

Plans for Student Accessibility Services (Formerly DSPS) >> 2024-2025

Student Accessibility Services (Formerly DSPS) CHC Student Services Program Review 2024-2025

Name :

2024-2025 Student Accessibility Services (Formerly DSPS) CHC Student Services Program Review 2024-2025

Principal Preparer : Vannesa Ramirez

Planning Participants : Ruby Zuniga

Version: 24

Group: 2024-2025

Type: CHC Student Services Program Review 2024-2025

Last Modified On: 11/12/2024 7:26:24 PM

Last Modified By: Carmen Ramirez

State: Submitted (**Finalized**)

State By: Carmen Ramirez

Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the year-to-year [schedule](#) for all PPR programs.

1. Mission

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

A. Tell us your unit's mission:

Student Accessibility Services (SAS) cultivates an accessible and inclusive community where students with disabilities have an equal opportunity to participate in all aspects of campus life. Qualified SAS professionals demonstrate sensitivity to student needs, promote student success through equal access,

and facilitate student learning through partnerships with students, faculty, and staff. Our ultimate goal is to empower students with disabilities to reach their full potential by overcoming barriers, fostering independence, and creating an environment where they can thrive academically, personally, and professionally.

B. Alignment with the College Mission:

SAS advances the mission of the college by helping students achieve their educational, career, and personal goals through the provision of accommodations and services that specifically address their educational limitations to learning success. Our services and accommodations are tailored to each student's specific needs, and designed to help them engage with their learning by providing more autonomy through counseling, Educational Assistance courses, and assistive technology. By fostering an inclusive and supportive environment, SAS plays a vital role in creating the transformational learning experiences central to Crafton Hills College's mission, ensuring that students from diverse backgrounds can thrive and reach their full potential.

2. Description of Program

Please describe your program, including the following:

- a. Organizational structure and staffing
- b. Whom you serve (including demographics and representativeness of population served)
- c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service
- d. **Rubric Item:** Describe your [Pattern of Service](#) including standard hours of operation, alternative modes and schedules of delivery (e.g., online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients

A. Organizational Structure

The SAS office operates from the Crafton Center and provides assistive technology services. The program is staffed by five full-time members and two student workers. These staff members, including the Director, LD Specialist, Alternate Media/Assistive Technology Specialist, Senior Student Services Technician, and Student Services Technician II, work together to ensure students receive necessary accommodations. Each staff member plays a crucial role in delivering services that directly support the

academic success and personal growth of students with disabilities, aligning with SAS's mission to foster inclusivity and accessibility.

SAS operates from Crafton Center – Room 101. The program employs five full-time staff and two student workers. Full-time staff include the Director, Learning Disabilities (LD) Specialist, Alternate Media/Assistive Technology Specialist, Senior Student Services Technician, and Student Services Technician II.

The Director oversees the day-to-day operations, managing the budget, supervising faculty, staff, and student workers, resolving student eligibility issues, and preparing required reports.

The LD Specialist assesses students for learning disability eligibility using the Learning Disability Eligibility and Services Model (LDESM) and provides disability-related counseling. Additionally, the LD Specialist serves as the instructor of record for Educational Assistance (EA) courses.

The Alternate Media/Assistive Technology Specialist trains and supports students in the use of assistive technology (both software and hardware) to help them become independent in accessing necessary accommodations. This role also manages alternative media requests and supports faculty with live captioning, transcription, and accessible online course content. Further, this position oversees day-to-day activities.

The Senior Student Services Technician handles clerical tasks, maintains student files and MIS data, manages the SAS Colleague screen, and coordinates in-class support such as interpreters for deaf/hard-of-hearing students. Additionally, this role manages test proctoring requests and ensures protocols are followed during exams.

The Student Services Technician II supports the Senior Student Services Technician and acts as the primary front office staff member. Student workers assist in providing services to students, such as tram support, data entry, and front office reception. These staff members work collaboratively to ensure that students with disabilities receive the necessary accommodations to succeed academically and engage fully in campus life.

B. Whom You Serve (Including Demographics and representativeness of population served)

In 2023-2024 SAS served **377 students** in all the disability groups funded through the state allocation. The largest disability category served was Other Health Conditions and Disabilities as defined in Section 56002, with other health conditions, and/or disabilities that affect a major life activity, which are otherwise not defined in Sections 56032-56042 in (Title 5, CCC Chancellors Office, pg. 60, 2019), which represents over 30.5% of all students served by the SAS office. The next largest disability category is Mental Health/psychological disability at 18.3%. The remaining nine disability categories represent approximately one to fifteen percent of the total students served (**Refer to Appendix A**).

In 2023, the World Health Organization (WHO) estimated 1.3 billion people experience significant disability. This represents 16% of the world's population, or 1 in 6. (World Health Organization, 2024). Within the United States, the Centers for Disease (CDC) indicate that more than 1 in 4 (28.7 %) adults in the United States have some type of disability. (Centers for Disease Control and Prevention, 2024).

Currently, the percentage of students with reported disabilities who SAS serves at Crafton Hills College is 4.3 %, which falls at the lower extreme of expectations. The actual number of students with disabilities on campus is higher since some students with disabilities choose not to utilize SAS or their disability does not have an impact on their education as it is required to have an educational limitation to receive services. Following the World Health Organization's rationale, 12% of SAS students are being underserved at CHC.

References:

Centers for Disease Control and Prevention. (2024, July 3). Disability impacts all of us. National Center on Birth Defects and Developmental Disabilities. Retrieved November 3, 2024, from <https://www.cdc.gov/ncbddd/disabilityandhealth/infographic-disability-impacts-all.html>

World Health Organization. (2023, March 7). Disability and health. Retrieved November 3, 2024, from <https://www.who.int/news-room/fact-sheets/detail/disability-and-health>

C. Services Provided and Trend Data (3 YEARS)

Over the past three years, the demographics of students served by Student Accessibility Services (SAS) have closely mirrored those of the general student population in terms of gender, age, and ethnicity. However, there are notable exceptions in certain areas. There are variations in the representation of specific age groups or ethnicities within the SAS-served population compared to the broader student body. These differences are highlighted below.

SAS and General Student Headcount Annual Unduplicated Headcount Demographics (**Refer to Appendix B**):

YEAR 1: 2023-2024 - A total of 377 were students served by SAS. The demographics (i.e., gender, age, and ethnicity) of students served by SAS approximated those of the general student population except in one area:

- ETHNICITY –
 - **African American** - general population 4.3%; SAS 7.96%;
 - **Asian** - general population 6.40%, SAS 3.45%
- AGE –
 - General population ages **19 or less** 39.26%; SAS 34%
 - General population ages **20 to 24** 28.73%; SAS 29.44%
 - General population ages **25 to 29** 12.90%; SAS 11.41%
- GENDER –
 - General population **FEMALE** 54.91%; SAS 57.29%
 - General population **MALE** 42.68%; SAS 40.05%

Year 2: 2022-2023 - A total of 320 students were served by SAS. The demographics (i.e., gender, age, and ethnicity) of students served by SAS approximated those of the general student population except in these selected areas:

- ETHNICITY –
 - **Asian/Filipino** - general population 5.10%/ 2.08%; SAS; 3.44%/0.31%;
 - **White/Non-Hispanic** - general population 29.19%; SAS 34.69%
 - **Hispanic** - general population 52.36%; SAS 49.38%
- AGE –
 - General population ages **19 or less** 37.7%; SAS 35.63%
 - General population ages **20 to 24** 29.55%; SAS 31.88%
 - General population ages **25 to 29** 12.85%; SAS 9.69%

YEAR 3: 2021-2022- A total of 312 students were served by SAS. The demographics (i.e., gender, age, and ethnicity) of students served by SAS approximated those of the general student population except in these selected areas:

- ETHNICITY –
 - **African-American** – general population 3.69%; SAS 7.69% and
 - **White/Non-Hispanic** general population 30.67%; SAS 33.33%
- AGE –
 - General population ages **19 or less** 35.54%; SAS 27.88%;
 - General population ages **20 to 24** 30.22%; SAS 37.18%
 - General population ages **25 to 29** 14.22%; SAS 9.29%

One notable trend I observed is that the general population has a higher proportion of students aged 19 or younger compared to SAS. While there is limited data from the Department of Education on the average age of special education students after high school graduation, it's important to consider that students with disabilities are allowed to continue their education in special education programs until the age of 22, as outlined in Section 56026(c)(4)(A) and (C). While these percentages may appear to show a significant discrepancy in some areas, it's important to note that the number of students in each group varies considerably. The SAS student population is much smaller than the general population.

What kind of Services you Provide?

SAS is a complex Student Services program in that it is required by federal laws (i.e., Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act) as well as selected sections of the Education Code and Title 5 Regulations to provide disability-related support services to qualified students. SAS must provide these support services for any of the educational offerings of the college. Therefore, SAS serves students from early morning through the evening. SAS must make arrangements to ensure that services are provided to students prior to 8:00 a.m. as well as during the evening hours when the office is not open. For example, when the campus is open, SAS arranges for and provides tram service for students prior to 8:00 a.m. After-hours tram service for students is arranged by SAS staff through the district police.

Since March 2020 SAS has provided online services. Student appointments are arranged on Zoom which is a milieu that allows SAS staff to answer general questions, discuss disability services, share and sign documents, refer students to other on-campus programs and off-campus partners, etc. In the interest of

ensuring access to students living extended distances from the campus and/or enrolled exclusively in online courses, meetings were arranged through both Zoom and the electronic transmission of documents so that their disability-related services could be arranged. For students who are unable to come to campus for appointments, Zoom allows them to meet with SAS staff virtually.

Additionally, our staff reaches out to students via **text message** and **Canvas messages**, which has significantly improved our communication efforts. These methods have been highly effective for sending reminders about appointments, informing students about available services, and providing other important updates. By leveraging both text messaging and Canvas, we ensure that students receive timely and relevant information through multiple channels, enhancing their overall experience and engagement with our services. This proactive approach helps us maintain strong connections with students and supports their academic success and well-being.

The services provided by SAS vary depending on the educational limitations of the student. Common services that many disability groups utilize include test proctoring (e.g., extended time, distraction free environment, use of reader or screen reader), smart pens, e-text, or reader services (textbooks in electronic format usable by assistive technology software or other electronic devices), notetaker services, and assistive technology (screen readers, voice-to-text software). Specialized services may include the following for each disability group:

- Deaf and Hard of Hearing - Sign language interpreter, live captioning, or transcription
- Mobility Impaired - Campus transportation, adapted furniture, adapted keyboard and/or mouse.
- Blind and visually impaired - Braille transcription, access to technologies that enlarge text and other written work.
- Learning disabled - Assessment to determine eligibility for Learning Disability Services at the college.

The complete breadth of services that we provide to students as well as trend data over the past 3 years are reflected in **SARS Reason Code Summary Report (Refer to Appendix C)**. From 2021-2024 assistive technology, academic counseling/SEP, test taking assistance, and non-learning disability intake were the most utilized services. All the activities involved in providing learning disability assessments (i.e., inquiry, intake, achievement/cognitive testing, and results) have collectively represented a sizable and consistent number of services that SAS has provided over the past 3 years as well. There was some variability in students' utilization of other SAS services over the past three academic years. However, a tremendous increase in assistive technology use as well as computer training occurred during 2023-2024. The skills acquired from such training are foundational for students to become independent and self-correcting learners. We anticipate that the recent demand for assistive technology and adapted computer training will continue.

Students must request services in advance (e.g., test proctor, interpreters, access to e-text, campus transportation) in order for SAS staff to arrange for them to be provided. As students become increasingly proficient in the use of assistive technologies, they develop a comfort level in accessing them at different locations on campus, such as the library as well as remote locations and in doing so develop independence from the SAS office.

D. Patterns of Services: SAS offers services during the following hours:

- Monday and Thursday: 8:00 am – 6:00 pm
- Tuesday and Wednesday: 8:00 am – 7:00 pm
- Friday: 8:00 am – 1:00 pm

Additionally, SAS arranges for services outside of these hours as needed, such as early morning test proctoring or tram services provided before 8:00 am or after hours through coordination with district police.

Services are provided both in-person and online via platforms like Cranium Café or Zoom. Commonly used services include assistive technology support, academic counseling, and test proctoring. These flexible service delivery methods ensure that all students, regardless of their schedules or mode of attendance, can access the accommodations they need.

3. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

A. Budgetary Constraints or Opportunities (2024-25 Funding Formula)

SAS receives its state funds based on the new DSPS Allocation Formula (FY 24-25). This is the second year of implementing the new DSPS funding formula, which now allocates funding based on student headcount instead of a weighted student count. Each college receives a base allocation of \$200,000, with the remaining funds distributed as follows: 90% based on headcount and 10% based on expanded college efforts. College Effort refers to the use of general unrestricted funds by a college to pay for SAS expenses. Colleges are expected to provide some College Effort in support of SAS. Colleges that provide College Effort are rewarded with increased allocation for funding SAS.

This is part of a five-year phased approach designed to gradually introduce the new formula, with built-in protections and growth caps to support colleges throughout the transition. The purpose of funds are intended to support academic adjustments, auxiliary aids, services, and/or instruction for students with disabilities. This includes services for deaf and hard-of-hearing students, as well as funding for access to print and electronic information resources.

The 2024-25 spending guidelines for SAS require that DSPS fund expenditures must comply with the following criteria:

- **Avoid duplication** of services or instruction that are already available to all students.
- **Address the educational limitations** of students with verified disabilities, directly supporting their specific needs.
- **Be directly related** to the students' involvement in the educational process.
- **Promote independence and integration** of students with disabilities to the fullest extent possible.
- **Not alter the curriculum** or course of study in a way that fundamentally changes the objectives or content outlined in the approved course outline.
- **Support the participation** of students with disabilities in educational activities that align with the mission of community colleges as defined in Education Code section 66010.4.

California Community Colleges Chancellor's Office (CCC Chancellor's Office, 2024, p. 104)

From the 2022-2023 academic year to the 2023-2024 academic year, the number of students with disabilities served by SAS increased by nearly 18%. Under the new funding formula, if this trend of growth continues, SAS will generate additional funding each year, enabling us to better support and serve students. However, on the other hand if these trends don't continue moving upward, then we may need to generate additional funding above and beyond the annual SAS allocation in order to serve students appropriately.

One opportunity for SAS to generate additional funding is through our Educational Assistance (EA) Courses. These courses allow SAS to provide training and support to students while earning FTES (Full-Time Equivalent Student) for the time the instructor spends with them. Any FTES generated from EA course enrollment is credited to the SAS program, which contributes to additional funding.

However, it's important to note that the FTES generated by EA courses does not count toward the college's enrollment cap. EA 907: Diagnostic Assessment evaluates students for learning disabilities eligibility and offers instruction in study skills, academic accommodations, and learning styles. Although EA 907 is offered every semester, it has not consistently generated FTES because each student receives only 0.5 units per enrollment, and one FTES is equivalent to 12 units. To generate one full FTES, we would need to test 24 students annually, but unfortunately, we have not reached that enrollment target in recent years.

It is also worth noting that students interested in enrolling in EA 907 must first complete an initial interview with our Learning Disabilities (LD) Specialist to determine if they qualify for testing, following the guidelines set forth in the Learning Disability Eligibility Service Model (LDESM), which is governed by the California Community Colleges Chancellor's Office. This means that even if we have 24 students interested in testing, only those who meet the LDESM criteria can be counted toward FTES. To address this challenge, we are actively working on increasing student awareness of this service to help more students access the accommodations they need to succeed in the classroom. We anticipate that enrollment in EA 907 will grow as we continue our marketing efforts within the CHC community.

In the past we have also offered additional EA courses, [EA 925: Access Technology Support Lab](#) provides a structure within which training on assistive technology is provided. A second course, [EA 920: Self](#)

Advocacy and Strategies for Success educates students about how to best advocate for themselves in the educational and employment environments. A third course, EA 958: Tools and Strategies for Academic Success provides students who have learned assistive technologies the opportunity to acquire skills on how to apply them in the educational setting. Unfortunately, the reduction in staffing over the last few years has prevented SAS from offering these three EA courses. Given the considerable interest that students demonstrated in 2023-2024 in acquiring training in assistive technologies and adapted computers, we anticipate that there will be carry-over demand for our EA 925 and EA 958 courses.

An additional opportunity to obtain funds for the program is by requesting Deaf/Hard-of-Hearing (DHH) Funds from the state Chancellor's office when the SAS end-of-the-year report (i.e., Student Services Automated Reporting for Community Colleges; SSARCC) is submitted every September. DHH Funds are an apportionment that comes from a separate source to provide services for Deaf/hard of hearing students. This extra allocation source recognizes how costly it is to provide interpreter, live captioning, and other related services for this student population. These funds are distributed based on how many schools request them. In 2020-21 to 2021-22, 10,000 dollars were requested for DHH funds however, due to the modest number of deaf/hard-of hearing students over the past four academic years, DHH funds were not requested for academic years 2023-2024 through 2024-25. If we see an increasing trend of DHH students then we will request DHH funds in the future.

As of the spring 2020 semester SAS has taken advantage of another opportunity to augment the SAS allocation through the Distance Education Captioning and Transcription (DECT) grant. DECT provides colleges with funding for live and synchronous captioning and transcription as a means of enhancing the access for all students to distance education courses. Aside from its financial benefit, DECT serves a means to support faculty efforts to develop high-quality, media-rich distance learning courses. Availing our program to DECT funding is especially important given the legal mandate for captioning and transcription services for synchronous online instruction. In Spring 2024 semester SAS requested and was approved for funding from DECT Grant for synchronous and asynchronous instruction (**Refer to Appendix D**). Despite the increase demand for DECT funds from all CCCs, SAS will continue to request these funds in the future to ensure legal mandates are covered and to foster universal design across campus.

Finally, equity funds paid for 50 percent of the recently hired Alternate Media/Assistive Technology Specialist position. This position is instrumental in ensuring students obtain all their assistive technology and alternate media services. In addition, this position is crucial for training instructional faculty and thereby assuring that students have access to digital course content. It is essential that SAS continue to be supported with Equity Funds for this position so that the recent increase in student interest in acquiring training in assistive technology and adapted computers can be supported.

References:

California Community Colleges Chancellor's Office. (2024). *2024-25 compendium of allocations and resources* (August 2024). California Community Colleges Chancellor's Office.
<https://www.cccco.edu/-/media/CCCCO-Website/docs/report/2024-25-compendium-of-allocations-and-resources-august-2024-a11y.pdf>

B. Competition from other Institutions

Based on the services offered by SAS, certain disability groups may be disinclined to enroll in large numbers at CHC because there is not a "community" of that disability on campus. For example, while SAS has seen the number of deaf/hard of hearing students increase to a total of 16 over the past 4 years (**Refer to Appendix E**), this is not close to the 98 deaf/hard of hearing students served at Riverside City College (RCC). Deaf students, like other disability groups, will enroll where they feel a comfortable and a sense of community. While we provide excellent services to the deaf/hard of hearing students on campus, the "remote" location of the campus does not bode well for this student population increasing beyond its current level. In contrast, RCC's proximity to California School for the Deaf, Riverside facilitates the growth of the deaf/hard of hearing community on its campus.

C. Requirements of Four-Year Institutions

This is not applicable to SAS since the services that we provide are not impacted by requirements of four-year institutions. The contact that SAS has with four-year institutions is typically limited to forwarding students' disability records to the disability offices at four-year institutions at the students' request prior to their transferring.

D. Requirements imposed by regulations, policies, standards, and other mandates.

The college is required by federal regulation to serve all students with verifiable disabilities who identify themselves to the college. SAS funding is a benefit given by the state of California because of the Lanterman Act (SB74) which was enacted to confirm California Law with federal regulation. Most states do not provide this extra support to their institutions of higher education but are still required to provide accommodation and services to students with disabilities. If categorical funding is removed the college/district will still be obligated to provide many of the services SA currently provides to students.

Recently the Title 5 regulations governing SAS have been revised by the State of California. The revisions to the Title 5 regulations have also changed the funding formula. A major change is that while a student previously had to have 4 contacts with SAS per semester to be included for the purpose of funding, now only 1 contact per academic year is required. In addition, the kind of information required by SAS to collect and maintain on a student has changed, necessitating modifications in SAS Office processes and forms. In addition, the types of students who come to the college can impact the resources available to provide necessary services. Crafton Hills College has previously served only a limited number of Deaf/hard of hearing students. Over the past 4 years the modest increase in the number of Deaf/hard of hearing students we serve has required changes in budgeting and expenditures because Deaf/hard of hearing students are very costly for CHC to serve. For example, a single deaf student taking 12 units a semester can cost \$10,500 to \$28,000 per year to serve, depending on whether he/she requests a sign language interpreter or real-time captioning as a service. Regardless of costs incurred, legal mandates require that all qualified students must be served.

E. Job Market

i) Requirements of prospective employers

Like requirements of four-year institutions, requirements of prospective employers do not apply to SAS. However, while students with disabilities are enrolled at CHC, we encourage them to develop self-advocacy skills that they will need to seek and acquire gainful employment. We also advise them that

disability laws apply in the workplace and that they need to be prepared to request accommodations if they need them for a position for which they are qualified.

ii) Developments in the field (both current and future)

New disability groups continue to be recognized and as a result require services. In the 1990's the improvement of medical treatment for individuals with acquired brain injury meant that SAS programs across the state saw more of these individuals requesting services at community colleges. In the early 2000's Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder emerged as a group requiring services at the CCC. As a result, new disability categories were created for SAS and the necessity for addressing this population's needs became more acute. Most recently, the Autism Spectrum Disorder has presented SAS with an emerging population which will require staff to learn how to best serve this population and make the necessary adjustments.

Assistive Technology has evolved to be a primary means of providing accommodations to students with disabilities. Ideally, technology can reduce a student's dependence on the SAS Office thereby reducing the demands on SAS staff. However, for students to gain this independence, training must be provided on the use and applications of technology. As a result, SAS has developed methods to deliver this training in an expeditious and effective manner through its EA courses (described above). In fact, the curriculum of the EA 925: Access Technology Support Lab and EA 920: Self Advocacy and Strategies for Success courses are ideally suited to provide students with a structure within which training can occur. The previous vacancies in full-time SAS positions have made it impossible to offer this EA course over the past three years. Based on the drastic increase in students seeking training in assistive technologies and adaptive computers during 2022-2024 adaptive, the time is ripe to offer this EA course upon the re-opening of the campus now that we have qualified staff to teach it.

4. Progress on Outcomes Assessment

Rubric Item: [Service Area and Student Learning Outcomes Process](#).

- Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified, and whether the program met its target for each SAO.
- Please describe any service area improvements you plan to make as a result of the SAO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).
- What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s) and to address any identified disproportionate impact (if the data is available)? If none, please explain.
- If your program has SLOs, please address b and c above in relation to the SLO assessment results.

SAO #1: Students who access services through the Student Accessibility Services (SAS) office complete and succeed at rates equivalent to their non-disabled peers.

A. Assessment Results (2023-2024)

- **Outcomes Statement:** Students with disabilities should achieve comparable outcomes to their non-disabled peers, including degree/certificate completion and other key academic achievements.
- **Measurement:** Data collection comparing the completion and success rates of SAS students versus non-disabled peers, using the Completion and Success Rates Dashboard specific to the SAS Department.
- **Target Set:** The target success rate for SAS students is set at **75% over a four-year period**, with the goal of aligning with or exceeding the success rate of non-SAS students by the end of the 2027-2028 academic year.
- **Assessment Results Summary:**
 - The average success rate for all CHC students in 2023-2024 was **75.6% (Refer to Appendix F)**. For all SAS students, the success rate was **71.5% (Refer to Appendix G)**, resulting in a gap of 4.1 percentage points.
 - Previous success rates for SAS students were:
 - 2021-2022: 70.4%
 - 2022-2023: 72.2%
 - Given this trend, the goal is for SAS students to reach a 75% success rate by the end of the four-year period. This represents a gradual increase in success rates from 71.5% to 75%, which is an achievable and measurable target over the next several years.
- **Disproportionate Impact (DI):** Certain demographic groups within the SAS population show varying success rates, which may require targeted interventions:
 - **Black/African American SAS students:** Success rate of 73.9%, higher than the campus-wide rate of 67.2%. This indicates that SAS support services are effective in helping Black students succeed.
 - **Hispanic SAS students:** Success rate of 69.0%, slightly below the campus-wide rate of 72.7%. This 3.7% difference will be monitored closely to assess and address any underlying challenges.
- **Targets Met:** While the 75% target has not yet been reached, steady progress toward this goal is expected, with a focus on narrowing the gap and addressing potential disproportionate impacts on specific student groups.

B. Service Area Improvements Planned

- **Collaborate with Campus Support Programs;** Enhance partnerships with programs like EOPS to provide tailored support services that help these student groups succeed with adjustments based on the final data analysis.
- **Ongoing Data Monitoring:** Conduct regular analysis of success rates to track progress toward the 75% target and adjust interventions as necessary. Regular reviews will ensure that any emerging trends are identified and addressed proactively.

C. Objective/Action Steps

Objective: Increase the overall success rate of SAS students, with a specific focus on mitigating any disproportionate impact, especially for Hispanic and Black students, and to reach a 75% success rate over the next four years.

Action Steps:

- Analyze historical data to identify trends and patterns in student performance.
- Work with research to identify specific courses or areas where SAS students, particularly Hispanic and Black students, may be experiencing challenges.
- Use data to inform targeted interventions and support strategies
- Continuously monitor progress toward the 75% target over the next four years, making necessary adjustments to interventions and support strategies based on ongoing data analysis.

SAO #2 (Point-of-Service): SAS students will have an 80% satisfaction rate for services provided through the Student Accessibility Services (SAS) office.

A. SAO Assessment Results (2022-2023)

- **Outcomes Statement:** SAS students should achieve an **80% satisfaction rate** with the services provided to support their academic and accessibility needs.
- **Measurement:** This assessment is based on the Fall 2022 Student Accessibility Services (SAS) POS survey results, which gathered voluntary feedback on student satisfaction with SAS services. **(Refer to Appendix H)** No identifiable demographic data was collected, limiting the ability to measure disproportionate impact (DI) across student groups.
- **Target Set:** The target satisfaction rate was set at 80% for SAS students.
- **Assessment Results Summary:**
 - The survey results indicated that most SAS students expressed satisfaction with services received, particularly in areas such as accommodations, academic support, and advice on accessibility needs. Some students noted challenges, specifically regarding communication issues such as missed appointments without notification. While the program is near its satisfaction target, there is room to enhance communication for improved student experiences.
- **Disproportionate Impact:**
 - As the survey was voluntary and did not collect demographic identifiers, DI analysis is unavailable. Future surveys may consider structured data collection to assess DI if feasible.
- **Targets Met:**
 - The SAS satisfaction target of 80% was almost met, with positive overall responses and areas identified for improvement, primarily in communication consistency.

B.) Service Area Improvements Planned

- **Improvement in Communication:** Implement protocols to ensure students are promptly notified of any changes to scheduled appointments.
- **Strengthening Staff-Instructor Collaboration:** Enhance coordination between SAS staff and instructors to streamline support for students' accommodations and other academic

needs.

C.) Objective/Action Steps

Objective: To achieve and maintain the 80% satisfaction rate target while improving communication reliability and coordination.

Action Steps:

- Develop and enforce scheduling protocols to ensure timely updates to students if appointment changes occur.
- Increase collaboration between SAS and academic departments to facilitate effective communication between instructors and SAS students.
- Periodically review student feedback to identify any emerging service gaps and address them proactively.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

a. Non-Instructional Program Effectiveness Evaluation Rubric

i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.

ii) **Rubric Item:** Describe at least three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

A.i) Innovation and Enhancement

Enhancements in New Services: SAS Workshops and Events

Throughout the 2023-2024 academic year, SAS has significantly expanded its efforts to increase accessibility and inclusivity on campus. Our initiatives focused on raising awareness and providing resources to help students succeed academically and personally. A key aspect of this effort was the introduction of workshops aimed at equipping students with skills they can use both in and outside the classroom.

- **Fall 2023: Finals Event & Student Accommodation Plan**

To support students during finals, SAS hosted a *Finals Event* where students could take their exams in a distraction reduced environment. This initiative also allowed students to review and update their accommodations for the Spring 2024 semester. As an added incentive, Duck and Owl gift cards, kindly donated by EOPS, were provided to participating students. A total of 39 students attended, benefiting from accommodations and completing their accommodation requests for the next semester. This event has proven to be a valuable resource for our students. **(Refer to Appendix I)**

- **Spring 2024: SAS Workshops**
We offered 5 workshops on career readiness, assistive technology, stress management, mental health support, and money management, attended by 38 students. Future workshops will incorporate post-surveys to assess effectiveness.

Enhancement of Assistive Technology

Otter AI Licenses for Student Accessibility Services

SAS recently purchased 5 licenses for Otter AI, a transcription tool that converts spoken content into text in real-time. Students have reported that Otter AI has helped them stay engaged during lectures and review class materials more effectively. Based on initial success, we expanded the number of licenses from 5 to 20. Moving forward, we plan to continue using Otter AI to support our DHH (Deaf and Hard of Hearing) students and track the effectiveness of the service in improving participation and learning outcomes. Though comprehensive data is not yet available, we will gather feedback from students to assess how well it supports their classroom experience.

A.ii) Partnerships (Internal and External)

External Partnerships

- **VERBIT:** In Spring 2024, SAS partnered with VERBIT to provide live captioning and transcription services for students who require real-time access to course content. This partnership ensures that students with disabilities can fully engage in the learning process, whether in person or online. VERBIT's accurate, fast, and reliable services have become an essential tool for enhancing accessibility in the classroom.
- **DECT (Distance Education and Captioning):** SAS applied for the DECT Grant to support the development of high-quality, captioned online course content. Although the grant was approved, SAS has not yet used the funds, as other technology systems are in place at this time. The DECT funding will eventually be used to enhance the accessibility of synchronous online instruction and will further support faculty in creating accessible online learning environments. **(Refer to Appendix D)**
- **Department of Rehabilitation:** SAS collaborated with the Department of Rehabilitation (DOR), which sends students to Crafton Hills College for training and employment opportunities. From November 2023 to February 2024, DOR counselors visited campus monthly to assist students with enrollment and access to services. During this period, 12 students were enrolled in SAS services. Due to budget constraints, DOR is currently unable to continue this service on campus but is working on a plan to resume assistance in the near future. **(Refer to Appendix J)**
- **Inland Regional Center (IRC):** SAS continues to work with IRC to share information about students' needs and improve service delivery. However, due to past staffing shortages, we need to increase communication efforts with IRC to ensure students receive the most effective support possible.
- **CHC SOAR & Local High Schools:** SAS works with the CHC SOAR program and local high school resource programs to facilitate the transition of students with disabilities into college. SAS staff provides presentations and individual support to help high school students navigate the disability verification process. We recognize the need to improve outreach to high schools to ensure that more students benefit from these transition services.

- **Alternative Text Production Center (ATPC):** SAS continues its collaboration with ATPC to provide alternative texts for students, helping to ensure that all students can access required reading materials in formats that meet their needs.
- **Otter.ai:** SAS has established a new partnership with Otter.ai to provide transcription services that support students in taking class notes. The service is widely used for real-time transcription of lectures and other academic content, making it easier for students to focus on understanding the material rather than note-taking.

Internal Partnerships

- **EOPS:** SAS and EOPS maintain a close working relationship, with a bi-directional flow of student referrals. SAS students are often prioritized by EOPS and may receive accommodations such as reduced course loads. In 2023-2024, SAS wrote 31 Reduced Course Load Letters for EOPS students. We also collaborate with EOPS through annual advisory committee meetings and jointly support SAS events, such as by providing gift cards for student incentives.
- **Health & Wellness:** SAS collaborated with Health & Wellness to offer workshops on stress management and mental health support. Additionally, SAS and Health & Wellness co-hosted the *Accessibility and Mental Health Fair* in October 2024, with 242 students completing surveys. 67 students expressed interest in additional mental health support, which will help us direct resources to where they are most needed.
- **Basic Needs:** In collaboration with the Basic Needs office, SAS provides free snacks to students in need and organizes monthly *Breakfast with Basic Needs* events. These efforts help address food insecurity and support students' overall well-being.
- **Technology Services:** SAS partners with Technology Services to maintain and update the assistive technology resources that are critical to student success.
- **CHC Tutoring Center:** SAS works with the Tutoring Center to provide additional tutoring support for students. Further efforts are underway to ensure that tutoring services meet the diverse needs of SAS students.
- **Counseling:** SAS counselors collaborate closely with general counseling staff to provide tailored support for students with disabilities. This includes coordinating course load adjustments and helping students choose instructors based on their learning preferences. SAS counselors also participate in counseling meetings and offer in-service training to keep counselors informed about disability-related issues.

6. Other Unit-Specific Quantitative and Qualitative Results (Student Services Only)

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? **Please visit the [Demographics Dashboard](#) to view program and college demographics by year.**

b. Summarize the results of any quantitative or qualitative measures not provided in any previous questions that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, student and faculty satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, Perkin's data, equity data,

student research experience, student clubs, etc.). **Please visit the [Degrees & Certificates Dashboard](#) to access your program specific data on degrees and certificates.**

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

A. Demographic Comparison with College

The current student population served by the Student Accessibility Services (SAS) is generally representative of the overall student body at CHC, with one notable exception: Asian students are underrepresented in SAS relative to their numbers in the general student population. Over the past four years (2021-2024), Asian students were often too few in number to appear in SAS demographic charts, with the 2023-2024 academic year being a prime example. One possible explanation for this discrepancy is that cultural factors within many Asian communities may contribute to a stigma around disability, which can make it more challenging for students from these backgrounds to seek out and utilize SAS services. **(Refer to Appendix K and L)**

Race and Ethnicity: Hispanic students make up the largest demographic group at CHC, representing over 50% of the student body between 2019 and 2024. This aligns with SAS's high levels of engagement with Hispanic students, likely supported by targeted outreach efforts. In fact, Hispanic students accounted for more than 60% of SAS usage each year from 2021 to 2024. White students comprise approximately 25-30% of the student population, while Black/African American, Asian, and other racial/ethnic groups are less represented.

Age: CHC serves a predominantly younger student population, with most students aged 19 or younger, followed by those aged 20-24. These age demographics are consistent with the type of students the Admissions & Records office typically works with, as younger students often need more guidance with admissions, registration, and record-keeping processes.

Gender: Female students have consistently outnumbered male students, making up approximately 55-60% of the student body. This gender disparity is also reflected in SAS usage, with a higher percentage of female students accessing services in 2023-2024.

To promote more equitable access to SAS services across CHC's diverse population, expanding outreach efforts to underrepresented groups—such as Asian and Black/African American students—could help ensure that all students have access to the support they need. SAS plans to develop targeted marketing and outreach strategies aimed at increasing awareness and engagement among these groups.

1. Targeted Marketing and Outreach
2. Getting the API Asian Pacific Islander Association involved with marketing campaigns.
3. Normalize Disability Services in Culturally Specific Contexts

Address common misconceptions by including culturally sensitive language and framing SAS as a resource that enhances academic achievement and mental well-being, which can resonate with students' broader aspirations. Bring more SAS awareness to API community events.

B. Program Effectiveness Measures - (Administrative Services Only)

C. Improvements and Planned Changes

Based on this analysis, SAS plans to broaden outreach to better serve underrepresented groups that may be less engaged with our services. Targeted informational campaigns, specifically designed to reach students from diverse backgrounds, will help ensure that all demographics are aware of and have access to the full range of services offered. Additionally, we will continue to use demographic and survey data to guide further refinements, focusing on equitable service delivery and responsiveness to student needs.

(For Question #10)

- **Goal:**

- Increase the participation of underrepresented student populations in Student Accessibility Services (SAS), with a focus on Asian and Black/African American students.

- **Objective:**

- Expand the reach of SAS to better serve Asian and other underrepresented or disproportionately impacted groups by increasing awareness, access, and engagement.

- **Activities:**

- Targeted Outreach and Marketing to Asian and Black/African American Underrepresented Groups
- Collaborate with the Asian Pacific Islander (API) Association: Engage the API Association and similar student organizations in developing and promoting marketing campaigns for SAS. These campaigns should be culturally relevant, utilizing student leaders and peer testimonials to share how SAS has supported their academic and personal success.
- Utilize Multiple Communication Channels: Promote SAS services through platforms popular within the Asian and Black/African American communities, including social media, student newsletters, and ethnic student networks.
- Normalize Disability Services in Culturally Relevant Contexts by addressing Common Misconceptions about Disabilities and Accommodations: Bring in speakers sounding disability stigma.

7. Evaluation

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: early morning, evening services, etc.)
- Innovation and Implementation of best practices
- Efficiency in operations

- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)

- The SAS office is currently open to students during the following hours: Mondays and Thursdays from 8:00 a.m. to 5:00 p.m.; Tuesdays and Wednesdays from 8:00 a.m. to 6:00 p.m.; and Fridays from 8:00 a.m. to 1:00 p.m. However, SAS recognizes the need to provide services outside of these hours, including before 8:00 a.m. and in the evening when the office is closed. To meet this need, SAS arranges for services such as tram transportation and exam proctoring before 8:00 a.m. when the campus is open. Additionally, after-hours tram service is coordinated by SAS staff through the district police. In Fall 2024, the extended hours that began on Tuesdays and Wednesdays (until 6:00 p.m.) also provided a valuable opportunity for instructors to schedule exams, further supporting students' needs.

Innovation and Implementation of best practices

- In an effort to be of service to faculty and staff we have created an **Accessibility Help for Online Faculty/Accommodating SAS Students** webpage [Accessibility Help for Online Faculty/Accommodating SAS Students - Crafton Hills College](#)

It contains tutorial videos on the following topics:

Set extended time on a Canvas Quiz for just one or select students

Extend or Change a Deadline for a Canvas Assignment for just one or select students

Add or edit Closed Captions for all your Course Videos Using Canvas Studio Auto-Captioning

Add Auto Captions to Your MS PowerPoint presentations (or Google Slides)

Create Auto-Captions for Your "Live" (Real-Time) Class Meetings or Lectures

Auto-Captioning & Editing Your Video Transcript For You-Tube Videos

Professional captioning requests for LIVE / Realtime ConferZoom Meetings or Lectures

Free professional video hosting for CA community college faculty on 3C Media Solution

CHC's new AI Media Account: Provides video captioning, audio transcripts for CHC faculty

How to Make sure a Microsoft Word Document is Accessible

• **Efficiency in operations**

- Data collection is key in assuring that SAS accurately reports Studenthead Count to the state MIS for development of the annual categorical allocation. SAS has initiated and increased the use of SARS GRID to document student contacts and communicate on a regular basis with district Data Analysts to ensure the accuracy and timeliness of data submissions.
- Scheduling of the full-time staff has been structured to assure that the SAS office (virtual and physical) can be open and available to students.
- SAS has converted its application and forms into online, student facing electrical forms to ensure equal access. Student files are also being converted to an electronic format and are being stored in the Laserfiche repository.
- Cross-training of faculty and staff allows for flexibility and improves the responsiveness of the program to student needs. Although SAS already does cross-training, one thing that we would like to do is do more cross-training with counseling and front-line staff who are the first to see students. Trinin them on how to make referrals to SAS or work with SAS students would be beneficial campus wide.
- SAS continues to offer an online orientation to provide new students with important information regarding the program, its services, and how to apply to the program.
- One area in which the SAS department is hoping to improve efficiency in operations is the method in which tests and exams are delivered and received to and from campus instructors. Currently, the department delivers and receives exams per instructor's method of choice (i.e., email, delivery to faculty mailbox, pickup from SAS department). Therefore, the department feels that having one single method of test and exam delivery would be beneficial to the department, as well as to instructors across the campus. Although this single method of exam exchange has yet to be decided, a paperless method may be ideal to track receipts.
- SAS complies with all federal and state legal mandates and regulations. Failure to meet mandates has a high cost to the program as it can trigger complaints and an investigation by the Office of Civil Rights so strict adherence is a priority for program staff.
- With our recent partnerships established with Verbit, and the Distance Education Captioning and Transcription (DECT), SAS remains at the forefront of innovation for student access. Following are a list of SAS innovations that improve efficiency and effectiveness in serving students:
 - online orientation SAS.
 - Group achievement testing for LD eligibility
 - Group registration workshops each semester
 - EA courses relevant to SAS student needs
 - Access Technology Room on second floor of Library
 - Loaner programs for assistive technology equipment

Efficiency in resource use

- SAS is working with several departments on campus to stretch resources as far as possible. SAS hires student workers who are funded through Federal Work Study and the Promise Program. SAS is working with the Tutoring Center to provide one on one tutoring above and

beyond what is offered to non-disabled students and Library to provide additional access to assistive technology outside of the SAS office the students.

- When the campus is open, the demand for our mobility services (tram) for eligible students has increased significantly. We have created a new online, student facing Mobility Services Request Form to help manage the service demand. The new form includes drop down boxes where students will indicate their exact pick-up and drop-off locations to ensure that this service is provided in an efficient manner. A master mobility services schedule is updated as needed and kept on an excel spreadsheet to add to efficiency. Student workers are trained and then provide support in delivering this service.

Staffing

- All full-time SAS positions are staffed except for an Alternative Media and Assistive Technology Specialist position which recently went vacant. To ensure efficient service delivery, SAS will need to hire a replacement for a recently vacant Alternative Media and Assistive Technology position as soon as possible.

Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)

- SAS full-time staff members participate on a variety of CHC committees that are involved in campus planning and decision-making. These committees include Safety, SAS/EOPS Advisory, MIS Executive, and Information Technology. On all the aforementioned committees, the SAS staff consider themselves heard and valued members who can effectively participate in planning and decision making.
- In addition, SAS staff serve on the Education Technology Committee. Although SAS staff feel that they can participate effectively in planning and decision making on this committee based on their training, education, and experience, concerns exist as to whether SAS staff input is taken seriously by this committee. Specifically, SAS staff is concerned about both student access to online course material and ensuring campus compliance with legally mandated accessibility requirements. SAS staff feel that ideas and suggestions are dismissed without serious consideration. There are concerns about proper accessibility auditing process for our existing and new courses.

Professional development and training

- Vannesa Ramirez attended the annual California Association for Postsecondary Education and Disability (CAPED) conference and the DSPS All Directors Training in Fall of 2024. At these conferences, they participated in trainings and received statewide regulation updates and best practices by the California Community College Chancellors Office.
- Vonda O'Shaughnessy attended trainings/webinars in a variety of areas including assistive technology (Kurzweil, Sonocent), QPR Suicide Prevention Training, Cranium Café Training, Active Shooter Training, Starfish Training, Zoom Training, CANVAS Training, Universal Design, Dyslexia, Autism, ADHD, Meyer Brigg training and certification.

Group dynamics (e.g., how well do unit members work together?)

Since September 2019 all full-time staff positions, including the director have been filled. Several staff have acquired experience at community colleges other than CHC. Collectively, the SAS staff has a

wealth of training, education, and experience that allows them to serve students with disabilities in a competent and compassionate manner. If a team member is absent, the remaining staff members can undertake additional duties to ensure that the office runs efficiently. Team members get along very well and communicate effectively both in-person and online.

8. Vision

- a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).
- b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance the vision of the college?**

A. Student Accessibility Services (SAS) envisions a campus environment where students with disabilities are empowered to excel academically, personally, and professionally. We are dedicated to creating a fully accessible and inclusive community that ensures equal opportunities for all students to participate in every aspect of campus life. Our vision is to provide high-quality, student-centered services that remove barriers to learning, foster independence, and promote success. By collaborating with students, faculty, and staff, SAS will continue to adapt and evolve to meet the diverse and dynamic needs of the student population, ensuring that every student is supported in their educational journey.

Our vision is to have SAS students involved on campus and feel connected to the campus in order to build an inclusive community. A campus where everyone feels safe and comfortable to be who they are. We hope to do this by continuing to bring various workshops from different student services to our SAS office and also bring SAS students to "student services tours" so that SAS students learn about and see the various resource that are on campus for them.

Another part of our vision is to increase the number of students that we serve over the next four years so that it exceeds previous milestones. **We currently serve 377 students during the 2023-2024 academic year. We want to meet and even exceed the current headcount and believe that we are well suited to do so for the following reasons but may have to overcome some challenges with a recent vacancy of the Alternative Media and Assistive Technology Specialist.**

1. We have a very dedicated team to reach out to all SAS students.
2. We make every effort to augment our budget through resources such as the DECT grant, and student workers funded through Federal Work Study **as we currently have 4 student workers through FWS.**
3. We do targeted outreach through the SAS office as well as SOAR.
4. We do partner with instructional faculty on campus in-reach.
5. We operate more efficiently due to the recent additions of office resources (test proctoring room cameras), changes in office policies, and the conversion to electronic forms.

6. All staff are fully trained in the delivery of services to students through Cranium Café **and CCCTech Connect Zoom.**

Our vision over the next four years is challenging, but not beyond the collective reach of the SAS staff.

B. SAS advances the college's vision by providing services that help students with disabilities take responsibility for their own learning. Most of our services seek to help disabled students grow personally and academically. It is the intention of SAS to be a significant resource, a supportive community, for the students we serve. Universal design will not only ensure that learning goals are achievable by individuals with wide differences in their abilities, but it will convey that CHC is a supportive environment that fosters the dissemination of knowledge and the attainment of personal and academic goals.

9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Provide prompt and effective on-campus and online services to all qualified students with disabilities.**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Promote principles of Universal Design to build a learning environment that supports learning differences.**

Priority Rank: 2

Original Start Date: 02/01/2021 **Original End Date:** 06/30/2025

Revised Start Date: 02/01/2021 **Revised End Date:** 06/30/2025

Responsible Person: Director of DSPS and Dean of Student Success

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: District Wide

Institutional Learning Outcome: -- Pick One --

Resource Requests:

- **1.1.r1 - Presenters**

Description

Funding to support bringing speakers and trainers to campus to work with faculty and staff on implementing Universal Design principles

Rationale

Providing faculty and staff with access to experts in the area of Universal Design will assist in developing a educational environment that embraces these principles.

Since the submission of the 2020-2021 4-year PPR, SAS made efforts to have a speaker with expertise in Universal Design present to all CHC managers to ensure that accessibility standards pertaining to course content and course delivery meet best practice standards. We were unsuccessful in finalizing the arrangements for this presentation, but will re-start the conversation to arrange for this presentation to be booked on campus in the future.

Resource Type: Ongoing

Expenditure Category: Consultants & Other Services (5113)

Funded: No

Funding Source: N/A

First Year Cost/Savings: \$5,000.00/\$0.00

Second Year Cost/Savings: \$5,000.00/\$0.00

Third Year Cost/Savings: \$5,000.00/\$0.00

- **1.1.r2 - Travel**

Description

Travel funds to support DSPS and other faculty and staff participation in conferences and trainings on Universal Design for Learning.

Rationale

Universal Design principles are key to creating a educational environment that is accessible to all students including students with disabilities. Universal Design principles transcend legal mandates and promote learning for all students regardless of disability status. Training staff on how to implement these principles will be required to make this a reality.

Since the submission of the 2020-2021 4-year PPR, SAS management and faculty have been provided with funding to attend various conferences that included didactic sessions on Universal Design for Learning. The information that was acquired was disseminated to peers and has been implemented in our service to students.

Resource Type: Ongoing

Expenditure Category: Conference and Travel (5200)

Funded: No

Funding Source: N/A

First Year Cost/Savings: \$10,000.00/\$0.00

Second Year Cost/Savings: \$10,000.00/\$0.00

Third Year Cost/Savings: \$10,000.00/\$0.00

■ **1.1.r3 - Alternate Media/Assistive Technology Specialist for Student Computers on Campus**
Description

Ensure that the Alternate Media/Assistive Technology Specialist position remains staffed to ensure operation and oversight of the Technology Success Center.

Rationale

Students need the Alternate Media/Assistive Technology Specialist to train them in assistive technologies so that they can become independent and self-correcting learners.

Resource Type: Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

Funded: Yes

Funding Source: Carryover

■ **1.1.r4 - Technology for Technology Success Center**
Description

Purchase computers, software, and assistive technology for Technology Success Center

Since the submission of the 2020-2021 4-year PPR, SAS has used "carry over" funds to purchased several Microsoft Surface Pro laptops dozens of Echo Smart Pens, and 15 Samson XPD2 Lavalier USB digital wireless microphone system to ensure that we maintain an environment that supports learning differences though Uiversal Design. We will need augmented funding to continue this effort in the future.

Rationale

For the Technology Success Center to be fully operational, students, faculty, and staff must have access to state-of-the-art technology.

Resource Type: Ongoing

Expenditure Category:

Computer & Information Technology Equipment (6420)

Funded: Yes

Funding Source: N/A

First Year Cost/Savings: \$30,000.00/\$0.00

Second Year Cost/Savings: \$10,000.00/\$0.00

Third Year Cost/Savings: \$5,000.00/\$0.00

Actions/Activities:

▪ **1.1.a1 - Universal Design Professional Development**

Promote and provide professional development opportunities to the campus on the topic of Universal Design for Learning. To be successful DSPS will need to first determine the level of support needed by faculty. Then, DSPS staff will need to provide training and follow-up in a manner that is effective for faculty. Finally, DSPS will need to seek feedback about the effectiveness of the training.

Since the submission of the 2020-2021 4-year PPR was submitted, SAS staff has provided several professional development presentations on varying Universal Design for Learning principles. These included presentations at the Spring In-Service and Adjunct Faculty Orientation. In addition, our Alternate Media/Assistive Technology Specialist has provided one-on-one training in facilitating remote captioning and transcription for deaf/hard-of-hearing students in the classroom. Finally, to support remote captioning and transcription (and therefore Universal Design for Learning), our Alternate Media/Assistive Technology Specialist has secured over \$90,000.00 per academic year in funding from the Distance Education and Captioning Transcription Grant.

Start Date: 02/01/2021 **End Date:** 06/30/2025

Responsible Person: DSPS Director

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

Since my start as the Interim SAS Director we have been trying to make processes more efficient and smoother so the student is better served.

Measurements/Documentation of Progress:

I was not here when the Objective was created but will continue to strive for this for our students.

○ **1.2 - Objective - Create more efficient processes to better serve students.**

Priority Rank: 5

Original Start Date: 02/01/2021 **Original End Date:** 06/30/2023

Revised Start Date: 02/01/2021 **Revised End Date:** 06/30/2023

Responsible Person: DSPS Director

Strategic Direction :

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **1.2.a1 - Mobility Services Management System**

Improve upon the existing mobility services system (tram) in order to serve students more effectively.

Since the submission of the 2020-2021 4-year PPR, SAS has updated our Tram Use Guidelines (Policies/Procedures) and Mobility/Tram Services Request Forms, both of which are available on and can be completed online. The Tram Use Guidelines Form clearly identify eligibility requirements and student responsibilities. The Mobility/Tram Services Request Form allows student to indicate the days/times that they need tram service as well their pick-up and drop off locations.

Start Date: 02/01/2021 **End Date:** 06/30/2023

Responsible Person: DSPS Director

Status Code: Work is Completed

Progress Description:

Activity is completed as students effectively use the Mobility/Tram Services Request Forms online and accessible. Tram Use Guidelines Policy/Procedures are both found on the form and available to fill out virtually.

Measurements/Documentation of Progress:

SAS staff assist students in completing and or locating the mobility/Tram Services request form which my staff then puts it in our shared Tram Calendar to ensure accurate pickup and drop-off times. We are averaging around 6-9 rides a day. No further measurement activity has been done at this time.

- **1.2.a2 - Electronic Forms and Workflow**

Enhance existing electronic workflow and forms to improve efficiency of internal processes.

Since the submission of the 2020-2021 PPR, SAS has converted all of its student-facing forms to a digital format so that they are available online. This not only improves the efficiency of internal processes of the SAS Office, but also allows full access to SAS for students who are unable to travel to campus and/or exclusively enroll in online courses.

We will continue to review and modify department forms and processes as needed.

Start Date: 02/01/2021 **End Date:** 06/30/2025

Responsible Person: DSPS Director

Status Code: Work is Completed

Progress Description:

Activity is completed as students effectively use the online forms and they are accessible. Digital forms are found virtually.

Measurements/Documentation of Progress:

SAS staff assist students in completing and or locating online forms which my staff then puts it in our shared Tram Calendar to ensure accurate form completion. No further measurement activity has been done at this time.

■ **1.2.a3 - SAS POS Survey for Online Services**

SAS will continue to obtain student responses on our POS Survey to ensure online services are delivered in the best possible manner.

Start Date: 11/18/2020 **End Date:** 05/22/2025

Responsible Person: SAS Director

Status Code: Work is Completed and Ongoing

Progress Description:

The POS survey was completed in Fall 2020 to Spring 2021, Fall 2021 to Spring 2022 and then again in Fall 2022.

Measurements/Documentation of Progress:

SAS will continue to offer these POS surveys to our students in order to continue collecting data and improving our services.

■ **1.2.a4 - SAS Student Satisfaction Survey for on Campus Service Delivery**

SAS will develop a Student Satisfaction Survey to ensure that on campus services are delivered according to best practices. This survey will parallel our existing POS Student Satisfaction Survey for Online Services.

Start Date: 04/03/2023 **End Date:** 05/29/2025

Responsible Person: SAS Director

Status Code: Work is Completed and Ongoing

Progress Description:

As previously mentioned, the SAS Director prior had planned this training program for on campus faculty and staff.

Measurements/Documentation of Progress:

I would not be able to answer to this being measured or completed as I was not hear when this objective was created.

- o **1.3 - Objective - Ensure that SAS students receive the best counseling services possible.**

Priority Rank: 6

Original Start Date: 02/01/2021 **Original End Date:** 01/30/2025

Revised Start Date: 02/01/2021 **Revised End Date:** 01/30/2025

Responsible Person: DSPS Director

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Resource Requests:

- **1.3.r1 - Funding for an Counselor in SAS**
Description

Provide funding to hire a DSPS counselor to provide academic counseling (prepare/modify educational plans)

Since the 2020-2021 PPR was submitted SAS sought and received Equity Funds to cover the costs of an adjunct SAS Counselor who has served SAS students since the Fall 2022 semester. We will need ongoing augmented funding to meet this objective.

Rationale

SAS students need Student Education Plans that are designed to address the specific educational limitations of their disability. An appropriately trained DSPS counselor can work with students to develop these plans.

Resource Type: Ongoing

Expenditure Category: Non-Instruction Hourly (1480)

Funded: Yes

Funding Source: Carryover

First Year Cost/Savings: \$40,000.00/\$0.00

Second Year Cost/Savings: \$40,000.00/\$0.00

Third Year Cost/Savings: \$40,000.00/\$0.00

Actions/Activities:

- **1.3.a1 - Academic Counseling in DSPS**

Provide academic counseling to SAS students in the SAS office and online via Cranium Cafe.

An adjunct SAS Counselor has been serving students since the Fall 2022 semester.

Start Date: 06/01/2021 **End Date:** 06/01/2025

Responsible Person: DSPS Director

Status Code: Work is Completed and Ongoing

Progress Description:

In Fall 2022 we hired an adjunct academic and SAS counselor to work on SEP to work with students holistically in the SAS department. This adjunct counselor was working 16 hours per week maximum. Since then we have now hired 2 Adjunct counselors and they split the 16 hours.

Measurements/Documentation of Progress:

We are using SARS to track the number of SEP since the first academic counselor started in Fall 2022 until today we have a total of 202 SEP completed from our office. We will continue to monitor these SEP as the semester continues.

• **2 - Goal - Increase visibility of DSPS services on and off-campus.**

Priority Rank: 2

Objectives:

◦ **2.1 - Objective - Off-Campus Outreach**

Priority Rank: 4

Original Start Date: 02/01/2021 **Original End Date:** 01/30/2025

Revised Start Date: 02/01/2021 **Revised End Date:** 01/30/2025

Responsible Person: DSPS Director

Strategic Direction :

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

▪ **2.1.a1 - SOAR Participation**

Actively participate in SOAR on an annual basis.

Since the submission of the 2020-2021 PPR submission, SAS has actively participated in SOAR in order to provide high school seniors served in special education with a seamless transition to CHC.

Start Date: 02/01/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

Status Code: Work is Scheduled to begin on a resonably firm date

Progress Description:

SAS has always participated in SOAR in order to do high school outreach from our local high schools.

Measurements/Documentation of Progress:

SAS will be attending SOAR events starting Spring 2025 this year and will continue to monitor impact and areas of improvement to help reach our SAS students in the high school setting.

■ **2.1.a2 - Off Campus Outreach**

Host a Parent/Student - Transitioning from High School to College Event for graduating high school seniors every spring semester.

Since the submission of the 2020-2021 4-year PPR submission: On Wednesday March 16, 2022, DSPS hosted a Parent-Student Transition to College Night for prospective Crafton students currently participating in high school special education and their parents to proactively inform them about the disability laws that apply in college, how to apply for and request academic accommodations from DSPS, assistive technology, alternate media, priority registration, etc. The purpose of the event was to facilitate their transition to Crafton, acquaint them with DSPS staff, and enhance their opportunity for academic success. The 34 attendees were provided the opportunity to ask questions and students completed an event satisfaction survey after which they received a \$10 gift card. Outreach Coordinator Belinda Navarrette guided attendees in an optional campus tour prior to the event. Feedback from parents and students indicated that they appreciated the information that was provided as well as the sense of welcome that was conveyed throughout the event.

A similar Transition to College Night is scheduled for May 4, 2023.

Start Date: 02/01/2021 **End Date:** 06/30/2025

Responsible Person: DSPS Director

Status Code: Work is Completed and Ongoing

Progress Description:

We will continue with this event throughout the upcoming years.

Measurements/Documentation of Progress:

SAS continues to host Spring High School to College events on the CHC campus. Last spring we had about 8-10 students and their parents attend where we explained the difference between HS and College.

o **2.2 - Objective - On-Campus In-Reach**

Priority Rank: 3

Original Start Date: 01/31/2021 **Original End Date:** 01/30/2025

Revised Start Date: 01/31/2021 **Revised End Date:** 01/30/2025

Responsible Person: DSPS Director

Strategic Direction :

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

▪ **2.2.a1 - Engage with Internal Partners (faculty)**

Request classroom visits to acquaint students and faculty about the resources offered by DSPS.

Since the submission of the 2020-2021 4-Year PPS, SAS faculty and staff made classroom visits to instructional faculty who responded to our request during the fall 2021 and Spring 2022 semesters. Classroom visits were delivered online and oncampus in order to introduce as many students as possible to the services that are available through the SAS Office.

Start Date: 02/01/2021 **End Date:** 06/30/2025

Responsible Person: DSPS Director

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

SAS has delivered classroom presentations, but these have not been consistent throughout the semester and have only taken place when instructors specifically request our presence.

Measurements/Documentation of Progress:

Moving forward, we will take a more proactive approach to scheduling and conducting SAS presentations by emailing faculty and staff about the opportunity to have SAS in their class.

▪ **2.2.a2 - Part-time Faculty Orientation**

Create a DSPS presentation for adjunct faculty orientation.

Since the 2020-2021 4-year PPR submission, SAS has presented at Adjunct Faculty Orientations to acquaint part-time faculty with our policies and procedure to ensure best practices in delivering accommodations to students who are served by SAS.

Start Date: 01/31/2021 **End Date:** 01/30/2025

Responsible Person: DSPPS Director

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

As mentioned previously, since July 1, 2023, we have done Fall 23-Spring 24 and Fall 24 In-service days to promote SAS services to part-time faculty and staff. We have also attended various events on campus including but not limited to the Road Runner Rally, Accessibility and Mental Health Fair, First Generation event with EOPS, etc. There has been a lot of exposure on campus. Including going to classrooms for additional support.

Measurements/Documentation of Progress:

Moving forward we will continue to present to part-time faculty and staff to illustrate the importance of ADA, Section 504 and Title 5 and how it impacts our students at CHC.

■ **2.2.a3 - Professional Development**

Create robust PD training program for on-campus faculty and staff related to disability services and universal design.

Since the 2020-2021 4-year PPR submission, SAS has presented at servera Professional Development and In-Service events.

Start Date: 01/31/2021 **End Date:** 01/30/2025

Responsible Person: DSPPS Director

Status Code: Objective was Removed

Progress Description:

As previously mentioned, the SAS Director prior had planned this training program for on campus faculty and staff.

Measurements/Documentation of Progress:

I would not be able to answer to this being measured or completed as I was not hear when this objective was created.

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

NOTE: Beginning in Fall 2024, prior-year goals, objectives, and resource requests will not be copied over to the current-year plan. Writers are required to manually enter goals, objectives, and any applicable resource requests.

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

- **1 - Goal - 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Increase the overall success rate of SAS students, with a specific focus on mitigating any disproportionate impact and reach a 75% success rate over the next 4 years.**

Priority Rank: 3

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

Strategic Direction (Goal):

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **1.1.a1 - Analyze historical data**

Analyze historical data to identify trends and patterns in student performance.

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

- **1.1.a2 - To Identify DI**

Work with research to identify specific courses or areas where SAS students, particularly Hispanic and Black students, may be experiencing challenges.

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

- **1.1.a3 - Use data to inform targeted interventions and support strategies**

Use data to inform targeted interventions and support strategies

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

- **1.1.a4 - Monitor, Adjust and Support Interventions and Strategies**

Continuously monitor progress toward the 75% target over the next four years, making necessary adjustments to interventions and support strategies based on ongoing data analysis.

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

- **2 - Goal - 3. Increase Student Success and Equity**

Priority Rank: 2

Objectives:

- **2.1 - Objective - To achieve and maintain the 80% satisfaction rate target while improving communication reliability and coordination.**

Priority Rank: 2

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **2.1.a1 - Increase collaboration between SAS and other departments to facilitate effective communication between instructors and SAS students.**

Increase collaboration between SAS and other departments to facilitate effective communication between instructors and SAS students.

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

- **2.1.a2 - Implement a check-in system for new SAS students in their first semester of service to ensure they're adjusting well and have a clear understanding of available resources and support.**

Implement a check-in system for new SAS students in their first semester of service to ensure they're adjusting well and have a clear understanding of available resources and support.

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

▪ **2.1.a3 - Continuously Survey SAS students**

Continuously survey SAS students to gather ongoing feedback on their satisfaction with services and identify areas for improvement by;

Administering quarterly surveys to capture up-to-date insights on student experiences with SAS services, including accommodations, communication, and academic support.

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

▪ **2.1.a4 - Add survey Link to Webpage**

Add a survey link to the SAS webpage and SAS Canvas page to create a visible dedicated section to encourage feedback from online users.

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

• **3 - Goal - 4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community**

Priority Rank: 3

Objectives:

- **3.1 - Objective - To strengthen partnerships between SAS and instructional faculty and increase outreach efforts.**

Priority Rank: 4

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

Strategic Direction (Goal):

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: Division

Institutional Learning Outcome: Not Applicable

Actions/Activities:

▪ **3.1.a1 - Email SAS Invitations to CHC Faculty**

To strengthen partnerships between SAS and instructional faculty and increase outreach efforts, fostering greater collaboration with faculty in supporting students with accessibility needs. This includes continuing to engage faculty through classroom visits, presentations, and regular communication about the services SAS provides.

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

▪ **3.1.a2 - Expand SAS presence (In-Person or Virtual)**

Expand SAS presence in classroom settings by offering in-person or virtual presentations about the services offered by SAS and how faculty can refer students.

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

• **4 - Goal - 3. Increase Student Success and Equity**

Priority Rank: 4

Objectives:

- **4.1 - Objective - Expand outreach of SAS students to better serve Asian and other underrepresented or disproportionately impacted groups by increasing awareness, access, and engagement. (From Question 6)**

Priority Rank: 5

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **4.1.a1 - Increase SAS Outreach for Asian and Black/African American Students**

Increase the participation of underrepresented student populations in Student Accessibility Services (SAS), with a focus on Asian and Black/African American students.

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

- **4.1.a2 - Targeted Outreach**

Targeted Outreach and Marketing to Asian and Black/African American Underrepresented Group

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

- **4.1.a3 - Connect to API Community**

Collaborate with the Asian Pacific Islander (API) Association: Engage the API Association and similar student organizations in developing and promoting marketing campaigns for SAS. These campaigns should be culturally relevant, utilizing student leaders and peer testimonials to share how SAS has supported their academic and personal success.

Involving the API community can help spread the word about SAS and help reduce the stigma within their own community

Start Date: 11/01/2024 **End Date:** 11/01/2028

Responsible Person: SAS Director

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [Appendix D. Completed DECT General Contract Agreement \(2023-2028\).docx](#)
- [Appendix B DSPTS.CHC Demographics 2020 2024.xlsx](#)
- [Appendix J DOR Services ReasonCodeSummaryReport.PDF](#)
- [Appendix E DHH Students Serviced CHC vs RCC.xls](#)
- [Appendix K #6 DSPTS Demographics.pdf](#)
- [Appendix L CHC Demographics.pdf](#)
- [Appendix A DSPTS Disability 2020-2024 \(3 year trend\).xlsx](#)
- [APPENDIX F Crafton Hills and San Bernardino Valley College Completion and Success Rates \(3\).pdf](#)
- [APPENDIX G SASCrafton Hills and San Bernardino Valley College Completion and Success Rates \(2\).pdf](#)
- [Appendix I SAS Workshops and Events Data.pdf](#)
- [Appendix C Services Provided 2021-2024 3 Year Trend.pdf](#)

- [Appendix H POS Results \(2\).pdf](#)

SBCCD © Copyright 2024