

2011-12

SSPBT Annual Program Review Update

PROGRAM NAME: (Double-click in the green box to enter information)

Disability Support Services

Name of person or persons that completed this APRU form:

Kevin M. Glapion

I. PROGRAM DESCRIPTION

A. What is the **primary** support purpose of this program?: (Choose from Basic Skills, Transfer, Degree, Career/Technical, Learning Resources, Academic Services, or Personal Enrichment)

Transfer

B. What is the **secondary** support purpose of this program?: (Choose from Basic Skills, Degree, Transfer, Career/Technical, Learning Resources, Academic Services, or Personal Enrichment)

Degree

C. What is this program's **Mission Statement**?:

The mission of the DSS department is to provide educational to students with disabilities.

D. How many students does this program serve? (Approx. annually unduplicated)

1600

E. Identify and describe (briefly) this program's relationships and collaborations with other college programs:

We utilize and work collaboratively with many campus entities. In each of our collaborations, we contribute some unique (unduplicated) function. The primary service programs with whom we coordinate and complement services are:

Financial Aid (for BOGG certifications, large number of disability-related scholarships, book voucher program)

Counseling/ Matriculation (for educational planning, counseling in-service, transfer planning)

Assessment and Placement Office (Accommodated Placement Test)

Admission and Records (for registration, cashiering functions, petitions)

Bookstore (book voucher program, Department of Rehab. Vouchers, and alternate media planning)

Print Services (for textbook binding and removal for alternate media)

Library (for assistive technology)

Outreach Office- coordinate campus tours and outreach presentations for students with disabilities, as well as participate in target population College days (African American and Latino students)

Campus Security (disability parking and emergency assistance)

Health services (health intervention, respite, Evacuation Chair training)

Tutorial (for subject specific tutoring)

Instructors and Academic Divisions (accommodations, curriculum modifications, curriculum access issues)

College Services (barrier and physical access issues, classroom furniture placement and removal)

DASB/ Student Activities- Disabled Student's Unlimited club advising and proposal/ funding for annual graduation celebration for students with disabilities, Disability Awareness funding

Curriculum Committee-curriculum development/ updates/ SLOs.

District Accounts Payable- for payment of large number of general students serving as note taker.

Student Success Center- for tutoring for DSS students with special needs and for training for student note takers.

Faculty and Staff Development- providing faculty and staff training on disability issues

IIA. PROGRAM SERVICES

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Click on the "List of Services" tab at the bottom of this sheet.

IIB. SERVICE DESIGNATIONS

Click on the "Service Designations" tab at the bottom of this sheet.

III. OUTCOMES ASSESSMENT - INSTRUCTION

(Skip Section III and go to **Section IV** if there is no curriculum offered in this program)

A. Which SLO statements did you assess in 2011-12?

SLOAC(s)

Three SLOAC(s) were completed for the American SIGN Language Curriculum in the 2011-12 academic year. The ASL instructors with the support of the DSS Executive Head examined student learning outcomes in the following areas.

B. What did you learn? Briefly summarize the results of the reflection and enhancement discussions.

SIGN 1: Student will begin to demonstrate comprehension mastery and production proficiency through the following factors: observation, repetition and initiation of alphabet hand shapes, signed vocabulary and targeted language functions, asking and responding to questions, and following a series of basic commands. This SLO was developed in the fall 2011, and assessed during the winter 2012 quarter.

C. What additional resources are needed to implement the enhancement/improvements plans? (Please give a very brief overview - details will be asked for in Section VI)

A video course system (for SIGN 1, 2, and 3) will provide students greater exposure to ASL concepts and language characteristics with practice exercises.

IV. OUTCOMES ASSESSMENT - SERVICES

A. Which SSLO statements did you assess in 2011-12?

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SSLO(s) were assessed in the DSS program, in the following DSS service areas: disability management counseling, test facilitation, in transportation services/ mobility assistance, and in the instructional area of Assistive Technology (Computer Access Lab).

(1) Disability Management Counseling: Students will demonstrate effective use of supports on campus, which promotes academic persistence.

(2) Test Proctoring : Students will demonstrate more planful and effective behaviors in using their accommodations. This SSLO sought to measure student preparedness in scheduling their test accommodations during the first week of the quarter for their entire quarter. As a indicator of preparedness, the SSLO used the student having their syllabus, in hand (containing all test dates for which they would need an accommodation), when meeting with the test proctor, to schedule their exams, during week 1 of the spring 2012 quarter.

3) Transportation and mobility assistance: Transportation and mobility assistance supports students' persistence and retention.

B. What did you learn? Briefly summarize the results of the reflection and enhancement discussions.

(1) Disability Management SSLO: Results, Reflection, and Enhancement

The SSLO was developed in the fall 2011. This SSLO was assessed in February 2012, and the findings were discussed, as an agenda item on multiple staff meeting. The SSLO measured numerous Core Competencies. Reflection involved the entire department, and staff member were provide results via email and requested to provide input in meetings.

The results indicate that a large sample of DSS students describe use a diverse campus resources to achieve their academic, vocational, and transfer goals. DSS has worked over the past year to increase students' competencies in using support; however, more work in needed. Particularly, student responses indicate that students may be underutilizing the Transfer Center and its services to assist students transfer. Further, only a small percentage of participants relate using the new digitized education plans, Degree Works- so DSS will need to work with students (as is the case campus wide) to adopt this new technology. Importantly, the greater majority of participants indicate an awareness and use of the different forms of supports/ accommodations in DSS.

Enhancements will include: strategizing on different modes to educate students on using Degree Works. To increase the educational planning skills of students, counselors will demonstrate to students during counseling sessions how to use Degree Works. Counselors will demonstrate to students how to use the DegreeWork tutorial section on MyPortal to increase their abilities to plan for their education.

positive, on time, and efficient. "

Very helpful. I am in a manual wheelchair and could not be in school if I didn't have Henry.

"Nothing but good; although I wish there was more than one Henry to go around. Sometimes it is too busy to take me where I need to go."

The results of the survey were discussed in multiple staff meetings in which participants relate that the services are meaning and from the perception of students important to their persistence. Suggestions for refinement of this SSLO were offered by staff, counselors, and CAL instructors in regards to how we can better measure the importance of this service as perceived by the students. As an enhancement strategy, counselors will inquire with great detail the needs of students, when arranging this form of DSS support.

In the winter 2012 quarter, transportation services provided assistance to 18 students for 1168 trips along with additional 697 trips to deliver DSS proctored exams.

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(2) Test Proctoring SSLO: Results, Reflection, and Enhancement

The department used an observer rater system in which the test proctor rated student preparedness on a instrument designed in the department. The reflective period involved the tallying and dissemination of results to all staff members in the DSS department. The discussion of results and interpretation process took place in multiple staff meetings (as agenda items). During the reflective period, staff related that bringing a syllabus during the first week to schedule exams reflected more than "preparedness" in the form of scheduling the dates of exams, but represented a composite of complex behaviors, which included: initiating a request to the DSS department for test accommodations; discussing their disability and functional limitations for given course with a DSS counselor, timely (at the on start of the quarter), as well as communicating their needs (e.g., accommodations, curriculum adjustments, and compensatory strategies) to their instructors. Hence, coming to DSS with a syllabus to schedule test accommodations can be associated with the completion of numerous other forms of assertive behaviors (self-advocacy), which supports their persistence. The findings indicated that only 50% of the student came to their meeting during week 1 prepared with their syllabus in hand. The results indicate that the department will need to enhance their communication to students not only the need to bring a syllabus during week 1- but the complex and critical self-advocacy behaviors represented in being prepared to take an exam. Counselors will work with students to improve self-advocacy behavior and accommodation preparedness. The test proctor will also communicate the need for students to bring in their syllabus (and meet with their counselor to discuss their accommodations early on).

(3) Transportation and mobility assistance SSLO: Results, Reflection, and Enhancement

The survey was developed through discussion within department in two winter 2012 quarter meetings. The four question survey was administered during the spring 2012 quarter to users of the DSS transportation services. The survey was provided to participants by the DSS secretary and results tabulated and interpreted by a DSS counselor. The results indicated that all respondents have used transportation services for a minimum of three quarters and the majority described use of more than 4 quarters. The questions sought to understand how transportation services support the academic persistence for students using this service. Open-ended questions were posed to participants to gain a basic understanding of what this service means to them.

Participants responded:

"It has always been positive, I always get to class on time."

" Were it not for mobility services, I would have had to drop out of school."

"Having this service helps me to succeed academically because I know I that I can get from class to class."

"Very Good! I am grateful for the services and things. Henry does a great job. I have found it to be very positive, on time, and efficient. "

Very helpful. I am in a manual wheelchair and could not be in school if I didn't have Henry.

"Nothing but good; although I wish there was more than one Henry to go around. Sometimes it is too busy to take me where I need to go."

The results of the survey were discussed in multiple staff meetings in which participants relate that the services are meaning and from the perception of students important to their persistence. Suggestions for refinement of this SSLO were offered by staff, counselors, and CAL instructors in regards to how we can better measure the importance of this service as perceived by the students. As an enhancement strategy, counselors will inquire with great detail the needs of students, when arranging this form of DSS support.

In the winter 2012 quarter, transportation services provided assistance to 18 students for 1168 trips along with additional 697 trips to deliver DSS proctored exams.

SSLO for SPED 240, 245, and 290X, 290Y were entered into TracDat, which includes a description of the results, reflection, enhancements, and plans for implementation.

C. What additional resources are needed to implement the enhancement/improvements plans? (Please give a very brief overview - details will be asked for in Section VI)

Enhancements strategies are related in Part B. Additional resources to implement the SSLO(s) are not identified.

D. What are your SSLOAC plans for 2012-13?

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The department will further examine how well DSS students are adopting behaviors such as educational planning and persistence; the department will also assess effective use of supports including test proctoring promotes academic persistence.

V. CURRENT TRENDS/CHALLENGES

A. What does the near future portend for this program?

The department foresees its role to remain critical to the college's mission, institutional core competencies, and the strategic initiatives. DSS will serve a critical role in serving the broader institution by providing the expertise and the administration related to accommodations that the institution is legally obligated to make available, irrespective of budgetary issues or delivery structures.

B. What are the challenges for this program?

Maintaining test integrity and providing students with an appropriate testing environment has been challenge with the move from the Seminar Building to SCS Building in 2005 and the loss of 12 testing spaces with this move. The department temporary had access to 13 testing spaces in the Assessment Office, but subsequently loss these spaces in the summer 2012. Approximately 2000 accommodated tests are administered annually, and this is a challenge, when there is only four testing spaces in DSS (SCS 137).

~~With an unfilled vacancy of the test proctor assistant/ instructional associate position~~

C. What are the opportunities for this program?

Opportunities lie in continuing to increase the enrollment of students with academic goals, which align with the college's important benchmarks and the parameters, which are being erected by the Student Success Act. The number of matriculating students with academic goals and accommodation needs is the core student in the program. DSS provides a unique and mandated services, which offers the department the opportunity (and the mandate) to work collaboratively with all areas of service and instruction across campus.

D. Does this program anticipate rapid change, slow change, no change, or other?

This program anticipates gradual change related to the emerging populations and the program's needs to adapt to serving these populations. Regulations and legal precedence set through OCR and court cases continue to define and shape our program and expand the campus obligation to ensure equal access. Public expectation of equal opportunity is now firmly embedded, and disability definitions have continued to be broadened. This is demonstrated by the increasingly candid willingness of individuals to identify themselves as having a disability and ask for assistance, which has increased our service numbers and diversity, including psychiatric disabilities, neurodevelopmental disabilities, and more members from various ethnic, cultural, and national backgrounds.

E. Make any modifications, deletions, additions, edits, etc. to your 2008-09 Comprehensive Program Review (CPR).

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N/A

F. Use this space to explain anything else about this program that was not included in your 2008-09 Comprehensive Program Review (CPR), the Annual Program Review Updates (APRU) from 2009-10, 2010-11 or this 2011-12 APRU. What should be known about this program that hasn't been asked?

N/A

VI. RESOURCE REQUESTS

Program Requests and Justifications

A. Personnel Requests: Please submit the top three personnel requests in ranked order: (If there are more than three personnel requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

Program Position Priority #1:(Check (x) appropriate boxes)

Faculty	<input type="checkbox"/>	Staff	<input checked="" type="checkbox"/> 1	Administration	<input type="checkbox"/>
Full-Time	<input checked="" type="checkbox"/> X	Part-Time	<input type="checkbox"/>	Est. Cost:	<input type="checkbox"/> \$65,000

Priority #1 position name:

Instructional Associate- Test Proctor Assistant

Brief description: (new or replacement from retirement or resignation)

The former test proctor assistant resigned in winter 2012. The test proctor assistant is needed to monitor testing in the various areas where accommodated testing take place, due to the inadequate space in DSS (described above).

The functions of this position had been marginally addressed with the temporary solution of a part-time instructional associate (from the DSPS EDC program) to provide testing coverage as well as administrative support for the DSS Book Scholarship Voucher program and the DSS Note taking program. (The "challenges" related to this staffing inadequacy were describe above in Section VB "Challenges"). The administrative/ clerical follow-up work in these two programs is time intensive. A marked delay has resulted in the follow-up reporting of voucher totals to Financial Aid. Also, there has been a greater delay in following-up and paying peer note takers after their quarter of service to DSS students.

Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

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Program Position Priority #2: (Check (x) appropriate boxes)

Faculty	<input type="text"/>	Staff	<input type="text" value="1"/>	Administration	<input type="text"/>
Full-Time	<input type="text" value="X"/>	Part-Time	<input type="text"/>	Est. Cost:	<input type="text" value="\$65,000"/>

Priority #2 position name:

Brief description: (new or replacement from retirement or resignation)

As described in the 2008-09 CPR, the capacity of the DSS CAL Assistive Technology Instructor to serve as the 508 technology officer and perform his instructional responsibilities (individual, group, and open lab in the Computer Access lab) has been a challenge with the "defunding" of the CAL Instructional Associate position (during the budget crisis in the 2002-03 academic year)- in that he has had to assume classified functions of the IA. The DSS department would be able to better address CAL instructional responsibilities and the ongoing 508 compliance issues with the reinstatement of the CAL Instructional Associate position which was "defunded" during the past fiscal crisis.

Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

Program Position Priority #3: (Check (x) appropriate boxes)

Faculty	<input type="text"/>	Staff	<input type="text"/>	Administration	<input type="text"/>
Full-Time	<input type="text"/>	Part-Time	<input type="text"/>	Est. Cost:	<input type="text"/>

Priority #3 position name:

Brief description: (new or replacement from retirement or resignation)

Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

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B. Equipment Requests: Please submit the top three program equipment requests in ranked order: (If there are more than three equipment requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

Program Equipment Priority #1: (Check (x) appropriate boxes)

Est. Cost:

Priority #1 item name:

Brief description:(new, upgrade, or replacement)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Program Equipment Priority #2: (Check (x) appropriate boxes)

Est. Cost:

Priority #2 item name:

Brief description:(new, upgrade, or replacement)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

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Program Equipment Priority #3: (Check (x) appropriate boxes)

Est. Cost:

Priority #3 item name:

Brief description:(new, upgrade, or replacement)

Rationale: How will this resource enhance this program's plans to improve outcomes?
What specific SLOAC/SSLOAC results support the program's need for this item?

C. Facility Requests: Please submit the top three facilities resource requests in ranked order:(If there are more than three facilities requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

Program Facilities Priority #1: (Check (x) appropriate boxes)

Facilities:

Est. Cost:

Priority #1 project name:

Brief description:(new, remodel, relocation)

Rationale: How will this resource enhance this program's plans to improve outcomes?
What specific SLOAC/SSLOAC results support the program's need for this item?

Program Facilities Priority #2: (Check (x) appropriate boxes)

Facilities:

Est. Cost:

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Priority #2 project name:

Emergency Escape door

Brief description:(new, remodel, relocation)

The DSS offices in the SCS 141 have no escape route to the rear of the building. There are two doors in the front area but both could easily be blocked by fire or worse.

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

N/A

Program Facilities Priority #3: (Check (x) appropriate boxes)

Facilities:

Est. Cost:

Priority #3 project name:

Brief description:(new, remodel, relocation)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

C. Professional Growth Resource Requests: In the space below identify any professional growth initiatives that need additional funding. Include whether the needs are related to technology (hardware/software), the discipline, legal matters, District/College operations, Research/Innovations in the classroom, office, operations, etc. (List in ranked order)

Rationale: How will this professional growth resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for each item?

D. Operating Resource Requests ('B' augmentations): In the space below identify any additional operational funding needs. (List in ranked order)

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Rationale: How will this additional operational resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for each item?

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