



Lake Tahoe Community College

Non-Instructional Annual Program Review for Student Accessibility Services Completed by Kellie Greiner

You have been identified as the lead individual in your area, responsible for completing the Annual Program Review (APR) for the 2021-22 Academic Year. It is highly recommended that you collaborate with your peers or other departments/offices where appropriate as you complete this process. Additionally, please review the following documents and any budgets or data sets you may have received prior to moving forward. Please contact your supervisor if you believe you have been incorrectly identified.

[LTCC's Vision, Mission, and Beliefs](#)

[Superintendent/President and Board of Trustees 2022-2024 Goals](#)

[Superintendent/President and Board of Trustees 2021-2023 Progress Update](#)

[LTCC's Student Equity Plan 2022-2025](#)

[Educational Master Plan 2018](#)

The Annual Program Review is to be submitted using this web-based form by all departments. If you experience problems with the form or have any other questions, please contact Elizabeth Balint (balint@ltcc.edu or ext. 101) or Mike Bangs (mhbangs@ltcc.edu or ext. 190).

As you complete each question and section, your progress will be saved, allowing you to return to the form and continue without losing your progress if you cannot complete the document in one sitting.

The process is designed to be meaningful and relevant to meeting the needs of your department and program areas. The deadline for submitting this form is Saturday, March 4th. A supervisor approved alternative annual report can be used in place of this survey.

1. Describe how your department supports the vision, mission, and beliefs of Lake Tahoe Community College.

"California's Premier Destination Community College"

SAS provides unique individualized services such as one-to-one tutoring, cutting edge technology training, private room proctoring.

Updating and maintaining a high-tech lab for students with unique needs.

Implementation of new technology.

Implementation of unique furniture.

Design and development of Zen Den.

Students come first

Our services are centered around students, their abilities, and their needs.

An educated citizenry is fundamental

All students deserve access to education, including students with disabilities who are entitled to additional support to succeed.

Learning enhances the quality of life

Innovation, integrity, high standards and the pursuit of excellence are essential

In order to best meet the needs of students we must remain relevant in technology and equitable services. There is a creative orientation to problem solving in SAS to meet to highly individualized needs of students with disabilities.

Diversity enriches

The population of individuals with disabilities is the most diverse of all. Disability can occur to any person of any age, race, and background. In SAS we believe that disability brings unique perspective and strength to each experience.

We make a difference

Without SAS students might still be able to get their basic accommodations from their instructors, but we provide is a specialized lens on disability and education.

We are an integral part of the network of student support services by providing specialized counseling, technical assistance, and disability related support. The Access Lab is a landing space for students with unique needs where they can feel comfortable, accepted, and accommodated.

2. What are the major strengths of your department?

Expansion of services provided.

Both on campus/face-to-face course accommodations, digital software, digital services

Development of clear guidelines for service access and provision ex. SAS Faculty/Staff Guide, SAS Student Guide.

Dedicated staff with a breadth of knowledge related campus and community services.

Support Staff certified in crisis management and de-escalation.

Ability to provide individualized support to students.

3. In what ways could your department improve to better meet the needs of the College and support student success?

Provision of more technical support to faculty in creating and maintaining accessible content.

Examination of current digital content and related remediations.

Provision of a distraction reduced testing environment with a designated proctor.

Overlap of services provided by technician to avoid position vacancy.

Year round in-person support services and access to the Lab over the summer.

4. What are the biggest challenges your department may face in making these improvements?

Lack of specialized staff to provide technical accessibility assistance to faculty.

Lack of specialized staff to provide technical accessibility remediation.

Lack of incentive or penalty for faculty to adhere to accessibility standards.

Lack of physical space to provide private rooms to students.

Practicality of separate physical space to provide distraction reduced setting with a designated proctor.

Creating barriers to students due to lack of flexibility in exam scheduling.

Lack of part-time staff to cover short-notice proctoring appointments.

Lack of full-time staff during July and August to provide in-person summer services.

Lack of funding to support a full-time technician position

5. Identify any other questions, comments, suggestions, or concerns you may have.

Accessibility is a campus wide responsibility and it is recommend that we model a higher level of accessibility at campus events such as CART captions both in person and live on Youtube at SOCA and graduation.

Make physical accessibility a higher priority of the physical campus. Ex. Improving snow removal, repairing broken door access buttons, update Braille signage.

End