

THE DISABILITY RESOURCE CENTER

Comprehensive Program Review

Lake Tahoe Community College

Winter 2018

Disability Resource Center

PROGRAM REVIEW EXECUTIVE SUMMARY

The Disability Resource Center, known as the DRC, is a critical department for providing needed programs and support services to LTCC students with disabilities. The DRC facilitates accommodations in regular college programs and courses for students with verifiable and documented disabilities. The DRC utilizes the statewide Learning Disability Assessment model requiring an in-person assessment; therefore, with the decline in face-to-face enrollments on campus it has been challenging to maintain a stable population of students with documented learning disabilities (LD). The staff and faculty working in the DRC are dedicated to providing responsive and comprehensive support services and academic accommodations for all eligible students. Additionally, a fully equipped High Tech Center (HTC) is available to students who may benefit from using adapted computer technology. The expense of updating the High Tech Center's hardware and adaptive software is a challenge that requires careful budget management. Finally, the DRC has faced challenges due to budget reductions in recent years and faces even more limitations in future years given the new funding formula, which will likely impact smaller colleges with declining enrollment by significantly reducing their base allocation.

The DRC comprehensive program review focused on evaluating the effectiveness of the DRC, while identifying areas of strength and areas of needed enhancement. The process included a thorough review of the program philosophy, mission, student learning outcomes, program area outcomes, and course offerings. During the planning process several goals were identified as appropriate to the mission and goals of the DRC, including:

- Increase classified support, reassess departmental needs as retirements occur, and re-align duties as needed
- Outreach to local high schools and in-reach at LTCC to actively recruit new students
- Continue upgrading existing and examining new adaptive technology, as appropriate for DRC students
- Relocate the DRC closer to the One-stop on the first floor
- Increase knowledge of technology to accommodate/serve online students

Program Overview

College Mission

Lake Tahoe Community College serves our local, regional and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals.

Disability Resource Center Mission and Philosophy

Mission

The mission of the Disability Resource Center (DRC) is to promote self-confidence in an educational environment while fostering student independence. The staff of the DRC is committed to the establishment of a positive learning environment focusing on academic integrity, sensitivity to our students, creating a springboard for change and, ultimately, achievement of student success. At the DRC, our students come first, and their individual needs are the focal point to attaining these goals.

Philosophy

We believe:

- All students have the potential for growth and success.
- All students have the right to be treated with respect.
- The diversity brought to the campus by students with disabilities enriches the overall college learning environment.
- Education is a process of mutual responsibility in which students benefit by participating actively in meeting their educational goals.

The diverse needs of students with disabilities are best met in an environment that (is):

- Accessible, inclusive, and supportive.
- Provides fair and consistent treatment.

- Encourages independence and self-sufficiency.
- Recognizes and respects each student's unique challenges and strengths.

Program Summary

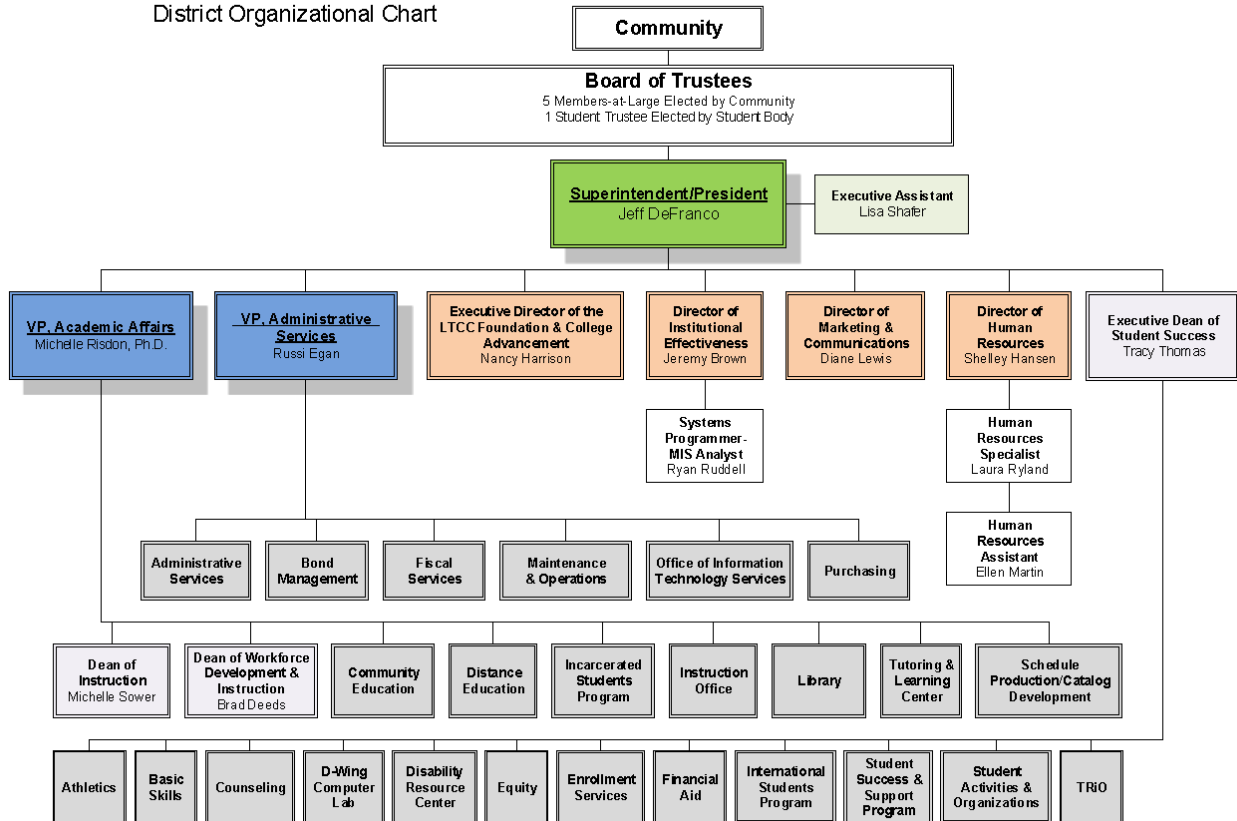
A. Organizational Structure

The DRC is part of Student Services at the college and operates under the direction of the Executive Dean of Student Success, who reports directly to the President. The district organizational chart is illustrated in Diagram A1.

DIAGRAM A1. District Organizational Chart

Lake Tahoe Community College

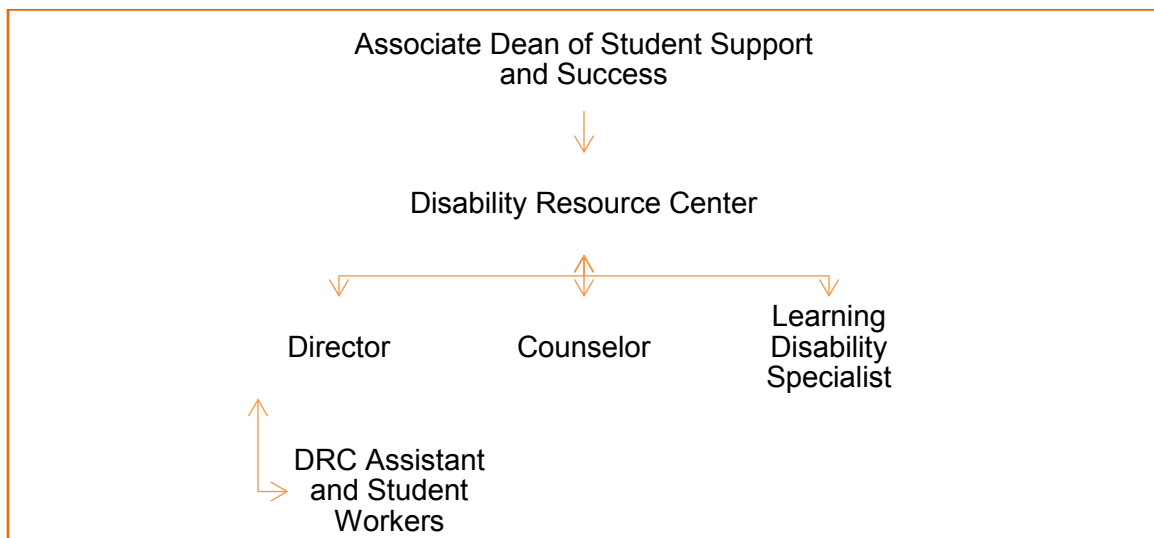
District Organizational Chart



The staffing for the DRC is limited and consists of three faculty members, none of which are in the DRC full-time, and one part-time hourly staff member. The DRC reduced staff in recent years due to budget restrictions at the state level. The current Director is on reduced workload, and because of budget restrictions, the Counselor has worked as much as 60% in General Counseling. Additionally, the Learning Disability Specialist has consistently taught 50% in the Psychology Department. All classified assistance in the DRC has been part-time since the retirement of full-time staff in 2010; therefore, the program is forced to rely on Student workers to help cover program needs by working a few hours each week.

Diagram A2 identifies the detailed organizational chart for the DRC.

DIAGRAM A2. Disability Resource Center Organizational Chart



B. Personnel

TABLE 1. Disability Resource Center FTE, 2014 – 17

| Position | Headcount 2014-2017 | FTE 2014/15 | FTE 2015/16 | FTE 2016/17 |
|--------------------------------|------------------------|----------------|----------------|----------------|
| Director | 1 | .80 | .80 | .80 |
| Counselor | 1 | .60 | .44 | .20 |
| Learning Disability Specialist | 1 | .50 | .50 | .75 |
| DRC Assistant | 1 | .66 | .66 | .66 |
| Student Workers | 2 | .20 | .20 | .20 |

Faculty

The full-time DRC faculty has remained the same for the past 13 years with the Director in place since 2001, the LD Specialist since 2002, and the Counselor since 2004. It is the belief of the faculty that this consistency in staffing over the past several years has proven to be beneficial for DRC students. While the number of faculty has remained constant for many years, the percentage of time in the DRC has fluctuated from year to year. The primary causes of the fluctuations vary from year to year and include Professional Development Leave, leave without pay, and reduced workload. Counselor reassignment as needed to General Counseling combined with the LD Specialist assigned a 50-60% teaching load annually in Psychology have also added to the fluctuation of full-time faculty representation in the DRC. Lastly, the Director has been working as the Director of The Tutoring and Learning Center (TLC) for many years and his time spent there has typically reduced time in the DRC. Those TLC duties have recently changed now that the TLC has been incorporated into the library under the leadership of the librarian.

Classified

Budget cuts at the state level, retirement, and declining campus-wide enrollment have led to the elimination of all DRC full-time classified positions. A part-time classified position at 28 hours per week, combined with student workers are the entirety of classified support in the DRC. This has been a tremendous challenge for faculty to provide services necessary for student success. Part-time classified staffing, while adequate at times, does not provide the same level of knowledge, experience, and consistency that a full-time classified presence provides. The DRC has managed to maintain quality services despite the reduction in classified staff.

C. Students

TABLE 2. Unduplicated Student Counts, 2014 – 17

| STUDENT PRIMARY DISABILITY | 14-15 | 15-16 | 16-17 |
|--|--------------|--------------|--------------|
| Acquired Brain Injury (ABI) | 3 | 4 | 1 |
| Intellectual Disability (ID) | 15 | 11 | 13 |
| Deaf and Hard of Hearing (DHH) | 0 | 2 | 3 |
| Learning Disability | 77 | 64 | 58 |
| Physical Disability | 8 | 5 | 6 |
| Other Health Conditions and Disabilities | 12 | 8 | 5 |
| Mental Health Disability | 20 | 23 | 26 |
| Blind and Low Vision | 1 | 1 | 1 |
| Total By Year | 136 | 118 | 113 |

A review of unduplicated student counts from 2014-2017 reflects the same declining trends that is occurring with overall enrollment campus-wide. The DRC typically reports between 65-80 students per quarter for MIS with the Fall term consistently having a somewhat higher count. The most significant drop in numbers is in the Learning Disabilities (LD) category and this seems to be a direct reflection of the lower number of face-to-face students on campus. The statewide Learning Disability Assessment model used by the DRC requires face-to-face contact to complete the assessment process. Having lower numbers of students on campus makes it challenging to complete these assessments and maintain the robust LD population. The lower numbers in the other categories are a direct reflection of a mandate from the Chancellors DSPS office to better define the students placed in the category. Beginning in the 2017/2018 academic year, two new categories (ADHD and Autism Spectrum) have been added and will further reduce, or spread, student counts in future reporting.

D. Key Functions

The Disability Resource Center at Lake Tahoe Community College provides services and accommodations that provide equal access to education. These services and accommodations may consist of in-classroom services such as Alternate Media, and/or outside-the-classroom services such as testing accommodations.

- **Individualized Support Services**

- Academic Advisement
- Assessment for Learning Disabilities
- Disability-Related Counseling
- Equipment Loans
- Interpreters
- Learning Aids
- Liaison with Campus Faculty and Staff
- Linkage with University Disability Programs
- Notetaking Assistance
- Referrals to On-Campus and Community Agencies
- Registration Assistance
- Alternate Media
- Test-Taking Accommodations

- **High Tech Center**

Any student who has a documented disability with the DRC has full access to the High Tech Center, located in Room A205. This space offers:

- Computers with adaptive software
- Special keyboard configurations
- Printing
- Assistance and training in adaptive software

E. Facilities, Equipment and Technology

The DRC is located on the second floor in the A-wing of the main campus. Since moving to the current campus, the DRC has been located in this area. The DRC currently occupies one room that houses the DRC High Tech Center (A205). DRC workspace also includes three faculty offices and one classified workstation. A workroom contains the copy/fax machine, shredder, and the low-vision student work area. There are two test-proctoring desks located in this workroom. The DRC also has one very small additional room (Room A). Room A is used for learning disability assessments, exam proctoring, and weekly office hours for a Veteran’s Administration Counselor from Reno, Nevada. The Veteran’s Administration Counselor operates independently of the DRC and uses Room A for appointments.

F. Budget

Table 3. Disability Resource Center Budgets, 2014-2017

| Expense Description | 2014-15 | 2015-16 | 2016-17 |
|----------------------------|----------------|----------------|----------------|
| Salaries/Benefits | 177,643 | 180,459 | 167,888 |
| Supplies/Other | 631 | 11,167 | 20,956 |
| Interpreting | 631 | 2,793 | 26,760 |
| TOTAL | 199,230 | 194,419 | 196,856 |

The college faced significant reductions in the general fund beginning in 2012 due to declining enrollment. The DRC budget has remained constant over the past few years and typically ranges between \$196,000 and \$202,000. The majority of the budget is spent on personnel costs including faculty, part-time classified, and interpreters. Interpreting costs can fluctuate greatly from year to year. For example, the enrollment of an additional deaf student in 2016/2017, taking academic courses, with a goal of an Associate of Arts Degree, has greatly increased DRC expenditures for interpreting services. Supplies and other costs also fluctuate annually.

G. Program Analysis

The Director, faculty, staff, and the administrator for the area performed a SWOT analysis in Fall of 2017. Information used in the analysis was also obtained from the Student Engagement Survey administered in the spring of 2016. The results are listed in TABLE 4.

TABLE 4. SWOT ANALYSIS FOR THE DISABILITY RESOURCE CENTER

| | |
|---|---|
| <p style="text-align: center;"><u>STRENGTHS</u></p> <ul style="list-style-type: none"> • Welcoming environment • Knowledgeable staff • Stability of faculty • Adequate space for High Tech Center • Support of general counseling • Short wait time for appointments • VA Counseling | <p style="text-align: center;"><u>WEAKNESSES</u></p> <ul style="list-style-type: none"> • No FT Classified Staff • Upstairs location • Temperature control • Services for Incarcerated Students • Training for adaptive technology • Dependency on categorical budget |
| <p style="text-align: center;"><u>OPPORTUNITIES</u></p> <ul style="list-style-type: none"> • Move the DRC to first floor with other Student Services • Cranium Café • Re-organization post faculty retirement | <p style="text-align: center;"><u>THREATS</u></p> <ul style="list-style-type: none"> • Reduced funding based on new allocation formula • Declining enrollment overall • Decline of Face-to-Face students • Lower number of LD students • Increased interpreting costs • Longer wait time for appointments with reduced budget |

Summary of SWOT Results:

The SWOT exercise served as a comprehensive and objective tool to help gain a thorough analysis of the effectiveness of the Disability Resource Center. Obvious strengths included the longevity and expertise of the current staff. This stability provides the college and its students with staff who have extensive knowledge of the legal requirements of Disability Services. Declining enrollment allows DRC staff members to spend more time working directly with students individually and provide personal attention. This actually improves their ability to serve students. The upcoming changes to the funding formula will dramatically affect the program in future years as the base allocation for small colleges is anticipated to decrease. Increased interpreting costs are a continuing concern given the low numbers of qualified local interpreters. While

declining enrollment is identified as a threat to the College, smaller enrollment does allow for a smaller, more favorable student-to-staff ratio. Another identified threat in this program is the pending loss of experienced staff due to retirements and/or the reduced workload option. Overall, the SWOT analysis provided the area reliable information for some short and long-term improvements and goal development.

Additional Assessments

Another instrument used for program analysis was the LTCC Student Engagement Survey. In the spring of 2016, the college implemented a customized survey that captured student feedback for all service programs. The results from the survey relating directly to the DRC indicate that students are aware of the services offered through the DRC, while 89% of those students utilizing the services reported to be satisfied with the services they received.

TABLE 5. Student Engagement Survey 2016

**Percentages have been rounded to the nearest whole percent so a slight variation from 100% total is possible.*

| AREA | Awareness | Usage | Satisfaction Level | | |
|----------------------------|-----------|-------|--------------------|---------|--------------|
| | | | Satisfied | Neutral | Dissatisfied |
| Disability Resource Center | 80% | 19% | 89% | 7% | 3% |

A third measure of program analysis is the Student Learning Outcome (SLO) data for the DRC. There are two Student Learning Outcomes for the program and they were assessed in 2016. Results of the SLO's are summarized in TABLE 6. More recently, SLO's have been converted to Service Area Outcomes (SAO)'s to align more closely with reporting standards.

TABLE 6. Disability Resource Center SLO/SAO Data

| SLO/SAO | Measured By |
|--|---|
| <p><u>SLO #1</u></p> <ul style="list-style-type: none"> Demonstrate greater independence and the ability to self-advocate with college staff and instructors through the following avenues (but not limited to): instructor contact, requesting test accommodations, requesting other accommodations as appropriate, use of DRC High Tech Center. | <ul style="list-style-type: none"> Request for test accommodations form used by students during academic year Exit survey after finals Use of contact notes in SMS |

| | |
|---|---|
| <p>SLO #2</p> <ul style="list-style-type: none"> Identify and articulate their learning style, including their areas of strength and weakness, and strategies to overcome their difficulties. | <ul style="list-style-type: none"> DRC Student Survey DRC LD Results forms given to students helping them articulate their learning style (e.g. LD Results) SMS, contact, documentation (shows that each student has reviewed their results with the LD Specialist and signed the forms) |
|---|---|

SLO/SAO Assessment Rubric

| Strongly Agree | Agree | Disagree |
|---|--|--|
| Student shows complete mastery/“strongly agrees” that DRC services are meeting student needs. | Student shows average understanding, “agrees” that DRC services are meeting student needs. | Student clearly did not comprehend the essential components; student “disagrees” that all of his/her disability-related needs are being met. |

SLO/SAO Assessment Results

| SLO/SAO | Strongly Agree | Agree | Disagree |
|----------------|-----------------------|--------------|-----------------|
| 1 | 75% | 25% | 0% |
| 2 | 89% | 0% | 11% |

Assessment Narrative

- SLO 1: All DRC students who are eligible for disability-related exam accommodations are guided through the process of utilizing the Request for Test Accommodations form. The form is designed to encourage and assist with self-advocacy, so the DRC can communicate with instructors about a student’s disability and accommodations. Moving exam proctoring to the TLC is another positive step toward greater independence – students are encouraged to utilize all campus services, not just those located in the DRC, and self-advocate with faculty and staff in other departments. Survey results showed that all students agreed or strongly agreed that the DRC is meeting their needs regarding independence and self-advocacy.
- SLO 2: The DRC Student Survey was given to determine how well the DRC is assisting students in self-knowledge about their learning style and the ability to articulate it. Eighty-nine percent of those students surveyed indicated that they were effective in identifying their learning styles, strengths, and weaknesses, and were able to develop strategies. Surveys indicated that the DRC staff should in

the future work more with students in developing strategies to accommodate their learning differences.

Goals and Recommendations

The Goals and Objectives from previous Disability Resource Center Program Review completed in 2011 are listed below. The status of these goals and objectives as well as relevant comments are included in this portion of the document.

Goal 1: Access – Ensure that the LTCC learning environment is accessible and welcoming to all students with disabilities.

1B: Enhance student access and student success at LTCC: Minimize barriers to student enrollment at Lake Tahoe Community College in order to provide open access to students

| Program Review Objectives | | |
|---|---------------------------|-------------------------|
| Access – Ensure that the LTCC learning environment is accessible and welcoming to all students with disabilities. | | |
| Activities | Responsible Individual(s) | Timeline for completion |
| Work with faculty and staff to ensure equal access and opportunity through approved academic accommodations. | DRC Faculty | Ongoing |
| Provide learning disabilities assessment as a waitlist instead of a class. | DRC Faculty | Completed |
| Create a welcoming environment in the DRC that promotes lifelong learning, personal growth, personal accountability and civic responsibility. | DRC Faculty and Staff | Ongoing |

Goal 2: Proctoring – continue the transfer of proctoring services to the TLC. The consolidation of proctoring is more in line with DRC budget not supporting duplicated services.

1C: Multiple Delivery Methods: Explore an appropriate range of delivery methods to enhance access while maintaining and promoting high standards of academic rigor and excellence.

| Program Review Objectives |
|--|
| Proctoring – Continued support of the transfer of proctoring for DRC students to the TLC where general student proctoring takes place. All proctoring will then take place in one location. |

| Activities | Responsible Individual(s) | Timeline for completion |
|---|----------------------------------|--|
| Transfer all exam proctoring to one location in the TLC (as indicated in DRC SLO #1). | DRC Faculty TLC Faculty/Staff | Completed |
| Presentation on proctoring protocol for full-time and adjunct faculty during convocation. | DRC Faculty TLC Faculty/Staff | Modified via email - Completed |
| Budget Implications | | |
| General fund support for staffing, test security, and space necessary for all proctoring to take place in the TLC. Additional \$2,500 - \$5,000 to TLC costs. | LTCC General Fund | Modified through prudent budget management - Completed |

Goal 3: Outreach/In-reach – actively recruit students with disabilities throughout the college and community and connect them to all campus services.

1A: Awareness of LTCC as a Viable Option: Encourage awareness of Lake Tahoe Community College as an option for students in the Tahoe basin.

| Program Review Objectives | | |
|---|----------------------------------|--------------------------------|
| Outreach – Actively recruit students with disabilities in local High Schools. | | |
| Activities | Responsible Individual(s) | Timeline for completion |
| DRC presentation at LTUSD and Douglas County School District. | DRC Director DRC Counselor | Annually |
| Continue transitional student meetings with DRC, LTUSD, Alta Regional, Mental Health, and Choices Transitional. | DRC Director DRC Counselor | Twice Annually |

Goal 4: Technology – To provide comprehensive computer and media technologies that facilitate student learning.

1C: Multiple Delivery Methods: Explore an appropriate range of delivery methods to enhance access while maintaining and promoting high standards of academic rigor and excellence.

| Program Review Objectives |
|--|
| Technology – To provide comprehensive computer and media technologies that facilitate student learning. |

| Activities | Responsible Individual(s) | Timeline for Completion |
|--|----------------------------------|--------------------------------|
| Create alternate media and train students in use of adaptive software. | DRC Director | Ongoing |
| Maintain and update DRC High Tech Center. | DRC Director | Ongoing |
| Budget Implications | | |
| Computer equipment replacement and maintenance; adaptive software upgrades – require a budget of approximately \$3,000 to \$5,000 per year | | Annually |

Goal 5: Services – To provide a wide range of support services for students with disabilities to ensure success, promote independence and facilitate academic achievement.

1C: Multiple Delivery Methods: Explore an appropriate range of delivery methods to enhance access while maintaining and promoting high standards of academic rigor and excellence.

| PROGRAM REVIEW OBJECTIVES | | |
|---|----------------------------------|--|
| Sign Language Interpreting – Provide sign language interpreting for deaf and hard-of-hearing students in order to deliver course material at a level commensurate with delivery to hearing students. | | |
| Activities | Responsible Individual(s) | Timeline for completion |
| Provide American Sign Language Interpreters for deaf and hard-of-hearing students. | DRC and LTCC | Ongoing |
| Develop Interpreter pool through affiliation with Western Nevada Community College (WNCC). | DRC Director DRC Counselor | W/O much cooperation from WNCC the idea was discontinued |
| Budget Implications | | |
| The exact dollar amount changes annually, given number of students and enrollment. Costs could potentially be significantly decreased with the development of the WNCC Interpreter pool. | | Discontinued |

2A: *Basic Skills* Ensure that basic skills development is a major priority of Lake Tahoe Community College.

| Program Review Objectives | | |
|--|----------------------------------|--------------------------------|
| DRC Courses – Continued support of DRC Courses that support DRC student learning as well as supporting Basic Skills students. | | |
| Activities | Responsible Individual(s) | Timeline for completion |
| Continue offering GES Courses as appropriate to student needs and population. | DRC Faculty | Ongoing |
| Budget Implications | | |
| Budget implications are tied directly to DRC Faculty workload. | | Annually |

Review of previous goals:

The Goals from the previous program review along with the associated timelines have been reviewed and their status has been noted. Many of the goals have been achieved, and some are ongoing. By nature, some of them such as ensuring a welcoming environment, continued outreach and inreach, maintaining and updating technology, and offering GES courses will always be ongoing. Others were achieved, such as consolidating proctoring in the TLC. In addition, some of the goals, such as the creation of an Interpreter Training Program with WNC were not completed. The DRC is always striving to improve services and make needed changes to enhance the student experience.

Future Goals and Recommendations:

Based on the information provided through the analysis and overview of the previous program goals and objectives, five DRC program recommendations have been established aimed at improving the quality and effectiveness of the program. They are as follows:

- Reassess departmental needs as staffing changes occur
Completion Date: 2019/20 Academic Year
- Outreach to local high schools and in-reach at LTCC to recruit new students.
Completion Date: Ongoing

- Continue upgrading existing and examining new adaptive technology, as appropriate for DRC students.
Completion Date: Ongoing
- Relocate the DRC closer to the One-stop on the first floor.
Completion Date: 3-5 years
- Increase knowledge of technology to accommodate/serve online students.
Completion Date: Ongoing