus community.

The SAO results and customer satisfaction for our AEC services are very high, so the AEC faculty and staff will continue to make every effort to maintain the high level of services to our students with disabilities. To do this, the department is implementing an electronic filing system, so students will be able to request their services electronically and timely. When students receive an individualized Academic Accommodations Plan (AAP) that is relevant to their disability, the counselors and instructors will provide additional education and training. Course curriculum and educational materials will be developed to supplement this new process. AEC faculty and staff will continue to provide services and accommodations to assist students in communicating their needs. Materials, such as an online student guide, will be developed to disseminate to the students on how to request and utilize their individual services and accommodations. Training will be provided when the

new electronic guide for services is posted. The AEC faculty and staff will continue to provide opportunities for students to work toward their educational goals as progress reports are monitored. While creating their educational plan, students are encouraged to enroll in our many educational assistance courses to support their success.

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

Our educational assistance courses are instructional activities offered in accordance with Title 5 §56028. The AEC offers over 30 educational assistance courses within the 6 program areas of AEC. The Adapted Physical Education (APE) program offers credit and non-credit courses in both fitness and aquatic exercise. The credit courses are a general education elective for many of our students who plan to transfer. The noncredit APE courses continue to enhance the relationship with our community by offering adult education courses for our older adult population. Besides the APE courses, we offer other classes that include: Math support, individualized learning skills development, learning skills and computer access evaluation, assistive computer technology (ACT) training, ACT for reading and writing and job readiness. With AB 705, it has become apparent that our AEC students needed extra support with both transfer level Math and English courses. In Spring 2023, we developed a Math Support course called Guidance 566 (Directed Study Laboratory in Transfer Level Math) to assist students in the transfer level Math courses. Students can also receive math assistance in our Guidance 558 (Learning Skills Laboratory) course. The Math department has also created boot camps to prepare students for the higher level courses. Between the AEC Math support courses and the boot camp courses, our AEC students are receiving the help that they need for Math. However, it is evident that the students enrolled in English 1A need more preparation to assist them in their reading, grammar and writing skills. Students can also receive English assistance in our Guidance 558 or CSIS 571 lab courses. We need to collaborate with the English department to create some English support options. We want to develop a Reading & Writing Strategies course to assist our 1st year students.

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

The AEC faculty have continued to update and inactivate all of our AEC courses through the curriculum process yearly. For over 4 years, many educational assistance courses in our High Tech Center (CSIS) have not been offered, since our full-time assistive technology instructor has been reassigned to the AEC Director. Because it is a very specialized position, we have not had any applicants apply for the part-time position for over 2 years. In Fall 2023, we hired a part-time AT instructor, but we still have not offered many of the courses. When a full-time AT instructor is hired, then we may have to update several of those courses. In the meantime, many of our EAC courses have been approved in 2020/2021, so they should be updated in 2024/2025. One of our neighboring colleges (e.g. DeAnza College) has developed credit courses with fee waivers that match our non-credit vocational courses for our HOPE Services partnership. We plan to research and evaluate the option of creating a credit option to replace our current non-credit Vocational Training courses.

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

The AEC educational assistance courses have been very successful through both credit and non-credit. During the Covid pandemic, we created more non-credit and credit online sections to enhance services and give students more choices regarding the support that they may need to succeed. More often than we like, 1st

year students come to us to request services when they have failed their courses. The AEC works closely with other special programs and instructional areas to increase awareness and education of serving students with disabilities. Through onboarding efforts, we have encouraged our high school students to take advantage of the services we provide before they enroll in their Gavilan courses. Our 1st year orientation materials, such as the attached Transition to College for Students with Disabilities and the attached Learning Skills Pathways handouts have contributed to the goal. In August 2023, the counselors provided an in-person orientation for 1st year students, and it was well attended.

In addition, in-person and online tours are provided to educate and raise awareness of our services to students about our program. Events such as: Super Saturday and individual appointments with our AEC counselors, High School outreach information tables, and yearly coordination with our Special Education instructors from our feeder high schools have all increased our efforts toward earning their degrees and/or certificates.

During the past 3 years, we have increased our counseling support at the Hollister site. We have also scheduled one of our Instructional Program Specialists to be available at the Hollister site for one-to-one or small group appointments for AEC students enrolled in our Learning Skills Laboratory (Guidance 558) course.

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. 2020

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

611

Full Time Faculty

5

Part Time Faculty

5

Full Time Staff

9

Part Time Staff

1

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

2. 2021

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

628

Full Time Faculty

4

Part Time Faculty

5

Full Time Staff

9

Part Time Staff

3

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

1.00

3. **2022**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

674

Full Time Faculty

5

Part Time Faculty

5

Full Time Staff

9

Part Time Staff

3

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

1.00

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2020

FT = 50.00%

PT = 50.00%

Year:2021

FT = 44.40%

PT = 55.60%

Year:2022

FT = 50.00%

PT = 50.00%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

The need for staffing has been an integral part of our program goals for many years due to retirements and critical positions that have not been filled. The AEC is currently understaffed by 4 faculty and 3 classified staff. The AEC has recently hired 2 full-time faculty members in the Vocational and Adapted Physical Education (APE) program areas. These positions were replacements of faculty members who retired in 2019 and 2020. The percentages above show a steady increase in faculty to get where we were in 2020 at 50% FT to 50% PT; however, we have steadily decreased in the number of full-time faculty since 2017. We have several faculty members with reassignments and grant commitments. For example, our AT instructor has been the AEC Coordinator since June 2019, so we have not had a full-time AT instructor since that time. Our full-time LD Specialist has been reassigned 40% as GCFA president, and our WorkAbility III counselor has been reassigned 20% to the CARE program. The WorkAbility III counselor provides 7 hours per week overload at our Hollister location which helps serve our students. Our part-time counselor retired in May 2020, and since this position is critical, we have hired a new part-time counselor who will begin in January 2024. The FT AEC counselor position is still vacant, but we are currently funding the AEC/VRC counselor as full-time.

Additional Comments

Despite the shortage of personnel, our students are successfully served and the existing faculty and staff work very well together to complete all the necessary duties and tasks assigned. We will need to evaluate the full-time counseling needs for both the AEC, but in the meantime, it is critical that we hire a full-time AT Instructor and a full-time LD Specialist/AEC Counselor to provide services for the Hollister location. The full-time High Tech Center Instructor/AEC Coordinator will be retiring in June 2024, so both of those positions will be vacant. The Associate Dean or AEC Director/Coordinator position is mandated by the state, so that position must be filled. The AEC program works best when there is a full-time lead in each of the 6 program areas. We will continue to work with the district on filling these vacancies that are necessary to fulfill the growing demands of our student population. See attached AEC Org Chart.

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?

Yes

Resource Allocation

1. **\$3666**

Funding Source

District

Academic Year

2022 - 2023

Purpose of Funding

College Effort

Result

The cost of our DHH required match funds was \$2694 and the remaining funds the District gave us through college effort to cover the costs of our services.

2. **\$3674**

Funding Source

District

Academic Year

2021 - 2022

Purpose of Funding

College Effort

Result

The cost of our DHH required match funds was \$2972 and the remaining funds the District gave us through college effort to cover the costs of our services.

3. **\$55,783**

Funding Source

District

Academic Year

2020 - 2021

Purpose of Funding

College Effort

Result

The cost of our DHH required match funds was higher than anticipated, so the District gave us College Effort funding to cover the costs. We also had to cancel all of our in-person courses due to Covid, so we generated less FTES from our educational assistance courses.

4. **\$922,460**

Funding Source

Categorical

Academic Year

2022 - 2023

Purpose of Funding

DSPS Allocation

Result

Every year we receive a DSPS Allocation from the state. This funding includes \$901,321 for the initial DSPS Allocation, \$10,776 for DHH and \$10,636 for Access to Print (ATP).

5. **\$715,659**

Funding Source

Categorical

Academic Year

2021 - 2022

Purpose of Funding

DSPS Allocation

Result

Every year we receive a DSPS Allocation from the state. This funding includes \$693,090 for the initial DSPS Allocation, \$11,888 for DHH and \$10,681 for Access to Print (ATP).

6. **\$737,875**

Funding Source

Categorical

Academic Year

2020 - 2021

Purpose of Funding

DSPS Allocation

Result

Every year we receive a DSPS Allocation from the state. This funding includes \$716,348 for the initial DSPS Allocation, \$11,098 for DHH and \$10,681 for Access to Print (ATP).

7. **\$1,204,729**

Funding Source

Categorical

Academic Year

2022 - 2023

Purpose of Funding

Special Rate FTES Apportionment from Educational Assistance Courses (EAC)

Result

The total Special Rate FTES Apportionment earned by AEC was \$1,413,508. 70% of the FTES earned from the Credit courses must be spent in AEC, and 30% of the FTES earned is contributed to the General Fund. 90% of the FTES earned from the Non-credit courses must be spent in AEC, and 10% of the FTES earned is contributed to the General Fund.

8. **\$895,443**

Funding Source

Categorical

Academic Year

2021 - 2022

Purpose of Funding

Special Rate FTES Apportionment from Educational Assistance Courses (EAC)

Result

The total Special Rate FTES Apportionment earned by AEC was \$1,048,534. 70% of the FTES earned from the Credit courses must be spent in AEC, and 30% of the FTES earned is contributed to the General Fund. 90% of the FTES earned from the Non-credit courses must be spent in AEC, and 10% of the FTES earned is contributed to the General Fund.

9. **\$746,705**

Funding Source

Categorical

Academic Year

2020 - 2021

Purpose of Funding

Special Rate FTES Apportionment from Educational Assistance Courses (EAC)

Result

The total Special Rate FTES Apportionment earned by AEC was \$848,052. 70% of the FTES earned from the Credit courses must be spent in AEC, and 30% of the FTES earned is contributed to the General Fund. 90% of the FTES earned from the Non-credit courses must be spent in AEC, and 10% of the FTES earned is contributed to the General Fund.

10. **\$301,634**

Funding Source

Grant

Academic Year

2022 - 2023

Purpose of Funding

WorkAbility III

Result

WorkAbility III grant funding through both Certified, Service (\$288,867) and Reallotment (\$12,767) contracts fulfilled by a percentage of 7 faculty and 3 staff positions. The Reallotment budget was \$50,000, but we were only able to spend \$12,767, since the contract was approved in April, 2022, and we were vacant 1 staff member. See Workability III Budget Contract-2022-2025 attachment.

11. **\$230,950**

Funding Source

Grant

Academic Year

2021 - 2022

Purpose of Funding

WorkAbility III

Result

WorkAbility III grant funding through both Certified and Service contracts fulfilled by a percentage of 7 faculty and 3 staff positions. One staff position is vacant. See Workability III Budget Contract 2019-22 attachment.

12. **\$230,950**

Funding Source

Grant

Academic Year

2020 - 2021

Purpose of Funding

WorkAbility III

Result

WorkAbility IIII grant funding through both Certified and Service contracts fulfilled by a percentage of 7 faculty and 3 staff positions. One staff position is vacant.

Program Productivity

Program Productivity Measurements

Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2022 - 2023**

Total Number of student contacts

149857

Total allocated budget

2490078.000

Total spending

2302429.000

Total cost per student (Student Contact/ Total Spending)

\$15.36

- **2021 - 2022**

Total Number of student contacts

124542

Total allocated budget

1969024.000

Total spending

1987626.000

Total cost per student (Student Contact/ Total Spending)

\$15.96

- **2020 - 2021**

Total Number of student contacts

116537

Total allocated budget

1746368.000

Total spending

1802151.000

Total cost per student (Student Contact/ Total Spending)

\$15.46

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.

The Accessible Education Center program is categorically funded, and the WorkAbility III grant has restrictions that require the funds to be spent on direct student support and services for students with disabilities. The cost per student is high as a result of the type of service that is provided. For example, to serve our students who are Deaf and Hard of Hearing, the cost of interpreting services both in-person and video has increased greatly during the past three years. When these costs are higher than anticipated, we have to ask the District to give us college effort funding to cover the costs; however, during the 2022-23 Academic year, the AEC received a 30% increase in funding, so we were able to pay for all of our services. In fact, we had a carryover of funds (\$207,244) from our DSPS allocation to spend during the next 2023-24 fiscal year.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

In the past 3 years, the AEC faculty and staff have continued to maintain strong commitments to serving on college committees such as: Accreditation, Student Services Council, Counseling, Department Chairs, Curriculum, Academic Senate, Strategic Planning, Equity, District Technology, Distance Education, Webheads, POCR, Health & Safety, Facilities & Grounds, Program Integrating Planning and Review Resource Allocation Process (PIPR-RAP), Mental Health Task Force, Universal Access, Academic Staffing Committee, EOPS Advisory Board and the Veteran's Council. We have collaborated with several agencies through our WorkAbility III grant and LAP partnership agreement, such as: Department of Rehabilitation (DOR), California Health & Human Services Agency, Department of Developmental Services and California Department of Education. We have been collaborating since 1981 through our partnership agreement with HOPE Services, DOR and San Andreas Regional Center. Our AEC Advisory Board continues to meet yearly with representatives from San Jose State University and all of our feeder high schools.

The AEC faculty and staff have been involved in Guided Pathways since its inception. We have actively participated, and we will continue to participate in the Guided Pathways college activities. We help our students streamline their pathways by accessing their educational goals, local community resources and opportunities for competitive employment. We partner with the Gavilan special programs through the utilization of a shared application, and we have many shared students. We work with the Math and English Departments when establishing the curriculum necessary for our support courses. Through our educational assistance courses, our students are guided through the support classes that is integral to the Guided Pathways framework. *See the attached AEC EAC Course Pathways Gavilan 2023 document.*

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

The AEC is well respected throughout the college community. We have been able to maintain successful partnerships with our feeder high schools. We have solid vocational training programs both on and off campus. Our WorkAbility III program has been recognized state-wide, and the Department of Rehabilitation representatives asked us to present at this year's California Association for Post-Secondary Education and

Disability (CAPED) pre-convention workshop. Our new full-time APE instructor was elected Northern Co-Chair of the APE CAPED Interest Group (CIG). We continue to employ an interactive process in providing our accommodations and academic adjustments to enhance students' chances of achieving their educational and vocational goals.

One of the threats that we continually face is the unpredictability of how many deaf or blind students we will need to serve each year. We are never sure if we have the budget to offset the costs associated with serving these populations. Also, in the past, the DSPS allocation did not match our financial needs, but in FY 2022-23, we received a 30% overall increase in our DSPS allocation. In 2022-23, we had a carryover of funding possibly because we had vacancies in both our faculty and classified positions. In FY 2023-24, we also received an 8.9% COLA toward our DSPS funding. Another threat that we may face in the upcoming years, is the adoption of the new DSPS funding formula. They have replaced the weighted count with headcount, and they have raised the college effort percentage. Our current headcount is much lower than our pre-Covid numbers, but it is slowly increasing. Since our program covers the costs with our DSPS allocation and restricted FTES funding, we have not needed to ask for college effort monies. The state has given us hold harmless for our 2023-24 allocation, but our allocation will steadily decrease in the next four years. We need to be prepared for when this decrease happens.

What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic?

Within the six program areas of Adapted Physical Education, CareerPrep, High Tech Center, Learning Skills, Vocational Training for Adults with Intellectual Disabilities (ID), and Workability III, we provided educational assistance courses in both credit and non-credit/adult education offerings during the pandemic. We converted many courses to the online environment, and some students continue to prefer the online format for many of these courses. The instructors completed the online trainings, so they could utilize their Canvas course shells more efficiently in the online environment. Presently, post-Covid, even if the course is in-person, the instructors are still utilizing the course shell for resources, student assignments and student communication. Many of our instructors have chosen to pilot and continue the Hyflex modality, and this has been very successful with our ID population in both CareerPrep and HOPE / Gavilan courses. The flexibility of online meetings, has opened up more opportunities to be able to maintain regularly scheduled meetings. By offering online options for tours, student appointments and training, attendance has improved greatly.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?

Throughout the past three years, the AEC continued to provide support services and educational accommodations to students with disabilities, so they could have full and equitable access to all community college courses. Due to Covid 19, those services, accommodations and educational assistance courses looked very different from our services and classes in the past. We converted a majority of our support courses to an online format, and we had to cancel many in-person courses. We transformed our services and accommodation requests into Microsoft Forms, and we have utilized electronic signatures, so the students did not have to come in-person to complete the required AEC forms. During Covid, our AEC student enrollment dropped over 30%, and we are still recovering from this loss.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Providing reasonable accommodations and services for students with disabilities is an institutional responsibility regardless of adequate state funding for DSPS programs. Federal disability non-discrimination laws specifically Section 504 of the Rehabilitation Act of 1973, along with Section 508 require extensive training on providing disability-related auxiliary aids and services, and other reasonable accommodations to meet the needs of students with disabilities. Federal regulations implementing the Americans with Disabilities Act (ADA) require that all campus resources be available and accessible to students with disabilities. The Accessible Education Center is a resource for all college constituents regarding these legal obligations, and we are continuously tasked with disability awareness and education throughout the District and community. Training for both staff and faculty has been provided to educate them on working with our AEC students and providing accommodations. Faculty orientations (for both full-time and part-time) along with an Accommodations Bulletin are provided each semester (See attached). A Faculty and Staff Guide (attached) has been disseminated and an AEC track during Convocation Days has provided many workshops on topics such as: universal learning, creating accessible materials and assistive technologies to benefit all students. The AEC website (<https://www.gavilan.edu/student/aec/index.php>) has a section designated for faculty and staff resources. The HTC faculty and staff assist Gavilan in applying for the Distance Education and Captioning Transcription (DECT) grant to ensure the development of accessible course materials for online courses. With the migration of our electronic filing system to the cloud, Clockworks training will be provided. During the Fall 2023 semester, we distributed a mandated DSPS survey to both students and staff on DSPS program awareness, and we will intentionally address the concerns. Each October, our faculty and staff are able to attend the workshops at the CAPED convention to stay up-to-date within their fields.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

The need for staffing has been an integral part of our program goals for many years due to retirements and critical positions that have not been filled. We have had many retirements of our full-time instructors in 2019 and 2020, but we were able to replace them recently in 2022 and 2023. Even with the two new full-time faculty hires, the AEC is currently understaffed by 4 faculty and 3 classified staff. The four vacant faculty positions include a FT AT instructor, PT APE instructor, FT and/or PT LD Specialist. Even though we hired a full-time APE instructor, we have a need for a part-time APE instructor since a majority of our courses are at capacity, and we have an adapted physical education component to our CareerPrep program, but we haven't been able to offer this twice a week as planned. Our full-time High Tech Instructor has been reassigned to the AEC Director position for the past 5 years, and we have not been able to find a qualified part-time instructor until this Fall 2023 semester. Due to the situation, we have not been able to offer several of our High Tech Center courses or develop accessibility training for the college. The vacancy of a full-time and part-time counselor has been fulfilled temporarily by sharing the AEC/VRC counselor and overload for our WorkAbility III counselor. Our part-time AEC counselor retired in May 2020, and we have not been able to hire a new part-time counselor until this year with a start date of January 2024. Last semester we hired a part-time assistive technology (AT) instructor to cover the courses of our vacant full-time instructor position. In June 2024, the AEC Coordinator/Director who is also the Full-time High Tech Center instructor will be retiring, so plans need to be made to fulfill these positions. During the Fall 2023 semester, the department agreed to combine the PT LD Specialist with the PT Counselor position, and the Dean submitted the application to the Academic Staffing Committee. This position was approved on December 13, 2023, and it will primarily serve AEC students at the new Hollister site once it is ready.

This year we have hired several PT classified staff, professional experts and substitutes to fill the needs for the mobility aide, tram driver, and lifeguard positions. Our new part-time job developer on the WorkAbility III contract has currently been hired, and he will begin his position on the WorkAbility III grant in December 2023. We hired a new part-time classified position for tram driver this past semester, and we are currently

interviewing for the 2nd mobility aide position to assist in the APE program. Once the 2nd mobility aide is hired, our classified staff positions will be filled. Many of these positions are only 10 months, so our next goal is to make sure that these staff members are available to provide the services and accommodations necessary for our students in a timely manner. This means that they need to be available before the semester starts and after the semester ends.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

Our Accessible Education Center is well known throughout the region, and many of our newly hired full-time faculty members have been teaching part-time for us for many years. When we hire full-time faculty and staff, they tend to stay in the position until retirement. Our AEC Director and faculty belong to the statewide online listserves and the professional organization such as CAPED, and they keep abreast of the changing trends affecting students with disabilities. Since Gavilan is a Hispanic serving institution, the Human Resources Department led a cluster hiring process with an equity focus, so the AEC was able to hire 2 full-time instructors that reflect the make-up of our student body during the past three years. We continue to encourage our faculty and staff to attend DEIAA training, both on-campus and at conferences.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

1. The most important accomplishment of our department was the transitioning of our educational assistance courses, accommodations, and support for our students to an online format during the COVID restrictions. AEC faculty and staff worked together as a team to ensure that students received their services, accommodations and support courses. Since that time, we have continued to offer a variety of teaching modalities (in-person, online, hyflex) for our course offerings. We have also been able to transition to online request forms for services and accommodations, and they are more convenient for our students.

2. Another important accomplishment was that our AEC program productivity has increased each year to nearly matching the FTES earned before the Covid pandemic. In 2019-20, we earned \$1,511,590 FTES from our educational assistance courses, and in 2022-23, we earned \$1,413,508 in FTES revenue. The Title 5 regulations state that the revenue from educational assistance classes shall be used for provision of academic adjustments, auxiliary aids, services and/or instruction. Currently, we have used limited amounts of general fund monies (College Effort) to pay for our AEC expenditures, and when we do, it is to offset the cost of our Deaf and Hard of Hearing services which is unknown until the end of each fiscal year. When we provide AEC courses, the General fund gets 30% of credit FTES and 10% of Non-credit FTES for cost of overhead from our EAC classes. See attached AEC Productivity PIPR document.

3. The WorkAbility III program provides job readiness training, job placement and retention services for students eligible for the Department of Rehabilitation Services. Our contract is a third-party cooperative agreement designed to jointly serve the mutual consumers receiving services from the Gavilan AEC and DOR. In Spring 2023, we received a 25% augmentation and reallotment funds (\$200,000 over 3 years) to serve potentially eligible students ages 18-22. These DOR Student Services include: job exploration counseling, counseling in post-secondary education and instruction in self-advocacy.

4. The Gavilan/HOPE, Supported Employment (SEP) and CareerPrep programs have grown stronger during the Covid pandemic and beyond. The instructors and vocational specialists converted all of their vocational courses to the online format, and they brought back in-person teaching at the Gilroy and Hollister sites when it was safe to do so. The attendance at both sites has continued to grow with over 50 students enrolled in Gilroy and over 35 students enrolled in Hollister. Both Hope sites have reinstated their HOPE vehicle fleets, so many of the HOPE/Gavilan courses are scheduled on the Gavilan campus. One such course is the recycling

program called the "Recyclogists". HOPE students attend the recycling course on campus weekly to gain work experience. The Gavilan Supported Employment program (SEP) continues to thrive because of the two full-time instructors, and the extra work they put in to coordinate the job club meetings for the students who are employed in the community. These meetings are scheduled twice a month, one in-person and one online. Gavilan continues to share a productive educational partnership, and both Gavilan instructors are invested in helping students learn about many vocational skill areas. Regarding the CareerPrep on-campus courses, Zoom is still a valuable tool. It gives the instructors and students the freedom to work from home when there is a crisis; for example, when we experienced flooding this past winter. The CareerPrep courses are offered in both online and in-person modalities. CareerPrep continues to form powerful, productive bonds between the Gavilan community and students with significant learning challenges. Every year there is a wait list of students interested in joining the CareerPrep program.

5. The AEC employees have been very active in the planning stages of the new Library + Student Resource Center (LSRC). We are very excited to be housed together with other student service areas, especially our Veteran's Resource Center since our full-time AEC counselor meets with students with disabilities and veterans. With the LSRC having all student services in a one-stop location and more centrally located, our efforts to serve students will be more seamless.

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

More training is needed on the Program Productivity measurements and access to budget information, so an evaluation of resource allocations can be completed. More support from the PIPR committee members on how to complete the CurriQunet modules or an updated manual with examples. Please bring back the Peer Review component. It was really beneficial reading colleagues' reports, and giving them feedback and receiving feedback from them. Many of the questions in CurriQunet appear to be repetitive. The Student Services PIPR workshops were instrumental in guiding us through the PIPR process.

Goals

Three-Year Program Plan Goals

1. **Increase proportion of AEC students who utilize approved academic accommodations and services by 3%.**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)
and SAO Results

Mission: Gavilan College Accessible Education Center (AEC) provides students with disabilities quality and excellence in programs, services and support which enhance the quality of community life, and the development of individual potential for a global environment.

Strategic Plan: 1. Increase Achievement; 2. Improve Efficiency;

SAO Results: Outcome 1: AEC students will identify their educational and functional limitations and the accommodations they need for equal access.

Proposed Activity to Achieve Goal**

Complete implementation of Clockworks to facilitate student access to their Academic Accommodations Plan (AAP) and services.

Responsible Party

AEC faculty and staff with support from administration who will ensure time and training is provided for implementation.

Fund amount requested. If a collaboration, what % required from each partner?

Staff time and support from IT.

Total Three Year Resource Allocation Request

0

Timeline to Completion Month / Year

December / 2024

How Will You Evaluate Whether You Achieved Your Goal

1. Track the number of AEC students utilizing services and accommodations to establish a baseline.
 2. In two years, compare student retention and success based on increased services.
2. **Increase the provision of accommodations and services to all students with verified disabilities in a timely manner by 3%.**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)
and SAO Results

Mission: Gavilan College Accessible Education Center (AEC) provides students with disabilities quality and excellence in programs, services and support which enhance the quality of community life, and the development of individual potential for a global environment.

Strategic Plan: 2. Improve Efficiency;

SAO Results: Outcome 1: AEC students will identify their educational and functional limitations and the accommodations they need for equal access. Outcome 3: AEC students will identify, plan and evaluate progress toward personal, educational, or vocational goals.

Proposed Activity to Achieve Goal**

Prepare all files and service modules for essential components for Title V compliance and convert to the Clockworks electronic file system.

Responsible Party

AEC Faculty and Staff

Fund amount requested. If a collaboration, what % required from each partner?

Staff time. We will need to collaborate with IT (40%) and Clockworks to implement this electronic file system in the Cloud.

Total Three Year Resource Allocation Request

30000

Timeline to Completion Month / Year

June / 2024

How Will You Evaluate Whether You Achieved Your Goal

1. Track the timeliness of the completion of the student files and required forms.
 2. Compare average response times from one year before the Clockworks implementation to one year after implementation.
3. **Increase the number of off-site support services by 5%.**

Connection of Goal to Mission Statement, Strategic Plan

(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)
and SAO Results

Mission: Gavilan College Accessible Education Center (AEC) provides students with disabilities quality and excellence in programs, services and support which enhance the quality of community life, and the development of individual potential for a global environment.

Strategic Plan: 2. Improve Efficiency; 3. Improve Employment; 4. Improve Equity;

SAO Results: Outcome 1: AEC students will identify their educational and functional limitations and the accommodations they need for equal access. Outcome 3: AEC students will identify, plan and evaluate progress toward personal, educational or vocational goals.

Proposed Activity to Achieve Goal**

Implement "adequate staffing needs" to meet our student services demands at the off-sites for AEC students and DOR students.

Responsible Party

AEC Faculty, AEC Coordinator

Fund amount requested. If a collaboration, what % required from each partner?

45,000 (Categorical Funds and/or College Effort).

Total Three Year Resource Allocation Request

135000

Timeline to Completion Month / Year

August / 2024

How Will You Evaluate Whether You Achieved Your Goal

1. Track the number of AEC and DOR students utilizing services at the off-site. 2. In two years, compare student retention and success based on increased services.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Accessible Education Center (AEC) provides support services and educational accommodations to students with disabilities, so they can have full and equitable access to community college courses. To qualify for services, a certified professional must verify the student's specific disability and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services. Through this interactive process, the disability must be documented in the student's AEC file along with 4 other mandatory forms, and all information must be held confidential. The AEC includes six distinct programs that serve students with a diverse range of disabilities. These six programs include: Adapted Physical Education (APE), CareerPrep, High Tech Center, Learning Skills, Vocational Training and WorkAbility III. We offer over 30 Educational Assistance Courses.

Providing reasonable accommodations and services for students with disabilities is an institutional responsibility, and adequate staffing is crucial to supporting the wide-ranging needs of students with disabilities. Some examples of services and/or accommodations may include: test proctoring, assistive computer technology and training, specialized counseling and instruction, alternate media production, real-

time captioning, note-taking, interpreting, registration assistance, mobility assistance, access to APE equipment, and job development and placement. AEC ensures compliance with both Federal and State nondiscrimination laws, including Section 504 and 508 of the Federal Rehabilitation Act and the Americans with Disabilities Act. In accordance with Title 5 DSPS regulations, AEC assists the College in providing accommodations, services and instruction for students with disabilities to support their success.

Attach Files

Attached File

DSPS_Summary_Gavilan_Report.pdf (/Form/Module/_DownloadFile/274/46547?fileId=311)
WAIIBudget_Contract_2019-22.pdf (/Form/Module/_DownloadFile/274/46547?fileId=314)
WorkabilityIII_Budget_Contract_2022-2025.pdf (/Form/Module/_DownloadFile/274/46547?fileId=315)
AEC_Outcomes_2014-23_Comparison.xlsx (/Form/Module/_DownloadFile/274/46547?fileId=321)
AEC Org Chart-Gavilan 11162023.pdf (/Form/Module/_DownloadFile/274/46547?fileId=327)
AEC_EAC_Course_Pathways_Gavilan_2023.pdf (/Form/Module/_DownloadFile/274/46547?fileId=328)
Transition1.pdf (/Form/Module/_DownloadFile/274/46547?fileId=329)
AEC_Bulletin_F23.pdf (/Form/Module/_DownloadFile/274/46547?fileId=330)
AEC-Faculty_Staff_Guide.pdf (/Form/Module/_DownloadFile/274/46547?fileId=331)
AEC_Productivity_PIPR-updated-11-15-23.pdf (/Form/Module/_DownloadFile/274/46547?fileId=332)
AEC_S&R_Equity_Data-F23.xlsx (/Form/Module/_DownloadFile/274/46547?fileId=333)