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Student Services Program Review

Program Name: **Disabled Students Programs & Services (DSPS)**

Program Contact: **Romero, Krystal**

Academic Year: **2013-2014**

Status: **Submitted**

## 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, 2008-2013, 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. Five units, Adapted Physical Education (APE); Assistive Technology and Alternate Media Services (ATC); Disability Resource Center (DRC); Learning Disabilities and Assessment Services (LDAS) and the Caminar sponsored Transition to College (TTC) program 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 2012 and our DSPPS 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.

## 2. Summary of Student and Program Data

### A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

DSPS SLO #1: Students will learn about DSPPS services through on campus resources including faculty, counselor, staff, and marketing materials

It is important that students learn about our services in a variety of ways. Many students who transition from services in high school are familiar with accommodations and may know to look for an office that can help with their accommodations. However, for students who have an acquired disability or are learning that they have a disability for the first time may not be aware of their right to accommodations.

When DSPPS students were surveyed, 87% of respondents answered that they heard about DSPPS services from a counselor, faculty, staff, and/or marketing material. However, 27.5% of respondents also answered they heard about services from a friend.

DSPPS SLO #2: Students will utilize counseling services

As the mandates from SSSP are pouring down, we are well aware of the need for counseling to help students in their educational planning, follow up, and to perform at risk or intervention counseling. However, students must meet with a DSPPS counselor to help identify

reasonable accommodations that will assist students with completing their educational goal. During the meeting with the DSPS counselor, students discuss educational limitations due to disability and the most preferred accommodations that help students, the counselor also monitors the student's progress toward their goal by completing a Student Educational Contract with the student each year. 67.7% of respondents stated that they use DSPS Counseling services. This number seemed to be lower than what we expected, however, we did not ask students if they were meeting with a counselor outside of DSPS, especially for students who are meeting with EOPS and Multicultural Center counselors instead.

ATC SLO: Assistive Technology Center will help students in their academic courses

The Assistive Technology Center located inside DSPS provides support for DSPS students who are using assistive technology in order to complete academic assignments or tasks. It is important that we know if students feel that the center is providing services that help them with their academic performance. Students were surveyed and 90% of students stated that the Assistive Technology Center helped with their academic performance in their courses.

## 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 of the 742 DSPS students we served. Data at this time is not gathered in terms of ethnic origin. Without thorough research any inferences discussed by disability may be unethical. In the future, we will discuss with PRIE the type of research based on demographics will be helpful to revise our programs and services to meet the needs of students.

<b>CSM DSPS 2012-13</b>		
Demographics disaggregated by primary disability		
Acquired Brain Injury	67	9.03 %
Developmentally Delayed Learner	7	0.94 %
Hearing Impaired	30	4.04 %
Learning Disabled	81	10.92 %
Mobility Impaired	128	17.25 %
Other Disability (incl. substance abuse, autism, etc.)	304	40.97 %
Psychological Disability	83	11.19 %
Speech/Language Impaired	20	2.70 %
Visually Impaired	22	2.96 %
	742	100%

## 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. 112 students completed the Satisfaction Survey in 2012-13, below are the results:

99% of the students surveyed felt that the overall quality of DSPS services were very good or excellent.

93% of the students surveyed felt that the DSPS staff were very good or excellent.

98% of the students surveyed stated that DSPS staff could answer their questions good to excellent.

95% of the students surveyed were satisfied with the availability of DSPS office hours.

Students surveyed reported using the following services:

1. Test taking	81.9%
2. Computers	50.48%
3. Counseling	66.67%
4. Testing Space	56.19%
5. Internet Access	45.71%
6. Pre-registration	56.19%
7. Study Skills/Homework	39.05%
8. Classes (DSKL, APE, CRER)	28.57%
9. Readers	13.33%
10. Note takers	24.76%
11. Assistive Technology Center	22.86%
12. Mobility	6.67%
13. LD Assessment	16.19%

Looking at the results from the survey respondents, many students use our office for their test taking accommodations followed by counseling, pre-registration services, then computer use.

## 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 are also revising our Caminar supported Transition to College Program to help students with psychological disabilities adjust to college curriculum in a safe and comprehensive way.

## 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.

Funding continues to be a challenge. Students are governed by federal law to have access and it is very useful when advocating for funds, however, some of the needed accommodations i.e. interpreting and captioning can be very costly.

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.

The classroom is becoming much more technology based. However, we are not yet seen as an office that faculty should visit before deciding on a web based tool for student classroom use. We are not seeing many faculty visiting our office to check about the accessibility of prospective web based assignments. Without a full-time Assistive Technology specialist, it is difficult to spend time making those connections with faculty.

#### 4. Planning

##### A. Results of Program Plans and Actions

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

Past plans included creating programming that would incorporate and advocacy course for students to learn more about their rights and to revise the Transition to College Program. Unfortunately, we haven't had the ability to create the advocacy course due to the amount of work it will take to create and the specialist working on the course will retire before it is taught. We are looking into options of running this course as a group instead.

We did revise the Transition to College program to provide more support for students since we noticed that students were no longer transitioning. In the past, the program was connected to the Human Services program when it was at CSM. Since, the Human Services program moved to Canada, we have seen a decrease in college readiness and successful completion of the participants in the program. However, we revised the program meeting with the county, Caminar, and CSM to revise the program and pilot it in Fall 2013.

##### 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 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. In the next couple of years, we will be developing an advocacy group 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. 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. We would like to continue with this kind of research to better inform us about our services.

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

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

Equipment and Technology

Instructional Materials

Classified Staff

Fund OAll position currently funded by measure G

Facilities

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. (Plans may extend beyond a single year.)

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 will be using 2012-13 to focus on development and implementation.

2. SLO and survey revision

We will be meeting with our advisory committee to decide learning outcomes that are more appropriate for our students and how to implement them. We also will be revising the survey to gather more useful information that will help us better serve our students and evaluate how we serve them.









