College of San Mateo

**Student Services
ANNUAL UPDATE
PROGRAM REVIEW &
PLANNING**
Form Approved 9/2/2008:
Governing Council
Revised: 2/14/2012

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

INSTRUCTIONS

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

Resources for Supporting Documentation:
A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are also listed at the end of this document.

(You may delete these resource listings, when you submit your final program review.)

Note for Student Services:
In consultation with Student Services program leads, the Office of Planning, Research, and Institutional Effectiveness will develop a pilot template for quantitative data designed for student services programs for the next cycle of program review.

Next Steps:
Program Review and Planning reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar*.
(See: http://collegeofsanmateo.edu/prie/planning.asp)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

James Carranza, Academic Senate President, carranza@smccd.edu
Susan Estes, Vice President of Instruction, estes@smccd.edu
Jennifer Hughes, Vice President of Student Services, hughesj@smccd.edu
John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM: Disabled Students Programs and Services

1. **BRIEF DESCRIPTION OF PROGRAM:**
   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, accommodations are provided based on written documentation 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, 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. 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.

The table below contains the numbers of students served over the past three years. [Please note that the first 2 columns contain numbers for the full year (Summer, Fall, Spring) whereas the third column only includes the numbers through March 1, 2012 because of the due date for Program Review.]

	09-10 May '10	10-11 May '11	11-12 March '12	Difference from previous year
ABI	76	76	70	-6
H	18	21	22	1
LD	107	84	57	-27
Vision	19	18	16	-2
M	121	134	142	8
Other	268	263	264	1
DDL	23	13	12	-1
Speech	11	19	19	0
Psych	79	75	76	1
	722	703	678	-25

2. **Based on data from Core Program and Student Success Indicators (provided by PRIE for programs offering courses), information you have collected about student users, data about the numbers of student users, results of student satisfaction surveys, and the goals stated in your most recent Program Review, please identify any key successes and challenges.**

Students completed the Satisfaction Survey at the end of the Fall 2011 semester and beginning of the Spring 2012 semester. 52 students responded.
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.

3. **Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.**

2010-11 Data from records kept in the Disability Resource Center showed that 64% of the students arranged test accommodations with their instructors using the new test proctoring form.
2011-2012 Data from records kept in the Disability Resource Center showed that 49% of the students arranged test accommodations with their instructors using the new test proctoring form.

Initially, it was felt that the new procedures put into place last year and the move to Building 10 contributed to the 64% follow through rate. Even after one year of having the test proctoring procedures in place, we are seeing a lower follow through rate – 49%. DSPS will review test proctoring procedures (informal survey of students and faculty using this service) and revise test proctoring procedures for Fall 2012.

4. **Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).**

   1. Review and Revise Test Proctoring Request 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.
   3. Implement procedures to contact current students annually to make sure they complete their SEC.
   4. Continue to revise and develop class model for LD testing.

5. **Are there any critical issues you expect to face in the coming year? How will you address those challenges?**

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. The decision to split the 1.0 FTE of the Learning Disabilities Specialist position at Skyline College with the College of San Mateo continues to affect comprehensive services. With just 12 hours per week, six hours each for Monday and Thursday at College of San Mateo,

emphasis continues to be the qualification of students as meeting the Chancellor's Office criteria for learning disabilities. This includes:

    a. assessment for new students and continuing students as appropriate and

    b. determination that documentation of incoming students meets these same standards.

A major concern continues to be the degree to which LD staff are able to keep up with the needs of the students. Additional adjunct hours have been helpful in allowing the 12-hour/week LD Specialist more time to attend to needs outside of direct assessment. The need to identify an appropriate and workable class model (DSKL 800) to best maximize student and staff needs is ongoing. All qualified students beginning the process in one semester will be receiving full services within that same semester.

3. 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.

4. 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. Come Fall 2012, DSPS will have only two full-time faculty positions (counselor and APE instructor) with only the one counselor present in the Bldg. 10 DSPS offices. This will be a strain on the program as we work to meet the needs of our special populations.

5. 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.

6. **STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

   a. Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

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 May 2012.
- Results from the focus group will be reviewed by staff by the end of May. Plans to address areas of need will be developed.
- Areas of need will be addressed in workshops/brochures/counseling sessions/other services in Fall 2012.
- Students will be surveyed in January 2013.

7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS
(Data resources: Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; College Index, 2008/9-2011/12; GE-SLOs; SLOs; other institutional data; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

a. In the matrices below, itemize the resources needed to reach program 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 program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested (if applicable)	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
1 full-time LD Specialist	If granted: Ability to effectively provide timely and appropriate accommodations for not only LD students but other students who have learning problems resulting from other disabilities. Increase program revenue. If not granted: Less support for staff and students in reviewing documentation and determining appropriate accommodations. Decrease program revenue.	Instrumental in increasing student academic success and completion of certificate, degree and transfer requirements. Assists students in learning about their educational limitations, their rights and responsibilities and how to advocate for themselves.

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 department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

b. For instructional resources or program 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 (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department 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.*

8.   PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team <u>as appropriate:</u>

Primary program contact person: Krystal Romero, Interim Director, Student Support
Phone and email address: (650) 378-7223, romerok@smccd.edu
Full-time faculty: Carolyn Fiori (Interim DSPS Coordinator), Kevin Sinarle, Lynne Douglas (12 hours CSM, 18 hours Skyline), Shana Young
Part-time faculty: Joyce Meyer
Administrators: Krystal Romero, Marsha Ramezane, Dean of Counseling
Classified staff: Laura Skaff, Sue Roseberry, Paul Sacomano, Audra Fernandez
Students: Ursula Williams, Maria Ramirez, Keisha Commander, Frances Robertson

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Primary Program Contact Person's Signature   *Date*

Full-time Faculty's Signature   *Date*

Part-time Faculty's Signature   *Date*
                                              (as appropriate)

Classified Staff Person's Signature   *Date*
                                              (as appropriate)

Student's Signature   *Date*
                                              (as appropriate)

Dean's Signature   *Date*

Student Services
Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

Academic Senate
http://www.collegeofsanmateo.edu/academicsenate/
Contact: csmacademicsenate@smccd.edu
James Carranza, Academic Senate President, carranza@smccd.edu, (650) 574-6568

College Catalogs and College Class Schedules are archived online:
http://collegeofsanmateo.edu/schedule/archive.asp

Course Outlines are found at:
http://collegeofsanmateo.edu/articulation/outlines.asp

Committee on Instruction
http://collegeofsanmateo.edu/committeeoninstruction/
Contact: Teresa, Morris, morrist@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)
Note: PRIE has a new website as of 2/15/2012; Program Review resources will temporarily be housed at "old" site as we makes the transition to a new site:
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Core Program and Student Success Indicators (See links for *"Quantitative Data for Instructional Programs"*)
Distance Education Program Review Data
Glossary of Terms for Program Review
Listing of Programs Receiving Program Review Data from PRIE
Rotation Schedule for Instructional Program Review, 2008-2014
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)
(Note: PRIE has a new website as of 2/15/2012; the URL will remain the same.)
http://collegeofsanmateo.edu/prie/
Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196
Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website
College Index, 2008/9-2011/12,
http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp
Educational Master Plan, 2008, http://collegeofsanmateo.edu/prie/planningdocs.asp
Educational Master Plan, Data Updates, 2011-12
http://collegeofsanmateo.edu/institutionalresearch/
Institutional Priorities, 2008-2011
http://collegeofsanmateo.edu/prie/planningdocs.asp
Five in Five College Strategies, http://collegeofsanmateo.edu/prie/planningdocs.asp
Student Learning Outcomes (SLOs) website:
http://www.collegeofsanmateo.edu/sloac/
Contact: David Locke, SLO Coordinator, Locke@smccd.edu,(650)574-6624
Also see PRIE site for SLO assessments' support: http://collegeofsanmateo.edu/prie/slos.asp