PROGRAM COMPREHENSIVE REPORT

2023-2024

Program Review (S) - EAC

Program Planning

General Information

Please enter your program's purpose statement.

The programs and services of the EAC are designed to support students with disabilities in the achievement of their academic
and vocational goals while providing equal educational opportunity. EAC students increase their knowledge of available accommodations and services available to them, leading
to an increase in independence, self advocacy and academic success.

Briefly describe your program and the services that it offers to students.

Ventura College provides support for all eligible students with disability related needs. The EAC
facilitates equal access for qualified students to community college education through services, academic accommodations and specialized instruction. Services and
Accommodations: One-stop Registration Assistance Sign Language Interpreters, Note takers, Assistive Computer Technology, Readers, Mobility Assistance, Alternative Testing, Tutoring, Academic- Personal- and Disability Related Counseling, Assistive Devices, Instructional Materials and Media in Alternate Formats, and Assessment for Learning Disabilities. Through the instructional side of the program, Learning Skill classes (LS) and EAC classes are offered for personal and scholastic development such as writing, reading, math, memory, and study strategies. These classes are offered to assist students needing additional basic skills preparation for college-level course work. Although designed for students with disabilities, these courses are available to all college students.

How does your program support VC's mission?

Reasonable and appropriate academic accommodations are provided to ensure equal accessibility to the college curriculum and programs for the diverse student body. This student support is given regardless of the goals that each student is pursuing.

SWOT Analysis: What are the strengths of your program?

EAC has many strengths in our program. We have front office personnel that connects with students in a welcoming
and caring environment, counselors that are well versed in certificate, degree and transfer requirements, a learning disability specialist teaching classes and assessing students
for learning disabilities, an assistive computer technology instructor versed on technology for students with disabilities, an interpreter specialist who meets the needs for student
who are deaf or hard of hearing, and lastly an alternate media specialist who assists students who need an alternate format of instructional material. All of these positions
collaborate with both the campus and community to meet the individual needs of students with disabilities.

SWOT Analysis: What are the weaknesses of your program?

During the 22-23 academic year we had a very slight increase in the number of students that we counted. Unfortunately we continue to lose students in the learning disability category.   We are not assessing students like we have in the past so this is something that we have been addressing. It is important to note that it is not due to lack of hours for assessment. We have had a drop in our class numbers as well which have resulted in classes being cancelled. Related to this, AB 705 has allowed students to register directly into transfer level classes thus creating less of a need for our classes. However we as a college should still see the need for basic skill/developmental classes since the students are still entering college underprepared.

SWOT Analysis: What are some opportunities for your program?

A priority opportunity for the EAC is developing a plan for in/out reaching our services to the campus. We can say that we know the students are out there and need support however the data shows that our numbers are

going down and our classes are being cancelled due to low enrollments. We need to come up with an action plan and how we will follow through with this. Also an important opportunity is developing some type of peer support type of
program for our students. We also introduced the idea of bring back support groups that are specific to the needs of our students. Collaborating with the college in the offering
of community classes is also an idea that was discussed with the recent approval by the VCCCD Board.

SWOT Analysis: What are some threats to your program?

The biggest threats for the EAC this past year was the lack of Administrative support. This was a big stumbling block in our department which resulted in not being able to fully spend down budgets, meet student needs and be effective in our mission. It took months to replace positions, hire provisional until we could get permanents positions, and currently I requested another replacement position on July 17th and to date it has yet to be advertised. Besides positions, communication from the administrators has been very limited. Emails and calls go unanswered, meetings get cancelled and never rescheduled, and important accessibility issues on campus are left unresponsive.

Service Usage

How many total student contacts occurred in your program in the previous year?

The total headcount for the 22-23 per MIS is different than this report. We had 1,112 students that qualified for services and used them during this time period. This number is up slightly from last year by 11 students.

Describe the trend in usage over the past two years?

The student contacts is the repeated number of services that these students had during this year- I am not sure where this number is extracted from but since it is slightly lower from the previous year, and we had more students this year, I am not sure if it is accurate. But- the headcount is the important number for funding purposes so it is good that we have been increasing over the past two years.

Are there any student gender groups more than 5 points lower than the overall VC student population?

No

Are there any student ethnic groups more than 5 points lower than the overall VC student population?

No

Briefly describe what your program has done to close equity gaps in students accessing your program?

In order to be part of EAC, a student qualifies by having a disability. We provide our services M-F and have both day and evening hours. We spend extra time outreaching to high schools students/families so that they are aware of EAC services. We also present to classes during the beginning of the semester to help inform students of EAC assistance. We also offer to campus departments information to better serve students with disabilities.

Six Factors Survey

Six Factors Survey: General Observations

The survey results were pretty much identical to last year's results with the only exception being .1 lower in the connected area. And when you look at the year 2021 we are higher in all areas of the survey. We did find students wanted a paper version of the survey and did not follow through with the QR Code survey as much. (We gave the paper survey and then entered in the results for them.)

Which of the six factors did your program score the highest on?

Valued

Why do you think your program scored the highest on this factor?

For the above question, it did not allow for ties so out of the sic categories four received the same high score of 4.7 and two received 4.6 - so with those results I can't really answer why one area score higher since the numbers are all so close.

Program Planning

Which of the six factors did your program score the lowest on?

Focused

Why do you think your program scored the lowest on this factor?

Again, we had two areas score 4.6 as the lowest however it is only .1 difference to the highest. We have done a good job in all areas over the past two years and feel confident that students are appreciated the EAC program.

SUOs

Briefly describe the results of your SUO assessments.

We want to have students who can speak up and request accommodations as well as know how to ask/discuss this with both EAC and instructors. The SUO reflects that we have students that can do this! We had a slight drop with the demonstration of this skill in Spring 22 but we think this is due to Covid and students forgetting what was needing to be done.

Which SUO initiative(s) had the greatest impact on improving outcomes for your program?

Both of the SUO's are very important and are impactful to our program. Not only do we provide the accommodations, we need to provide students with the knowledge of how to advocate when they are both on campus and off campus.

Course Success Rate - COUN, EAC & EOPS only

Course Success Rate: General Observations

Overall, it looks like we have increased the success rate in all of our classes for the past year. But since the 21-22 years was our worst numbers ever, it didn't take much to make it happen. We pretty much remained constant in the ACT/CDL area, and increased in the EAC/LS area. (It is good to note that Non-credit courses are not part of this data...)

Was the most recent year's course success rate higher than the college standard of 66.7%?

Yes

Was the most recent year's course success rate higher than the overall college average?

Yes

Has your course success rate increased, decreased, or remained constant over the past 5 years?

Decreased

Click the "Disciplines" Report on the right - Describe any differences between the disciplines in your program.

As I previously stated, we remained constant in the ACT/CDL area and these areas are graded mostly by P/NP. This grouping of classes is also geared toward the students who are not pursuing academic goals of degree or transfer. For the EAC/LS area, the rate increased 13% and 11% respectively over the past year. These are pretty substantial increases for these classes.

Click the "Ethnicity" Report on the right - Are there gaps in your course success rate by ethnicity?

Yes

How have these gaps changed over the past five years?

Increased

Click the "Gender" Report on the right - Are there gaps in your course success rate by gender?

Yes

Program Planning

How have these gaps changed over the past five years?

Remained Constant

Describe what your program has done over the past 3 years to close equity gaps in course success.

So with this new gender identifier of "unknown", this made our gender report for this year very different then in the previous years. Except for 20-21 (COVID year), everything was equal with course rates by gender. Now this year it is different by 7% but with the "unknown" I am not sure I would conclude a need to have an objective written for this gap.

Program Planning

How have these gaps changed over the past five years?

Objective

5 -Year Objective
Increase the number of students that EAC assesses for Learning Disability (LD)

What specific actions will you take to meet this objective?
Make this service more visible on campus-both to faculty and student and have summer LD assessment an option.

Which of the following Educational Master Plan Goals does this objective align with?
Goal 1: Increase the success of our students while closing equity gaps, Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education, Goal 4: Enhance institutional effectiveness and accountability to improve innovation and student outcomes

Which of the following Student Equity Plan Goals does this objective align with?
Goal 2: First-Term to Second-Term Persistence, Goal 3: Completion of Transfer-Level English and Math, Goal 4: Transfer, Goal 5: Degree/Certificate Completion

Review Type
Comprehensive

Program Review Cycle
2023 - 2027

Objective Status
Active

Completion Date
06/30/2027

Year 2: Describe Progress Made Towards Objective

Year 2: Discuss Any Challenges You Encountered in Progressing Towards This Objective.

Year 3: Describe Progress Made Towards This Objective

Year 3: Discuss Any Challenges You Encountered in Progressing Towards This Objective

Objective

5 -Year Objective
Increase EAC numbers by 5% for the next three years.

What specific actions will you take to meet this objective?
Develop more of an out/in reach plan so that students are aware of our services.

Which of the following Educational Master Plan Goals does this objective align with?
Goal 1: Increase the success of our students while closing equity gaps, Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education, Goal 4: Enhance institutional effectiveness and accountability to improve innovation and student outcomes, Goal 5: Effectively manage campus resources to meet student and community needs, Goal 3: Strengthen local/regional partnerships and community engagement

Which of the following Student Equity Plan Goals does this objective align with?
Goal 1: Access and Successful Enrollment, Goal 2: First-Term to Second-Term Persistence, Goal 3: Completion of Transfer-Level English and Math, Goal 4: Transfer, Goal 5: Degree/Certificate Completion

Review Type
Comprehensive

Program Review Cycle
2023 - 2027

Objective Status
Active

Completion Date

06/30/2027

Year 2: Discuss Any Challenges You Encountered in Progressing Towards This Objective.

Year 3: Describe Progress Made Towards This Objective

Year 3: Discuss Any Challenges You Encountered in Progressing Towards This Objective

Resource Requests

Resource Request Status
Active

Request Year
2023- 2024

Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)
EAC2301

Description of Resource Request
Hire PT DSPS Counselor to help with student contacts and intake appointments.

Estimated Cost
$45,000

Do you have categorical funds available to fund this request? If yes, please enter the FOAP below.
Yes- 121 36812 1420642000

Type
Other (Not Prioritized)

New/Replacement
New

Priority
03

Primary Contact For This Resource Request
Patty Wendt, Coordinator

Administrator, Faculty, or Staff Request

Please provide a detailed justification as to why this position is needed.
Now that EAC numbers (and campus numbers) are rising, there are more students coming through our doors. In order to meet students accommodation needs, Title V indicates that they must be served "in a timely manner" when requesting accommodations. We typically have a week wait to get an appointment with a counselor. Hiring a PT counselor would help meet the students needs more quickly. In return, this would also help increase our numbers which is tied 90% to our DSPS funding. This would be paid 100% by DSPS funds.

Equipment, Technology, or Facilities Request

Objective

5 -Year Objective
Increase success rate for LS classes by 10%

What specific actions will you take to meet this objective?
LD Instructor will create a plan to improve the success rate and keep track of equity practices that are useful and produce results.

Which of the following Educational Master Plan Goals does this objective align with?
Goal 1: Increase the success of our students while closing equity gaps, Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education

Which of the following Student Equity Plan Goals does this objective align with?
Goal 1: Access and Successful Enrollment, Goal 2: First-Term to Second-Term Persistence, Goal 3: Completion of Transfer-Level English and Math, Goal 4: Transfer, Goal 5: Degree/Certificate Completion

Review Type

Comprehensive
Program Review Cycle
2023 - 2027
Objective Status
Active
Completion Date
06/30/2027
Year 2: Describe Progress Made Towards Objective
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Year 2: Discuss Any Challenges You Encountered in Progressing Towards This Objective.

Year 3: Describe Progress Made Towards This Objective

Year 3: Discuss Any Challenges You Encountered in Progressing Towards This Objective

Resource Requests

Resource Request Status
Active
Request Year
2023- 2024
Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)
EAC2302
Description of Resource Request
Hire a FT Learning Disability Specialist to assist with course instructor and learning disability assessments.
Estimated Cost
$140,000
Do you have categorical funds available to fund this request? If yes, please enter the FOAP below.
This position is currently funded through the general fund.
Type
Full-time Faculty
New/Replacement
Replacement
Priority
02
Primary Contact For This Resource Request
Patty Wendt, Coordinator
Related Documents
PRLD Budget.pdf
Administrator, Faculty, or Staff Request
Please provide a detailed justification as to why this position is needed.
This position is to replace Tom Dalton. We had a failed search in replacing him for 2020 and then COVID hit. Our overall numbers went down and classes had to be cancelled so we didn't have the need to replace at that time. Now, we have rising numbers and our classes are full. This position is still funded in the EAC General fund (111 3006401110 493030) and I attached a report that confirms this.
Equipment, Technology, or Facilities Request

Objective

5 -Year Objective
Close equity gaps in course success by ethnicity
What specific actions will you take to meet this objective?

We will implement a plan to provide classroom aides to help with more individualized class instruction.

Which of the following Educational Master Plan Goals does this objective align with?
Goal 1: Increase the success of our students while closing equity gaps

Which of the following Student Equity Plan Goals does this objective align with?
Goal 2: First-Term to Second-Term Persistence, Goal 3: Completion of Transfer-Level English and Math, Goal 4: Transfer, Goal 5: Degree/Certificate Completion

Review Type
Comprehensive

Program Review Cycle
2023 - 2027

Objective Status
Active

Completion Date
06/30/2027

Resource Requests

Resource Request Status
Active

Request Year
2023- 2024

Resource Request Title (First 3 letters of Program Name+2-digit Year + 2-digit Request Number)
EAC1801

Description of Resource Request
Hire Classified Staff position to assist in non-credit CDL/LS classes. This position is called Instructional Assistant- ICAN/JOB

Estimated Cost
$85,000

Do you have categorical funds available to fund this request? If yes, please enter the FOAP below.
Yes- This is currently in a budget holding account 121 36812 29998 642000 although additional funds will need to be added. An attachment of the budget account is provided.

Type
Staff

New/Replacement
New

Previously Requested in Year(s)
2018-2019, 2019-2020, 2022-2023

Priority
01

Primary Contact For This Resource Request
Patty Wendt, Coordinator

Related Documents
PRInstAssit budget.pdf

Administrator, Faculty, or Staff Request
Please provide a detailed justification as to why this position is needed.
EAC has a history of having an instructional assistant position within the classes that we offer. Back in 2009 there were many lay offs due to budget cuts so we lost this position. We have been trying to get this back since our classes are now growing. We have more students with increasing individual needs that are taking our classes. Just having an instructor in the class is not meeting the students needs- and we can see that since the area of equity gaps and ethnicity is poor. EAC has lots of funds so when preparing the budget we put this position in and are hoping to have this hired by the time this PR is approved- But everyone asks- is it in the PR? So here it is!

Equipment, Technology, or Facilities Request