

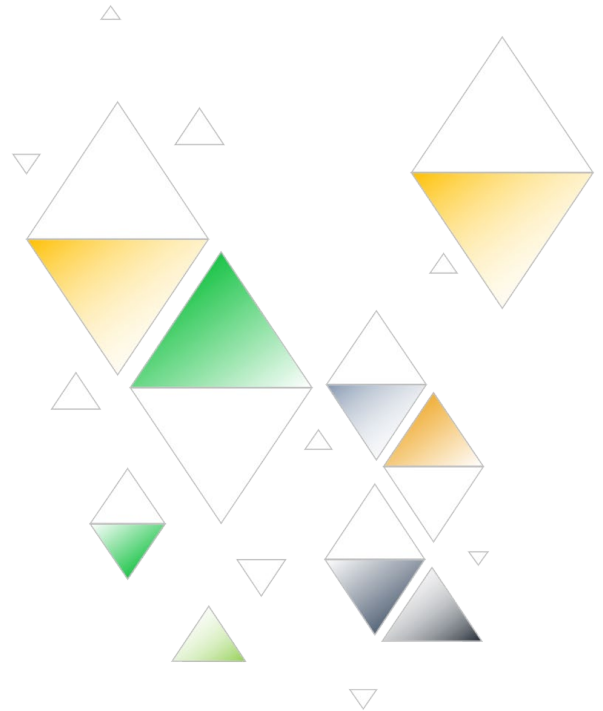
# Cerritos College Student Accessibility Services

*2022 Self-Assessment Program Review*

## EXECUTIVE SUMMARY

HILLARY MENNELA

12/19/2022



# OVERVIEW

The Self-Study team was led by Dr. Hillary Mennella, Associate Dean of Health & Wellness, a role facilitating an honest, nonjudgmental discussion with the team to arrive at a fair rating of each of the items from the 2019 Action Plan.

Members of the team included:

- Dr. Lui Amador, Dean of Student Equity and Success
- Dr. Chris Elquizabal, Dean of Student Accessibility & Wellness Services
- Rocio Gutierrez, SAS Classified Specialist
- Veronica Gutierrez, SAS Classified Specialist
- Elizabeth Page, Counselor/Associate Professor/Department Chair
- Dr. Steven La Vigne, Counselor/Professor
- Dr. Hillary Mennella, Associate Dean of Health & Wellness, Self-Study Lead

# PURPOSE

Following an introductory meeting the team met three times to review new and updated program evidence, and during a conclusionary meeting to discuss the draft of the final report. Evidence for each indicator was gathered prior to the meeting for which that indicator was reviewed, and during the meetings the team reviewed the evidence, discussed if the standard was met, and held general discussion about opportunities to further improve or enhance services to meet the standards.

SAS participated in its first Program Review self-study process throughout the Fall 2019 semester utilizing the CAS Standards. From the 12 content areas of the CAS standards, 20 indicators were reviewed in detail to determine the degree to which the program met each standard. The dedicated SAS department excelled in numerous content areas/indicators, including **Individual Consultation, Accommodation, and Service; Institution-Wide Education, Consultation, and Advocacy; Program Structure and Framework; and Leadership.**

The purpose of the Fall 2022 review was to identify resolution of the department's 2019 Action Plan to continue to improve and offer exemplary services to Cerritos students. The committee reviewed and provided sufficient evidence in the following content areas:

- 1.2 Mission Statement
- 2.2c Institution-Wide Education, Consultation, and Advocacy
- 3.1 Program Contribution to Student Learning, Development, and Success
- 5.1 Inclusive and Equitable Educational and Work Environments
- 7.1 Staffing & Support
- 10.1 Funding
- 11.1 Systems Management

## 2019 CONCLUSIONS & ACTION PLAN: RECOMMENDATIONS ACHIEVED BY 2022

The 2019 program review provided recommendations to the Student Accessibility Services department. The 2022 review found the following 2019 program review recommendations were met:

1. 1.2 Mission statement revision is necessary. (Resolved)
  - SAS participated in the college's efforts to update its mission statement.
  - SAS aligned its mission statement with the college's mission statement.
2. Retained Sally Swanson Architects, Inc. to complete the ADA Self-Evaluation Report beginning 2019 and draft a subsequent [transition plan](#).
3. Note that 2.2c was effective by 12/11/19, whereby the department name was changed to "*Student Accessibility Services*".
  - An inventory of all signage, communications, and marketing referencing the SAS title was completed in Spring 2020.
  - Educated the campus and students. For example:
    - i. Campus Connection
    - ii. SWAG
    - iii. [Open House: "Boosters and Puppies" event](#)
    - iv. [Audible](#)
    - v. Outreach with Cerritos Complete
    - vi. Veterans' welcome information session
    - vii. [Welcome Day](#)
    - viii. SAS Website
    - ix. [SAS Memo](#) sent campuswide
4. 3.1 Outline plan to incorporate more intentional student educational planning activities into academic counseling appointments while maintaining an overall holistic approach to academic counseling. (Resolved)
  - CAS Committee recognized SEPs increases persistence, retention, and graduation rates necessitate the need to strengthen this component of SAS academic counseling.
    - i. Query PS developed SAS comprehensive OR abbreviated
    - ii. [Bi-weekly and Monthly report to VPSS](#)
    - iii. [Student Survey \(SLO\)](#)
    - iv. Checkbox in *ClockWork*
  - Academic counselors search for opportunities to create SEPs.
    - i. Student Equity Veterans' partnership.
  - [ACLR 101 education plan is embedded](#) in the curriculum
    - i. ACLR 101 was updated to embed comprehensive Ed plans into

curriculum

- Academic counselors notify students when they need SEPs. For example:
    - i. SAS Newsletter and [emails](#) to students informing them to schedule an appointment for Ed Plan/update their existing Ed Plan.
  - Continue to explore workshop activities to serve groups of students need in SEPs, in addition to providing 1:1 academic counseling appointment.
    - i. Cerritos Complete by Adrienne Sanchez
5. 5.1 Work in collaboration with the Dean of Equity to implement proven strategies to close the equity gaps as identified by the number of students with disabilities who are disproportionately impacted. (Resolved & In progress)
6. Established goals to address graduation and transfer rates:
- i. Increased CSEPs to 85% (720 of 855 students)
  - ii. [Successful completion of Transfer-Level Math and English within the First Year will increase by 10 percent for Students with Disabilities.](#)
7. Hired a part-time counselor for outreach services to local school districts contracted with Cerritos Complete:
- i. Hired Adrienne Sanchez (2020) [Outreach with Cerritos Complete]
  - ii. Hired Katarina Taylor (2022) [Perkins Career Counseling]
  - iii. Hired part-time adjunct Counselor Bernadette (2022) [Temporary Backfill: for employee retirement]
8. 11.2 Systems management deficiencies are hindering the departments and college's service excellence initiative. (Resolved & In progress)
- Staff, faculty, and the Dean of Student Accessibility Services attended and brought forth department IT needs to outside IT consultant for the Master Plan to communicate ongoing need to increase capacity to provide optimal technical assistance and meet department demands.
    - i. Hired Ryan Paris for *ClockWork* implementation/utilization consultation (2021); extended Ryan Paris contract until March 2023.
    - ii. Working with IT to minimize inefficiency & duplication of data processes ([Email evidence](#)).
  - DHH bootcamp Summer 2022
  - Guided tours for HS students
  - Dual enrollment partnership
  - Cerritos Complete partnership [revised course outline for ACLR 101](#)
  - Created "how-to" videos & instruction manuals for Clockwork

# ANALYSIS

Evidence for each indicator was gathered prior to the meeting for which that indicator was reviewed, and during the meetings the team reviewed the evidence, discussed if the standard was met, and held general discussion about opportunities to further improve or enhance services to meet the standards. The analysis identified the following areas are necessary to address to ensure adequate resources and departmental approaches are put into place to effectively support students with disabilities:

## **10.1 FINANCIAL RESOURCES ARE INADEQUATE TO MEET STUDENT NEEDS AS REQUIRED BY RELEVANT LAWS AND REGULATIONS.**

- 1) Assessed need and business operations to address educational support courses, student to specialist ratios and allocation to provide direct academic interventions for deaf/hard of hearing, blind/low vision, and neurodivergent students.
- 2) Implement new funding formula for college effort from 10% to 20%.
- 3) Advocate for additional augmentation in general funds:
  - a) \$45 K for Alternate Format and Assistive Technology Specialist

## **11.2 SYSTEMS MANAGEMENT DEFICIENCIES ARE HINDERING THE DEPARTMENTNS AND COLLEGE'S SERVICE EXCELLENCE INITIATIVE.**

- 1) Continue to work with IERP to get data to generate a broader narrative about the role and function faculty members provide as evidenced in *ClockWork*.
  - b) Dashboard data added (2021).
  - c) Captures outcomes (e.g., impact use of services, grades, transfers), but needs to be mined/matched to fully understand data.
  - d) Randomized sample of first year students as a focus group.
- 2) Recommended SAS faculty and staff explore opportunities to serve students more efficiently. For example, increasing the number and providing workshops to develop SEPs and apply college transfer/graduation:
  - a) Student scheduled appointments, exams, send accommodation letters (self-advocacy)
  - b) Workshops could expand, especially for new incoming
  - c) SAS HS outreach
  - d) Exploring ways to harness technology to enhance academic advising activities.

## CONCLUSION AND KEY NEXT STEPS

As SAS moves into 2023, the recommendation is to identify key performance indicators for future evaluations (eLumen for what was submitted in the Spring of 2022).

It is recommended SAS update its unit plan accordingly to reflect its needs in response to AB1705. Specifically, it is advised SAS:

1. Hire a Specialist/Counselor to fill its vacant position resulting from a retirement in June of 2022 to reduce the caseload of existing Disability Specialist (i.e., caseloads range from 240-280 student to Specialist ratio).
2. Recommended SAS faculty and staff explore opportunities to serve students more efficiently. For example, increasing the number and providing workshops to develop SEPs and apply college transfer/graduation.
3. Recommend continuing to advocate for additional funding from general funds to fulfill students' academic needs in response to AB1705 requiring students enroll in college level Math and English courses.
4. Establish clear processes to comply with associated federal American with Disabilities Act, Title 5 and Office of Civil Rights laws and policies.

The Self-Study team was led by Dr. Hillary Mennella, Associate Dean of Health & Wellness. This summary has recommended a number of organizational processes, financial needs, and student supports that need to be addressed. The models in this report have grown out of a total engagement of the self-study team. The contributions of all who participated were thoroughly reviewed to create this summary and its recommendations.

The suggestions provided by the team were well matched and integrated into the final next steps. The self-study team is commended for its institutional leadership in having the vision and determination to align its resources to more effectively foster the attainment of the institutions strategic plan and to more effectively serve the changing needs of its students with disabilities.

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