STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Disabled Student Programs and Services (DSPS)   Academic Year: 2011-2012
Program Contact: Krystal Romero   Program Review Submission Date: 3/21/2013

I. Description of Program

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.

Disabled Students Programs and Services (DSPS) provides accommodations to students with verified disabilities. In order for students with disabilities to have full access to all institutional programs as stated in our College Mission, accommodations are provided based on verification of disability and individual educational limitations. Five units, Adapted Physical Education (APE); Assistive Technology and Alternate Media Services (ATC); Disability Resource Center (DRC); Learning Disabilities and Assessment Center (LDAC) and Transition to College (TTC) work cohesively to provide: test-taking, furniture, and parking accommodations, a distraction-reduced environment, assistive computer technology, alternate media services, counseling, learning disability assessment and learning strategies, adapted physical education classes, campus computer lab access, registration assistance, and advocacy.

DSPS provides workshops for faculty and staff in a Brown Bag Series and participate in the professional development administered through the CCC Mental Health Grant. This year, topics addressed were Autism Spectrum Disorders and Note taking Equipment (SmartPen). CSM is an auxiliary site for the Veteran's Resource Center Grant sponsored by the High Tech Center Training Unit and the CA Chancellor's Office. The CSM Veteran's Center officially opened in February and our DSPS counselor is holding some of his office hours there each week. These services address the diverse needs of CSM students and "promotes high quality programming and services to help promote "student success" which are 2 key institutional priorities.

II. Summary of Student and Program Data

A. *Student Learning Outcomes Assessment*

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

Test proctoring had become a problem and was identified as a SLO. The desired goal was to have 64% of students to use the test proctoring form. Only 64% of students used the test proctoring log. Although, it is desirable for students to use the test proctoring form, we have a created a method that has been used efficiently by staff and students and less cumbersome for the student and instructors. For the future, we have decided that this is not a SLO that we would like to continue.

Our second SLO was that 70% of students will understand their rights and responsibilities in college. Students were to be given a pre and post test to measure this SLO. The results of this SLO was inconclusive as we found it was difficult to administer pre and post tests to the same students anonymously.

B. *Student Support Indicators*

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1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, Planning, Research and Institutional Effectiveness (PRIE) reports and other data sources as appropriate.

The table below contains the numbers of students served over the past three years.

	09-10 May '10	10-11 May '11	11-12 May '12
ABI	76	76	68
H	18	21	23
LD	107	84	69
Vision	19	18	17
M	121	134	133
Other	268	263	271
DDL	23	13	12
Speech	11	19	20
Psych	79	75	79
	722	703	692

2. Discuss any differences in student program usage across modes of service delivery.

As outlined in the description of the program, based on educational limitation and ability, students use our services in a variety of ways. 52 students completed the Satisfaction Survey in 2011-12, below are the results:
90% of the students surveyed felt that the overall quality of DSPS services were very good or excellent.
98% of the students surveyed felt that the DSPS staff were very good or excellent.
91% of the students surveyed were confident that DSPS staff could answer their questions.
86% of the students surveyed were satisfied with the availability of DSPS office hours.

Students surveyed reported using the following services:
1. Test taking   86.27%
2. Computers   72.55%
3. Counseling   70.59%
4. Testing Space   68.63%
5. Internet Access   64.71%
6. Pre-registration   64.71%
7. Study Skills/Homework   62.75%
8. Classes (DSKL, APE, CRER)   25.49%
9. Readers   21.57%
10. Note takers   21.57%
11. Tutoring   19.61%
12. Assistive Technology Center   17.65%
13. Parking   17.65%
14. Mobility   11.76%
15. LD Assessment   7.84%

In the survey, two requests for additional services that students would like to see provided stood out. The staff will consider these requests.

- Additional late afternoon/early evening hours.
- Shuttle service or some way to provide mobility assistance around campus.

C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

The individual counseling appointment seems to still work best for students when administering intake and developing accommodations and student educational contracts. We have tried group educational coaching, but it has not seemed to work as good as offering classes for students. To address some of the issues our students face with adjusting from high school accommodations to college accommodations, we have a CRER 121: Planning for Student Success course taught by our DSPS Counselor and we have a CRER 122: Study Skills course taught by our LD Specialists. We have also been looking into revising our Transition to College Program to help students with psychological disabilities adjust to college curriculum in a safe and comprehensive way.

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
n/a		
		Tab to add rows

E. *Website Review*
Review the program's website(s) annually and update as needed.

Program 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.

We are in the process of developing a course to address self advocacy, rights and responsibilities for students with disabilities.

B. *Program SLO Assessment*

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

As a result of participating in the DSPS Program and within their individual range of abilities, students with disabilities will be able to demonstrate their understanding of their rights and responsibilities by communicating their need for accommodation to their instructors and following designated procedures to implement them. To gather baseline information about students' understanding of their rights and responsibilities as defined by Section 504 and Title V, a focus group will be conducted in Fall 2013. Results from the focus group will be reviewed by staff. Plans to address areas of need will be implemented in office and addressed in developing advocacy class. Areas of need will also be addressed in workshops/brochures/counseling sessions/other services. Students will be surveyed in class scheduled for January 2014. *SLO Alignment (if applicable)*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports.

In the College's Institutional Priorities Document, Priority 1 discusses the need for students to access key services in order to become successful. Through advocacy and students being able to articulate their rights and their needs, students will be able to access the accommodations that they need in order to be successful.

IV. Additional Factors

Discuss additional factors that impact the program, including, as applicable, 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.

Decrease in funding continues to be a challenge. In addition, numbers of students served was reported inaccurately to the state resulting in our weighted students count going from 1404 (2009-2010) to 400 (2010-2011). It has yet to be determined the amount of funding that was lost. Our MIS department is working to fix the error made at the district level but the decrease in funding will not be reversed by the Chancellor's Office. This decrease in our base rate will continue to affect our funding over the next couple of year.

Challenges:
An increase in the number of hearing impaired students requiring costly but mandated interpreting services, unfilled full time position for a Learning Disabilities Specialist, a reduced number of students verified as LD, and an unfilled faculty position due to retirement add to this challenge.

1. In the past, we did not have many students who needed an interpreter for class, so it was very easy to coordinate between the student, interpreter, and instructor. During these past two years, the need for interpreters has continued to grow. There arose a need to make some of our procedures a bit more formal than emails and phone calls. We scheduled a Technical Site visit from the Chancellor's Office Galvin Group to review procedures, handbooks and policies around interpreters. We were joined by the

Coordinator from Ohlone College, a DSPS program with more than 300 deaf students. The discussion and materials they provided were very helpful and are the basis for our new procedures for interpreters.

We thought it would be helpful if instructors knew that they would be sharing a room with an interpreter. We developed some helpful tips for instructors working with a deaf student and interpreter in their classroom that we make available before the semester starts. There are also suggestions for adapting course materials used in the class and details on the instructor's rights and responsibilities as well as the students' rights and responsibilities. We emphasize that our department staff is here to help with any of their needs and questions.

Our interpreters are contracted employees, but we wanted them to feel part of the team. One interpreter in that team has been contracting with us for 7 years. To make sure that they feel supported and let them know we value their expertise, we are now meeting with them as a group each semester and asking for their feedback on their experience during the semester. This information will help us refine or add to our procedures and helpful tips for other instructors.

2. Our LD numbers have decreased due to reduction in LD staff time. Students who have documentation indicating a learning disability cannot be claimed as LD unless they are verified through the Community College process (LDESM). They are claimed in a lower weighted category – Other resulting in 3 times less funding from the state. Last summer, Marie Paparelli, retired LD Specialist, reviewed files categorized as Other to determine how many could be verified as LD and how to prioritize the testing/file review process. Following are the results of her review.

256 students were classified as "Other" disability. From those 256, 170 folders were identified to be review.
From those 170 folders:
- 6 students professionally certified as LD
- 3 students had adequate testing and were changed to LD
- 25 students had some outside documentation or tests and need to meet with an LD specialist
- 44 students were referred to complete testing through our DSKL 800 class
- 1 student was referred to start with the CRER 122 Study Skills class first, then DSKL 800 if needed
- 3 were referred to Department of Rehab services
- 88 students remained as Other

Total switched to LD: 9
Total possible LD with additional testing: 70

These remaining 70 students are being reviewed during Fall 2011 and Spring 2012 semesters and results will be reported at the end of the semester.

3. The full-time Assistive Technology faculty position will be vacated in Fall 2012 due to retirement and there are no plans to fill the position. In an attempt to maintain some faculty presence and continue the DSKL 817 class, we will offer two classes and minimal office hours in the Fall 2012/Spring 2013 semesters. Assisstive Technology Computer lab coverage will be covered by other DSPS classified staff and student assistants.

4. A challenge that we face each year is securing Work Study student assistants. We do not hire other student assistants because of the categorical budget cuts. We are dependent upon their availability and skills. The front desk utilizes two 20-hour/week student assistants for general office tasks and front desk coverage. One of the student assistants has been trained as an Educational Coach. Two 15-hour/week students are trained to process books for Alternate Media Services and provide limited ATC

lab coverage. Two of our four students will be graduating and one may not be available. We need to maintain this level of student assistant support, particularly with the increased need for lab coverage beginning Fall 2012.

V. Institutional Planning

A. *Results of Plans and Actions*

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

Past Plans and Actions

1. Review and Revise Test Proctoring Request process.
   We have revised the test proctoring service and we seem to have no problems with the new process.
2. Develop a systematic cycle of evaluating current student folders so that they are up to date and in compliance with Title V regulations.
   We have set up a process for checking folders and have put a checklist on the outside of each folder to double check that all information is complete in current student's folders
3. Implement procedures to contact current students annually to make sure they complete their SEC.
   We will continue to make this a priority for next year.
4. Continue to revise and develop class model for LD testing.
   We have acquired a FT LD specialist and are still trying to figure out the best way to offer LD testing

B. *Program Vision*

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 program 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 Disabled Student Programs and Services program at community colleges have always existed to provide equitable access for students with disabilities. Our long term goal is to erase any stigma that students may feel by receiving services through our office. We are partnering with CSM CARES to do outreach and professional development to faculty, staff and students. We have always been an advocate for students and a partner for faculty and staff in supporting students' educational goals. In the next couple of years, we will be developing an advocacy class which will discuss students' rights under ADA and other legislation, help students' to be able to articulate their needs, and also provide students' with practical ways to address their need for accommodation or to advocate for someone else. Through our Assistive Technology Lab we are finding ways to not only support students who are using Assistive Technology or Alternate Media, but also to be a resource for faculty and staff who may be implementing new programs in their centers or classes and need an expert to view the software for accessibility.

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 success.

   Professional Development activities that focus on Universal Design, Accessible Software, Opportunities or Career paths for Students with Disabilities, Learning/Teaching strategies that support students with varying abilities.

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.

   Faculty Inquiry Groups on various topics surrounding student success. We have to remember that people make up departments and divisions. If we find more opportunities for people to network across discipline, division, campus, then I think people would naturally interact on multiple academic concerns.

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.

   Faculty: Full-time LD Specialist will be retiring in 2 years

   Equipment and Technology: Along with the equipment the new College Center, it is projected that our computers and other equipment might need to be replaced within the next 4 years.

   Instructional Materials: 4T

   Classified Staff: Currently, OAII is paid through Measure G funding.

   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:

Advocacy Course

Description

Create and implement advocacy course for students with disabilities. Students who access this course will learn how to advocate for their accommodations and needs not only in the classroom, but also in their careers and lives outside of the College of San Mateo

Action(s)	Completion Date	Measurable Outcome(s)
Complete edits through curricunet		Approval of course
Survey students during course implementation	Spring 2014	Students will respond to a survey and evaluation of the course to show if they learned their rights and how to advocate for themselves
4T		4T

Plan 2

Title:

Revise Transition to College Program

Description

Revise Transition to College to serve as a Bridge Program for students

Action(s)	Completion Date	Measurable Outcome(s)
Meet with Caminar and community staff	Spring 2013	Successful completion of outline for bridge program
Develop Bridge Program	Fall 2013	Student successful completion in the bridge program
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.]

VI. Resource Requests

A. *Itemized Resource Requests*
    List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions

Complete Full-Time Faculty Position Request Form .

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

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
Continue funding current OAII	

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.	