College of San Mateo

Program Review Submission

2014-2015 Student Services Program Review

Program Name: **Disabled Students Programs & Services (DSPS)**
Program Contact: **Romero, Krystal**
Academic Year: **2014-2015**
Status: **Submitted for review**
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1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements**, **Institutional Priorities, 2013/14-2015/16**, **5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** 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. Four units, Adapted Physical Education (APE); Assistive Technology and Alternate Media Services (ATC); Disability Resource Center (DRC); Learning Disabilities and Assessment Services (LDAS) 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 institutional professional development trainings to increase awareness of disability rights and best practices when working with a diverse students population. 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 2012 and our DSPS counselor has continued to hold some of his office hours there each week. These services address the diverse needs of CSM students and "develop, responsive high quality programming and services" to help promote "student success" which are 2 key institutional priorities.

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2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for the department/unit. Identify trends and discuss areas in need of improvement.

DSPS SLO #1: Students will understand their academic accommodations.

When DSPS students were surveyed, 98% of respondents answered that DSPS was good to excellent in helping them understand their academic accommodations. Students understanding their rights and responsibilities and the need for their particular academic accommodation is essential for student development and self efficacy.

DSPS SLO #2: Students will be comfortable in expressing their academic accommodations to their instructors.

When DSPS students were surveyed, 94% of respondents answered that DSPS was comfortable to extremely comfortable expressing their academic accommodations to their instructors. In line with understanding their academic accommodations, students must be comfortable speaking with their instructors about their accommodations. DSPS helps to facilitate the process for students, but it is up to the student to advocate for themselves.

2. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

We didn't use any other method of assessing the SLOs for academic year 2013-14.

3. Examine the program to GE alignment. Which GE SLOs are supported or reinforced by the department/unit SLOs. What do the assessment results for the department/unit/ SLOs reveal about student attainment of the GE SLOs?

DSPS SLO #1: Students will understand their academic accommodations.

Aligns with Effective Communication, Social Awareness and Diversity

DSPS students understanding their academic accommodations aligns with effective communication in that students listen, learn and understand their educational limitations and why they are receiving accommodations. Their understanding also helps them recognize that they live in a diverse world and that equity does not always mean that people receive the same thing.

DSPS SLO #2: Students will be comfortable in expressing their academic accommodations to their instructors.

Aligns with Effective Communication, Critical Thinking, Social Awareness and Diversity, Ethical Responsibility/Effective Citizenship

Similar to the reasons given above, students feeling comfortable expressing their accommodations to their instructor demonstrates effective communication and critical thinking skills. Students often times have to evaluate the best way to approach instructors who are unfamiliar with a students' right to accommodations and they may be asked questions. When students state they are comfortable doing so, then they have shown that they have shown attainment of the above mentioned GE SLOs. Through this process students again recognize that they are part a very diverse world and their comfort with advocacy shows they understand that they have an ethical responsibility to address their rights.

B. Student Support Indicators

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.

Using Data collected by the Chancellor's Office Datamart system and CSM's MIS submission, below is a demographic breakdown by disability and ethnicity of the 706 DSPS students we served. Since each student has different educational limitations based on disability, it is difficult to state by disability or ethnicity which services are used most. However in our recent student survey, students mentioned that test taking in a quiet distraction reduced setting, counseling, and pre-registration services were the most utilized services.

CSM DSPS 2013-14 Demographics disaggregated by primary disability		
Acquired Brain Injury	67	9.49 %
Developmentally Delayed Learner	14	1.98 %
Hearing Impaired	31	4.39 %

Learning Disabled	96	13.60 %
Mobility Impaired	113	16.01 %
Other Disability (incl. substance abuse, autism, ADHD, etc.)	281	39.80 %
Psychological Disability	76	10.76 %
Speech/Language Impaired	12	1.70 %
Visually Impaired	16	2.27 %
	706	100%

CSM DSPS 2013-14 Demographics disaggregated by ethnicity		
African-American	49	6.94%
American Indian/Alaskan Native	4	0.57%
Asian	65	9.21%
Filipino	20	2.83%
Hispanic	177	25.07%
Pacific Islander	7	0.99%
Two or More Races	34	4.82%
Unknown/Non-Respondent	24	3.40%
White Non-Hispanic	326	46.18%
	706	100%

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

As mentioned above, the most used services are in person: Counseling, Test taking in a distraction reduced area, and pre-registration assistance. Other than software that students can borrow or use at home, most services must be in person.   Also, it is beneficial to know that one third of our students mentioned that they use the center for internet access and that there is a still a population of students that do not have access to a computer at home.

Students surveyed reported using the following services:

Mobility   1.89 %

Test taking   73.58 %

Readers   11.32 %

Pre-registration   54.72 %

Parking   16.98 %

Notetakers   20.75 %

Counseling   **67.92 %**

Computers   **39.62 %**

Testing Space   **64.15 %**

Internet Access   **33.96 %**

Study Skills/Homework **43.40 %**

LD Assessment   **5.66 %**

Assistive Technology Center   **18.87 %**

Classes (DSKL, APE, CRER)   **15.09**

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 to college, we refer students to the CRER 121: Planning for Student Success course taught by our DSPS Counselor. We offer our Learning Disability test in a class format which has worked well to test more students in a semester. In these classes, we can also offer some information on advocacy and introduce students to assistive technology. We are also partnering with community agencies that will hold office hours once a month in our center to connect students to off campus resources.

3. 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.

Statewide DSPS programs have had restored funding! With initiatives such as SSSP and Student Equity, we have had the opportunity to fully serve students. The state is beginning to recognize the increase in the numbers of students with disabilities who are attending college. With innovative assistive technology and the growing use of personal handheld devices, college is becoming more and more accessible. Having the funding also helps to staff our centers with professionals who can keep our programs up to date.

Instructors are also taking advantage of the changes in technology and using new online tools in the classroom. At this time, we don't have

the personnel to outreach to faculty and inform them about the accessibility of their web based tool for student classroom use. We have tried to hire a part-time Assistive Technologist, however, in order to be a liaison for the college community when it comes to accessibility, meet with students, teach courses on how to use assistive technology, and continue to stay informed about the latest assistive technology and tools, it is essential that we have a fulltime Assistive Technologist.

We have also been having difficulty creating avenues for students to learn about their rights and teach them about advocacy. Typically, students are given information during intake, but we don't know if students are adequately advocating for themselves in the classroom. We have partnered with the Center for the Independence of the Disabled (CID) and they are conducting Advocacy workshops for our students. We are working on trying to increase attendance.

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4. Planning

A. Results of Program Plans and Actions

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

Past plans:

1. Advocacy Group

We have partnered with the Center for the Independence of the Disabled to promote a group for students that will focus on student's rights and responsibilities. We developed and created the Advocacy workshop curriculum Spring 2014, piloted the program Fall 2014 and will continue to try and increase attendance in Spring 2015.

2. SLO and survey revision

We met to decide learning outcomes that are more appropriate for our students and how to implement them. We also revised the survey to gather more useful information that will help us better serve our students and evaluate how we serve them.

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, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.
[**Note:** Specific plans to be implemented in the *next year* should be entered in Section 4C.]

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. We have partnered with the Center for the Independence of the Disabled (CID), to develop advocacy workshops 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. With the attainment of a fulltime Assistive Technologist, we will expand the services mentioned above and pilot universal design techniques using assistive technology in classes which research done by Stacey Kaden at Diablo Valley College shows works for all students especially students enrolled in basic skills courses. Recently, a professor noted how having her videos captioned was useful for all her students and she saw noticeable results in their assignments.

Last but not least, during a preliminary study administered by PRIE, I asked how many DSPS students were on probation or dismissed from the college in Spring 2012. The prompt to this research is the myth or assumption that many DSPS students are not transfer bound. When in fact, from that study, we found that only 32 out of 422 students were on probation in Spring 2012. In Spring 2014, we asked PRIE to give us the number of degrees and certificates earned and out of the 706 students we served, 95 students earned 125 awards (certificate or degree). This number does not exclude 1st year students and/or non-matriculating students. We will continue to focus on this kind of research to support the career advancement and educational attainment of persons with disabilities.

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.

- Collaboration with faculty surrounding support for students with disabilities.
- Have an instituted guideline that faculty should see the DSPS office when supplementing curriculum with web based materials
- Participating in joint professional development opportunities
- Segment of Learning Center tutor training dedicated to disability awareness

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

LD Specialist to retire in Spring 2015, currently hiring for this position.

Fulltime Assistive Technologist replacement

Equipment and Technology

Instructional Materials

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Classified Staff

> We are expecting an increase in the number of students needing interpreting services. The coordination of this particular program can be time consuming with organizing student's schedules, student/interpreter absences, reassignments, contracts, invoices, communicating with instructors, etc. As students begin to register for classes, we may hire an hourly Office Assistant just to assist with the coordination of our interpreter services.

Facilities

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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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

> 1. Advocacy Workshops
>
> We have partnered with the Center for the Independence of the Disabled to facilitate workshops that focus on student's rights and responsibilities. We will be using 2013-14 to focus on development and implementation. The Advocacy Workshops aligns with Institutional Priority #1: Improve Student success by connecting students to support services. We have piloted the workshops in Fall 2014 and will continue to increase student participation. Student feedback will indicate if workshops are successful in helping students learn their rights, resources and how to advocate for themselves.

5. Resource Requests

Itemized Resource Requests

> List the resources needed for ongoing program operation.

Faculty
NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
Assistive Technology Specialist	1

Equipment and Technology

Description	Cost

Instructional Material

Description	Cost

Classified Staff

Description	Cost
Hourly Office Assistant (Interpreter Coordination)	$12,000 (DSPS funded)

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

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6. Program Maintenance

A. Course Outline Updates

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.

Courses to be updated	Faculty contact	Submission month

B. Website Review

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

Faculty contact(s)	Date of next review/update
Krystal Romero	Summer 2015

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Krystal Romero	Summer 2015