

Annual Program Review (Annual Update): Accessible Education Center - Division 30 - Accessible Education Center - Accessible Education Center

I. Main

Overview

Academic Year 2025 - 2026

Originator Gaitan, Stephen

Division Division 30 - Accessible Education Center

Department Accessible Education Center

Programs

II. Co-Contributors

Questions? Find answers in [CurricUNET User Manual](#).

Contributor

Open the Form Properties to select co-contributors and assign permissions.

III. Annual Update

1. Previous Goals Increase the number of off-site support services by 5%.

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

Total Three Year Resource Allocation Request:

45000

Timeline to Completion Month / Year:

August, 2021

How Will You Evaluate Whether You Achieved Your Goal:

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

End of Year Goal Status Complete

Please describe your status (No more than 200 words)

We have hired a full-time accessibility specialist for our High Tech Center, which will also be providing service to Hollister one day a week. This is in addition to our Instructional Assistant, Counseling staff and LD specialist all devoting time to the Hollister site.

Did you request the same resources the previous year? If so, what was the result? Has there a been a significant change since your request?)

The previous request was for an additional Instructional Assistant. However, we found that the need for an additional staff member was for both the instructional side and adaptive services. With this change, we will be able to provide double the services with one additional staff member.

2. **Previous Goals** Increase the provision of accommodations and services to all students with verified disabilities in a timely manner by 3%.

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

Total Three Year Resource Allocation Request:

0

Timeline to Completion Month / Year:

August 2021

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.

End of Year Goal Status Complete

Please describe your status (No more than 200 words)

Clockworks is up and running for the core modules, and we are able to serve students in a timely manner with services and accommodations.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?)

Yes. Clockworks application is a yearly subscription and the costs remain relatively unchanged.

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

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.

Total Three Year Resource Allocation Request:

0

Timeline to Completion Month / Year:

December 2021

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.

End of Year Goal Status In Progress

Please describe your status (No more than 200 words)

The Accessible Education Center is focusing on building relationships with local HS districts for outreach and easing transitions for students who are eligible for services. We have also established core modules from the clockworks app and continue to add additional modules for testing, high-tech accommodations, and counseling appointments.

Did you request the same resources the previous year? If so, what was the result? Has there been a significant change since your request?)

The same resources have been requested. The software for Clockworks is paid on a yearly basis with no significant change to the cost.

IV. Resource Requests

Click Add Item to Enter a Resource Request

1. 1. Request Name (short title)
2. Request amount
3. Type of Request
4. Alignment to Goal(s)
5. Is this a one-time or ongoing expense.
6. Category of Request (Select all that apply).
7. The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position. Which of the following best describes your requests?
8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

V. 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 this year. Your audience will be your Peer Review Team, the program review 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) is the primary engine for ensuring students with disabilities have full and equitable access to the community college experience. By integrating specialized instruction with individualized support, the AEC removes barriers to academic success and ensures the institution meets its legal mandates under the Americans with Disabilities Act (ADA), Sections 504 and 508 of the Rehabilitation Act, and California's Title 5 DSPS regulations.

Participation in the AEC is established through an interactive process. To qualify, students must provide professional verification of a disability that creates a specific educational limitation. The AEC maintains rigorous compliance by managing confidential student files containing five mandatory regulatory forms, ensuring that all data is handled with the highest level of privacy.

The AEC's mission is delivered through six specialized programs and over 30 Educational Assistance Courses. These include **Adapted Physical Education (APE)** for modified fitness; **Learning Skills** for diagnostic support; and the **High Tech Center** for assistive technology training. Employment-focused

initiatives like **CareerPrep**, **Vocational Training**, and **WorkAbility III** provide the transition skills and job placement services necessary for long-term student independence.

As accommodations are an institutional responsibility, the AEC provides essential services that include test proctoring, note-taking, real-time captioning, and alternate media production. The Center also offers mobility assistance, specialized counseling, and interpreting services. By providing these critical resources, the AEC ensures that the College fosters an inclusive environment where students with disabilities can achieve their educational and professional goals. Moving forward, the AEC remains dedicated to evolving its service delivery models to meet the increasing demand for digital accessibility and personalized vocational support.

VI. Attach Files

If there is any additional information regarding your program that you will like to have uploaded, please attach it here.

Attached File

[DSPSSumm \(1\).pdf](#)

[Transition \(1\).pdf](#)

[WAIII Executed Contract 25-28.pdf](#)