

# Student Services Program Review

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

Program Contact: **Newkirk-Sakaguchi, Carol**

Academic Year: **2016-2017**

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](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

The Disability Resource Center (DRC) 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, individual educational limitations and an interactive process between the student and certifying staff. Our program offers support and services in the following areas: Adapted Physical Education (APE); Assistive Technology and Alternate Media; Learning Disabilities and Assessment and Counseling Services who all work cohesively to provide: test-taking proctoring with a distraction reduced environment, accessible furniture coordination, assistive computer technology training, alternate media services, disability and academic counseling, learning disability assessment and learning strategies, academic accommodation planning, adapted physical education classes, campus computer lab access, registration assistance, and advocacy. The DRC works closely with Student Equity Committee and SSSP Advisory to ensure that all programs promote inclusions for students with disabilities.

DRC provides Brown Bag workshops for faculty and staff and participates in institutional professional development to increase awareness of disability, student rights and responsibilities, and best practices when working with a diverse student population. CSM is an auxiliary site for the Veteran's Resource Opportunity (VROC) Center Grant sponsored by the High Tech Center Training Unit and the CA Chancellor's Office. VROC officially opened at CSM in February 2012 and our DRC Counselor has continued to hold some of his office hours there during the semester. 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.

Sustaining and improving student learning and success is something the DRC strives to achieve. Many of DRC students experience barriers when it comes to math or English courses. To improve student learning and success, the DRC will work with the Learning Center to identify tutors that will provide disability-related tutoring to our students on a weekly or bi-weekly basis. Our students often need repetition, consistency and a variety of approaches when learning these subject areas. Tutors will be trained on working with students with varying ability levels, learning styles, strengths and weaknesses so they will be equipped with modeling and utilizing an arsenal of strategies when tutoring DRC students.

The DRC will expand its assistive technology class offerings to support learning across the curriculum by offering classes in Sonocent - an audio note taking system, Dragon Naturally Speaking - a speech to text software program, and Read and Write - a text to speech program. Students who take classes in assistive technology have more "buy in" and are more knowledgeable about utilizing the software to its fullest capabilities. Our Smart pen loan program will also be expanded so that students have this valuable note taking tool available to them without waiting for one to become available.

The DRC will work closely with the local feeder schools to increase outreach efforts and increase our participation in the priority registration program with plans to create a comprehensive transitional program. The feedback from counselors is that they want more contact with our department before and when students transition to CSM.

## 2. Student Learning and Program Data

### A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for the program. Identify trends and discuss areas in need of improvement. Specify how SLO assessment informs program development and changes to the program.

DRC 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.

DRC 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.

### 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 743 DRC 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 counseling, test taking in a distraction reduced setting, and our assistive technology center/classes were the most utilized services.**

CSM DRC 2015-16	Annual 2015-2016	Annual 2015- 2016
Demographics disaggregated by primary disability		
	Student Count	Student Count (%)
San Mateo Total	734	100.00%
Acquired Brain Injury	59	8.04%
Developmentally Delayed Learner	8	1.09%
Hearing Impaired	30	4.09%
Learning Disabled	98	13.35%
Mobility Impaired	111	15.12%
Other Disability	328	44.69%
Psychological Disability	77	10.49%
Speech/Language Impaired	7	0.95%
Visually Impaired	16	2.18%

CSM DRC 2015-16

## Demographics disaggregated by Ethnicity

	Annual 2015-2016	Annual 2015- 2016
	Student Count	Student Count (%)
San Mateo Total	734	100.00%
African-American	32	4.36%
American Indian/Alaskan Native	4	0.54%
Asian	78	10.63%
Filipino	21	2.86%
Hispanic	206	28.07%
Pacific Islander	5	0.68%
Two or More Races	36	4.90%
Unknown/Non- Respondent	18	2.45%
White Non-Hispanic	334	45.50%

## 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 assistive technology center/classes. Other than software that students can borrow or use at home, most services must be in person.

Students surveyed reported using the following services:

Counseling	<b>44.58%</b>
Accessible classroom furniture	<b>7.23 %</b>
Test taking/Distraction reduced	<b>32.53%</b>

Textbooks in alternate format	
(Kurzweil, Daisy, Learning Ally)	<b>13.25%</b>
Assistive Technology Center	<b>25.30%</b>
Priority-registration	<b>20.48 %</b>
Note takers	<b>12.05%</b>
Smart Pen	<b>14.46 %</b>
Assistive Technology Lab	<b>12.05%</b>
(computers, Kurzweil, Dragon NaturallySpeaking)	
Classes (DSKL, APE, CRER)	<b>21.69%</b>

### 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.

Individual counseling appointments seem to still work best for students when administering intake and developing academic accommodation planning and student educational planning due to the confidential nature of each student and the varying needs associated. To address some of the issues our students face when transitioning from high school to college, we refer students to the CRER 121: Planning for Student Success course taught by our DRC Counselor with plans to expand to online courses and a more intensive transition program. We also refer students to our assistive technology courses that support student learning across the curriculum. Both DSKL 800MB: Assistive Technology: Kurzweil and Assistive Technology and DSKL 800 MA:Smart pen taught by our adjunct Assistive Technology Specialist. Both courses have been well attended and received by students. We offer our Learning Disability assessment in a class format (DSKL 800) which provides students with a more in-depth look into various learning profiles, study strategies, and advocacy skills while completing the learning disability assessment. Also offered is one-on-one learning disability assessment for students who are not able to take the DSKL class.

The DRC is updating many of the procedures and processes to provide disability related accommodations and services as outlined in the new Title 5 guidelines. Some of the updates the DRC is improving upon is the availability of electronic and PDF formatting options for all paperwork including: Request for services packet, academic accommodation letters and test taking reservations. The DRC is working to update the website to be accessible and to offer options to request services. The paperwork has also been streamlined with less repetitive information required.

Implemented to improve efficiency, is our new online accommodation and file management system (SAM) making all students files, contacts, accommodations, and loan equipment in one centralized location making the ability to access and track student progress and information much more efficient.

### 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. 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. 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.

The updated Title V guidelines outlines the importance of removing barriers for students who request and receive services and accommodations. The DRC is anticipating more students will be utilizing our services due to these changes as many of the barriers will be removed. Additional support staff will be needed to meet the legal mandate of students receiving accommodations in a timely manner. To this end, we will need more support in our alternate media area which is currently being held by one instructional assistant. As we increase our assistive technology program, we will need someone to share the duties of book production, the smartpen loan program, overseeing the lab, and assisting with DSKL classes.

As our program grows so does the need for a full time Assistive Technology Specialist and book production specialist. We have been fortunate to recently have an adjunct Assistive Technology Specialist to teach Kurzweil and Smartpen classes. However, in order to be on the cutting edge of technology, meet with students, teach courses on how to use assistive technology, oversee book production, and continue to stay informed about the latest assistive technology and tools, and accessibility, it is essential that we have a fulltime Assistive Technologist.

Equally important is a Staff Assistant to help with the front office, test proctoring, MIS reporting, data reporting, outreach activities, our online student management system (SAM), and other significant roles. We currently have one office assistant which is not sufficient given our large DRC student population. Further, we should be available for students in the evening. Adding additional staff would allow us to stay open one more evening per week.

## 4. Planning

### A. Results of Program Plans and Actions

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

**Past plans:**

2. SLO and survey revision

The SLOs were revised to include more updated questions and objectives. The DRC emailed the questionnaire to 439 students. The DRC also loaded the questionnaire on all the computers in the office and lab to encourage students to participate.

### B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

The DRC plans to implement services that will support student success. Transitioning students historically need extra help navigating registration, schedules, time management, accommodations, and WebACCESS - particularly underrepresented populations such as students who have disabilities. We will be ramping up outreach efforts to local feeder schools with this in mind and will be taking a more active role in the Priority Enrollment Program (PEP). In addition, we will have priority registration events for PEP students to help them navigate the online registration process, and host a welcome event closer to the fall semester. The DRC feels this will benefit incoming students greatly.

The DRC will have priority registration events for current students offering assistance for troubleshooting registration and will provide drop-in counseling appointments - there will be pizza to encourage participation. Our goal is to create an environment where students can meet other DRC students thereby reducing the negative stigma often associated with disabilities. We will offer disability awareness activities to the campus community by hosting a movie afternoon, participate in tabling, and Brown Bags events. We will be visiting local high schools during their flex activity day to present about DRC services. We will continue to encourage CSM faculty to request classroom visits. The DRC intends to measure PEP student progress through PRIE. Student success for DRC first year students. All of these activities are necessary to promote exclusivity, reduce stigma, and provide awareness about disabilities which will increase student success and retention.

Accessibility is vital for CSM and DRC students who have disabilities. Therefore, the DRC will collaborate with DEET to host a High Tech Center Training event for the campus community regarding accessibility. A survey will be provided to participants at the end of the training to measure the effectiveness of the training.

**5. 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. **Career and Technical Education courses must be updated every two years.**

Courses to be updated	Faculty contact	Submission month
DSKL 800	Kevin Sinarle	November

B. Website Review

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

Faculty contact(s)	Date of next review/update
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Carol Newkirk-Sakaguchi

Fall 2016

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Kevin Sinarle	Fall 2016

**6. Dominant Themes Summary for IPC**

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

The DRC is evolving and will streamline the application process, disability verification, accommodations and services to be aligned with the new Title 5 guidelines. The DRC is increasing program support and is planning on providing specialized tutoring services for math and English, workshops that focus on advocacy and executive functioning skills and increased assistive technology classes and support. Outreach efforts will be ramped up with special attention to transitioning high school students.

The following are the most pressing program needs:

- Increased support staff - A Staff Assistant is needed to efficiently and effectively serve the needs of our growing student population. We currently have one office assistant who manages all of the front office duties including all of the test proctoring, scheduling, file management, note takers, emails and phone calls and much more.
- Assistive Technology Specialist - to grow our assistive technology services which will help support students across the curriculum. This position will also have a pulse on the delivery and turnaround time of alternate media production and will bring awareness regarding our services.
- Alternate media production specialist or IA is needed to provide books in alternative formats in a timely manner. We currently have one person filling the need of several positions.
- We recently lost our Learning Disabilities Specialist, we will need to have a plan in place to replace this position. Ideally, a candidate who can provide counseling services and learning disability support. Students often have to wait to see our DRC Counselor.
- A DRC Counselor is needed to assist with our large student population. In order to deliver services in a timely manner, we have to have appointments available.