PROGRAM REVIEW OF LABS AND CENTERS
Pilot Review – Phase I
Approved by the Academic Senate
May 12, 2009

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

Name of Lab or Center: Assistive Technology Center (ATC)
Division: Counseling

I. **GENERAL PURPOSE OF THE LAB*** *(Data resources: CSM Course Catalog; Course Outline of Record; department records)*
Note: The term "lab" will be used to refer to centers as well as labs in this document.

   a. **Briefly describe the general purpose of the lab.**

> Input text here.
> The Assistive Technology Center (ATC) provides computer access and alternate media services for students with disabilities. Students receive specialized training in the use of hardware and software adaptations appropriate to their specific disability by enrolling in DSKL 817 (Assistive Computer Access) and DSKL 880 (Assistive Technology Lab). Students then use these tools to access technologies available on campus.
>
> Through VTEA funding, staff in the ATC provide and update specialized software and hardware in campus computer labs making them accessible to all students.
>
> Students request and access course materials (textbooks, handouts, class notes, tests) in alternate formats such as electronic text, Braille, audio, and large print.
>
> Staff in the ATC serve as a campus resource for web site accessibility and for alternate formats of campus publications and instructional materials.

   b. **List the courses that are linked to this lab.**

> Input text here.
> **DSKL 817 Assistive Computer Access**
> **DSKL 880 Assistive Technology Lab (Fall 2007 through Spring 2009)**

II. **STUDENT LEARNING OUTCOMES** *(Data resources: SLOs listed on Course Outline of Record; records maintained by the department; CSM SLO/Assessment Coordinator; SLO Website – http://www.collegeofsanmateo.edu/sloac/; "Student Self-Assessment and Satisfaction Survey"; other lab surveys.)*

    a. **Briefly describe the Student Learning Outcomes (SLOs) for the lab.**

> **Input text here**
>
> 1. **Students will receive alternate media in a timely manner (within 2 weeks of request or at beginning of the semester)**
> 2. **Students will request alternate media in a timely manner.**

    b. **If an assessment of the lab's SLOs has been completed, briefly describe this evaluation. Which support services for courses or programs were assessed? How were they assessed? What are the findings of the assessment? Based upon this assessment, what changes to the lab will be considered or implemented in the future?**

> **Input text here.**
>
> During the Spring 2009 semester, 39 Students completed the CSM Student Satisfaction Survey (CSM Labs and Learning Centers) and an Assistive Technology Center (ATC) Alternate Media Survey. During the Spring 2009 semester, data from the Assistive Technology Center database was also review for 38 returning students (students who had requested and received alternate media the previous semester).
> Findings:
>
> 1. **Based on data from the ATC Alternate Media Survey, 88% (n=25) strongly agree/agree that they received their alternate media in a timely manner. 85.2% (n=27) of the students responding strongly agree/agree that the process for requesting alternate media was clear and easy to follow. 87.1% (n=31) of the students reported that listening to their alternate media helped them focus on what they read. 83.9% (n=31)of the students reported that listening to their alternate media improved their comprehension.**
> 2. **Based on data from the ATC database (n=38 returning students) 60% requested their textbooks after the semester started; 5% requested their textbooks before the semester began (during winter break); 10% requested their textbooks two weeks before the end of the previous semester; 23% requested their textbooks at priority registration.**
> 3.
>
> **Returning student = student who had requested and received alternate media the previous semester (Fall 2008)**

    c. **If SLOs were assessed for courses or programs using the lab, briefly describe this evaluation. What are the findings of the assessment? Based upon this assessment, what changes to the lab will be considered or implemented in the future?**

Input text here. Nothing to report					

d. Using the results from the "Student Self-Assessment and Satisfaction Survey," summarize the findings in the grid below on how students rated their progress on general education Student Learning Outcomes.

The column headings identify the GE-SLOs. The first row headings indicate the matrix/scale students used to self-assess progress.

GE SLOs→ Matrix/Scale:	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Major/Moderate Progress	A (n= 21) Express ideas and provide supporting evidence effectively in writing - 85.7%	F (n=10) Comprehend, interpret, and analyze numerical and or quantitative calculations – 50%	C (n=27) Comprehend, interpret, and analyze information I read 85.2%	J (n=9) Work effectively with others of diverse backgrounds – 88.9%	K (n=8) Identify ethical issues and evaluate their consequences – 62.5%
	B (n=17) Express ideas and provide supporting evidence effectively orally – 76.5%	G (n=11) Interpret graphical representations of quantitative information (e.g. graphs) – 63.6%	D (n=30) Comprehend, interpret, and analyze information I hear 86.7%		L (n=12) Acknowledge the value of diverse opinions and perspectives – 66.7%
	E (n=14) Communicate effectively in a group or team situation – 78.6%		H (n=8) Effectively identify, develop, and evaluate arguments 75%		
			I (n=14) Effectively assess the legitimacy or adequacy of different types of information – 85.7%		
Minor Progress/No Progress	A – 14.3% B – 23.5% E – 21.4%	F – 50% G – 36.4%	C – 14.8% D – 13.3% H – 25% I – 14.3%	J – 11.1%	K – 37.5% L – 33.3%
Does Not Apply to Lab	A (n=18) B (n=22) E (n=25)	F (n=29) G (n=28)	C (n=12) D (n=9) H (n=31) I (n=25)	J (n=30)	K (n=31) L (n=27)

e. **If general education Student Learning Outcomes have been measured using another type of assessment, such as student surveys, summarize the findings in the grid below on how students rated their progress on these Student Learning Outcomes. (Please identify data sources.)**

Nothing to report

GE SLOs→ Matrix/Scale:	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Major Progress					
Moderate Progress					
Minor Progress					
No Progress					
Does Not Apply to Lab					

III. **DATA EVALUATION** *(Data resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Core Program and Student Success Indicators" for department(s) using lab obtained from the Office of Planning, Research, and Institutional Effectiveness – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html .)*

a. **Referring to all lab usage data available, evaluate the proportion of students using the facility versus the potential population of users. If data is available, indicate the number of users and specify whether this is a duplicated or unduplicated count. If applicable, discuss programmatic, course offering or scheduling changes being considered as a result of lab usage projections? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to lab operations?**

Input text here. The Assistive Technology Center Lab is available to students registered with the DSPS Program. There are approximately 650 students served by the entire DSPS Program.				
	2008-2009	**2007-2008**	**2006-2007**	**2005-2006**
Students using lab (unduplicated)	163	136	128	146
Students using lab (duplicated)	224	174	198	189
Students requesting alternate media	133	127	93	86
Number of alternate media requests	385	326	241	206
There are students each semester who are not able to take advantage of assistive technology training or software loan programs due to scheduling conflicts, home and family commitments.				

b. **Discuss staffing of the lab. Obtain FTE data for classified and certificated personnel assigned to staff the lab (available from division deans). Evaluate the current data and departmental projections as indicated on the "Core Program and Student Success Indicators." If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest? If student assistants work in the lab, discuss hours of employment, job duties, and how they support program services and scheduling.**

Input text here.
As part of the Disabled Students Programs and Services, the Assistive Technology Center provides services for students with disabilities. In the ATC:

- **1 full time faculty teaches classes in the use of assistive technology, trains faculty in accessible web and online course design, works with ITS to provide assistive technology software and hardware in all campus computer labs, maintains the DSPS website, and works with other DSPS faculty and staff on departmental activities.**
- **1 full time Instructional Aide II provides course materials in alternate formats (electronic text, Braille, large print.)**
- **1 – 15 hour Work Study student provides support for the alternate media production services by by assisting with scanning, processing and editing electronic text files. The student also provides assistance to students working in the lab.**

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c. **Report on student satisfaction as indicated in the "Student Self-Assessment and Satisfaction Survey" and, if applicable, as indicated in other student surveys.**

Input text here.
100% of the 39 students responding rated the quality of service Excellent/Very Good.
97.4% of the 39 students responding reported that the staff was helpful.
97.4% of the 38 students responding reported that procedures for using the lab were clear and easy to follow.
92.1% of the 38 students responding undersood what was expected of them.
71.1% of the 38 students responding reported that the lab was always available when they needed it. 29.9% reported that the lab was available most of the time.
76.3% of the 38 students responding reported that they were always able to get help. 21.1% reported that they were able to get help most of the time.
When asked about individual meetings with the instructor, 93.9% found them very helpful, 6.1% found them somewhat helpful. (n=33)
79.5% of the 39 students responding indicated that the equipment was always working properly. 17.9% indicated that the equipment was working properly most of the time. 2.6% reported that the equipment was working properly sometimes.
100% of the students reported that working in the lab was very helpful/somewhat helpful in helping their academic performance. (n=32)

IV. **STUDENT SUCCESS EVALUATION AND ANALYSIS** *(Data resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008" – see website at* http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html *; student success data from departmental "Core Program and Student Success Indicators" – see website at* http://www.smccd.net/accounts/csmresearch/prie/program_review.html *; previous Program Review and Planning reports; other department records.)*

a. Based on findings from the "Student Self-Assessment and Satisfaction Survey" and other student surveys administered by the lab, briefly describe how effectively the lab addresses students' needs relative to overall college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

Please identify the survey instruments used and the number of respondents.

> **Input text here.**
> **The Assistive Technology Center is meeting the needs of the students. Areas that need attention:**
> **71.1% of the 38 students responding reported that the lab was always available when they needed it. 29.9% reported that the lab was available most of the time.**
> > **Because of staffing, the ATC is only open one evening each week. Students have full schedules, families and jobs and often need assistive technology outside the regular ATC business hours.**
> > **Assistive technology is installed in the Library and Business labs. These labs are open longer hours. Students will be encouraged to work in these labs when the ATC is not open. It is important that staff in the Library and Business labs are knowledgeable in providing assistance to students with disabilities. Staff should know which programs are available.**
> **76.3% of the 38 students responding reported that they were always able to get help. 21.1% reported that they were able to get help most of the time.**
> > **Classes are taught in the ATC and books are processed. One staff person is available to help students but often she can't get to all the students right away. Scheduling in the ATC can be improved so that a staff person or a Work Study Student is available to provide assistance to students during Open Lab hours.**

b. Briefly discuss how effectively the lab addresses students' needs specifically relative to equity, diversity, age, gender, disability and access. If applicable, identify unmet student needs and describe programmatic changes or other measures that will be considered or implemented in order to improve student success with specific regard to equity, diversity, age, and gender.

> **Input text here.**
> **The Assistive Technology Center is available to all students who are registered with the Disabled Students Program (DSPS).**

V. **REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS** *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html ; student success data from departmental "Core Program and Student Success Indicators" – see website at http://www.smccd.net/accounts/csmresearch/prie/program_review.html ; previous Program Review and Planning reports; department records; other environmental scan data.)*

a. Using the matrix provided below and reflecting on the lab relative to students' needs, briefly analyze the lab's strengths and weaknesses and identify opportunities for and possible threats to the lab (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce,

and, perhaps, global trends); look at the demand for the lab; review program links to other campus and District programs and services; look at similar labs at other area colleges; and investigate auxiliary funding.

Note: Please indicate the source of the data that was used to complete this section.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths Quality of lab services was rated excellent/very good. Lab staff is helpful and procedures are clear and easy to follow.	Input text here. Faculty takes a leadership role in the state organization for postsecondary disability service providers (CAPED) and networks with colleagues across the state and nation. Assistive Technology Faculty at CSM and Skyline work together to keep current and develop curriculum that keeps pace with the changing technology.	Input text here. Staff have taken advantage of trainings at the High Tech Center Training Unit for the Community Colleges. Staff regularly participate in desktop webinars that improve their skills without taking them away from the campus.
Weaknesses Lab is available 8-3 and one night.	Input text here. Everyone schedules classes during morning hours. Budget is limited.	Input text here. Sever cuts in categorical programs.
Opportunities VTEA funding	Input text here. VTEA funding (federal dollars) has been available to update assistive technology software in all the campus labs. Software is up-to-date and lab assistants are trained in providing students assistance in accessing computers. If this funding is no longer available, the campus computer labs would need to allocate funding to update the software available in their labs.	Input text here. Loss of this funding would result in campus lab allocating funds for assistive technology.
Threats Cuts in categorical funding	Input text here. The DSPS program would lose the ability to update equipment and assistive technology software.	Input text here. State Budget crisis decreasing general and categorical funds to support students with disabilities.

b. **If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).**

Input text here.
VTEA funding (federal dollars) has been available to update assistive technology software in all the campus labs. Software is up-to-date and lab assistants are trained in providing students assistance in accessing computers. If this funding is no longer available, the campus computer labs would need to allocate funding to update the software available in their labs.

VI. **Action Steps and Outcomes** *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at* http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html *; student success data from departmental "Core Program and Student Success Indicators" – see website at* http://www.smccd.net/accounts/csmresearch/prie/program_review.html *; previous Program Review and Planning reports; department records; other environmental scan data.)*

    a. **Identify the lab's action steps. Action steps should be broad issues and concerns that incorporate <u>some sort of measurable action</u> and should connect to the *"Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan";* the Division work plan; and GE- or certificate SLOs.**

In Input text here.
Due to budget constraints, staffing will not be increased. However, services could be extended in innovative ways. ATC staff will broaden opportunities for students with disabilities to access ATC services by:
- **investigating online training that could be accessed from home or off campus.**
- **improving students' access to assistive technology in other campus labs**

ATC staff will increase outreach efforts to returning students to increase the number of students who request their alternate media before the start of the next semester.

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    b. **Briefly explain, specifically, how the lab's action steps relate to the Educational Master Plan.**

Input text here.
Student Engagement
• A study of the literature demonstrates that student engagement is a key factor in student retention and success. Therefore, the College needs to develop institution-wide programs and services that foster broad-based, genuine student engagement. As an example, the College should consider initiatives such as a first-year experience program which have proven effective in enhancing student engagement.

The ATC action steps help students develop independence and advocacy skills. Prepared students have more opportunities to be successful since they are on task and involved in their learning.

Student Expectation of Convenience and Choice • The College must develop high-tech, high-touch cutting-edge student services programs that are well integrated with instruction and that are responsive to an ever-changing student population.

• Because of the rapidly changing environment, the College must embrace a culture of inquiry, innovation, experimentation, and flexibility in instruction, student services, and institutional support.

The ATC action steps address the high demands on community college students who are pursuing an education while working, raising a family and dealing with disabilities. By developing online training resources and access to assistive technology in other locations on campus, the ATC will be able to meet the needs of an ever-changing population.

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    c. **Identify and explain the lab's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.**

> Input text here.
> The Student Satisfaction Survey will indicate that lab services are always available.
> ATC data will indicate that only 30% of returning students request their alternate media after the semester starts.

VII. **SUMMARY OF RESOURCES NEEDED TO REACH LAB ACTION STEPS** *(Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at* http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html *; student success data from departmental "Core Program and Student Success Indicators" – see website at* http://www.smccd.net/accounts/csmresearch/prie/program_review.html *; previous Program Review and Planning reports; department records; other environmental scan data.)*

   a. **In the matrices below, itemize the resources needed to reach lab action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.**

   Note:* **Whenever possible, requests should stem from assessment of SLOs and the resulting lab changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

No requests at this time.

Faculty Time Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

   b. **For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.**

   No requests at this time.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, **briefly** indicate how the requested resources will link to achieving lab action steps based on SLO assessment.
Item: Input text here. Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: Input text here.	Input text here.	Input text here.

*** Status = New, Upgrade, Replacement, Maintenance or Repair.**

VIII. **Course Outlines – for labs that are discrete courses** *(Data Resources: department records; Committee On Instruction website – http://www.smccd.net/accounts/csmcoi ; Office of the Vice President of Instruction; Division Dean)*

      a. **If applicable to the lab, list by course number (e.g. CHEM 210) all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.**

Course Number	Last Updated	Six-year Update Due
Input text here. DSKL 817	Input text here. 2003	Input text here. 2009

Upon its completion, please email this Program Review of Labs and Centers report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.

Date of evaluation: August 31, 2009

Please list the department's Program Review of Labs and Centers report team:

Primary program contact person: Carolyn Fiori **Phone and email address: 650-574-6432, fiori@smccd.edu** **Full-time faculty: Carolyn Fiori** **Part-time faculty:** **Administrators: Danita Scott-Taylor** **Classified staff: Sue Roseberry** **Students: Joanna Dayton (Work Study Student 2008-2009)**

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Faculty's signatures   *Carolyn Fiori*   *Date September 3, 2009*

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Dean's signature   *Date*