

## LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Assistive Technology Center  
Center Contact: Krystal Romero

Academic Year: 2011-2012  
Program Review Submission Date: 5/8/2013

### I. Description of Center

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

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) or meeting individually with faculty and staff. 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.

### II. Summary of Student and Center Data

#### A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

SLO 1 : Students will have knowledge of Assistive Technology Center (ATC) resources, including how to access them.

15 students attended the DSKL 817 course in the 2011-2012 academic year and learned ATC resources and how to use them. 40 ATC users completed the ATC survey and 39 noted that procedures in the center were clear and easy to follow.

SLO 2 : Students will be able to utilize the assistive technology software independently in the ATC to complete assignments.

40 students completed the ATC survey and 38 noted that they understand the ATC activities and what is expected.

#### B. Center Usage Indicators

1. Review center usage and discuss any differences across demographic variables. Refer to [Planning, Research and Institutional Effectiveness \(PRIE\) reports](#), SARS records, and other data sources as appropriate.

The majority of students using the ATC enroll in 6.5-12.5+ units(79%), attend day courses (74.2%), are female (67.7%), and are between the ages of 30-50+ (53.3%) or ages 20-24 (46.8%). Data shows a diverse mix of students using the lab, with 37.1% of students identifying as Multi Race. The center had over 1400 visits with 91 individual appointments during the Fall and 64 individual appointments during the Spring.

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2. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to [Delivery Mode Course Comparison](#).

All students who use the ATC are DSPS students. The students' vary in ability and service. Much of the software is available for use outside of the center and in different labs on campus. We are exploring different options with our courses. We have noticed that by arrangement and open entry/open exit classes are not the most popular way to teach students the full capability of the software that they are using. However, we have also noticed that when students are more familiar with the software, they use the center more often.

### C. Center Efficiency. Is the center efficient in meeting student needs?

Discuss center efficiency, including staffing, hours of operation, tutorial and other services, space utilization, equipment, or technology as appropriate.

91 students received individual appointments in the ATC in Fall 2011 and 63 students received individual appointments in Spring 2012. Out of the 40 students who completed the survey, 33 felt that the center's services were excellent, 6 thought they were very good, and 3 noted good. All students noted that staff were helpful. As technology begins to change, we continue to offer students a wide variety of services that they can use at home or on their tablets.

### D. Course Outline Updates (if applicable)

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
		Tab to add rows

### E. Website Review

Review the center's website(s) annually and update as needed.

Contact(s)	Date of next review/update
Krystal Romero	Summer 2013
	Tab to add rows

## III. Student Learning Outcomes Scheduling and Alignment

### A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the Course SLO assessment process or schedule.

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We are revising the DSKL 817 course to meet the needs of DSPS students as well as students who are interested in learning more about Assistive Technology. This will not change the curriculum, we will just market the class to more students i.e. DGME students.

### B. Center SLO Assessment

Explain any recent or projected modifications to the Center SLO assessment process or schedule.

To capture a better sense of how the center is working for students, we want to revise our survey to be more specific to the SLOs for each year.

### C. SLO Alignment (as applicable)

Discuss how Center SLOs support Program SLOs. Discuss how Course and/or Center SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related program and institutional SLOs reports.

The DSPS program will continuously use self-advocacy as a program SLO. For students to advocate for their needs, they must be familiar with the assistive technology and alternate media that is appropriate for their learning.

## IV. Additional Factors

Discuss additional factors as applicable that impact the center, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

The center has been in transition since the retirement of the Fulltime Assistive Technology Faculty. We are still revising how the center will be used to meet the needs of DSPS students.

## V. Institutional Planning

[Note: For centers that serve a single department, a portion of the information included in a departmental program review may be referred to or inserted here.]

### A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Past action steps of the ATC have been to develop online training resources and to provide access to assistive technology in other locations on campus. Carolyn Fiori, our Part-time assistive technology faculty has developed an online training in web access called accessibility 101. Although, this online training may be effective for students already familiar with technology, Carolyn is also developing a hybrid form of this tutorial for students who need a little more hands on training. We have been successful in implementing our most used software in every lab and center on campus and the library so that students will have access to assistive technology in the academic support center they are visiting.

### B. Center Vision

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What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section II. Summary of Student and Program Data.

[*Note: Specific plans to be implemented in the next year should be entered in Section V.C.*]

The vision of the center is in line with our vision for DSPS. We want to make sure that we have the most beneficial tools and software to create equitable access for students. We also will continue to partner with faculty to help them learn more about how they can incorporate universal design in their curriculum and how to check academic software for accessibility. We also would like to be proactive in providing the latest technology that is accessible to students

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

Series of professional development focusing on universal design, web and software accessibility, and assistive technology demonstrations

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

DSPS students take classes across division, department, and curriculum. Demonstrations during division meetings will be helpful to inform instructors on how to choose curriculum that is most efficient for student learning. Opening Day invitation for demonstrations so that instructors know where to inquire about assistive technology and accessibility.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Equipment and Technology: Technology up to date for 2 more years.

Instructional Materials: 4T

Classified Staff: 4T

Student Assistant: We would like to obtain funding for student assistants to help with Alternate Media

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Facilities: 4T

## C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

### Plan 1

Title:

Revise Student Survey

Description

We will be revising our student survey so that we can obtain useful information to improve our services and measure our SLOs.

Action(s)	Completion Date	Measurable Outcome(s)
Revise survey Summer 2013	Summer 2013	Survey will be complete
4T		4T
4T		4T

### Plan 2

Title:

Demonstrations at Division Meetings

Description

We would like to visit division meetings to make faculty aware of assistive technology and how they can use software universally to enhance access and promote learning for all students.

Action(s)	Completion Date	Measurable Outcome(s)
Schedule meeting times with instruction Deans	Fall 2013	Awareness of faculty during the meeting
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

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<b>VI. Resource Requests</b>
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*A. Itemized Resource Requests*

List the resources needed for ongoing program operation and to implement the plans listed above.

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # (s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # (s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

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Description (for prioritized plans)	Plan # #(s)	Cost

Student Assistant

Description (for ongoing program operation)	Cost
Help with alternate media conversion and processing	3000.00

Description (for prioritized plans)	Plan # #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan # #(s)	Cost

**B. Cost for Prioritized Plans**

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	