Disabled Student Program
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

<table>
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<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes</th>
<th>Measures/Evidence</th>
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<tbody>
<tr>
<td>AY 2011-2012</td>
<td>Demonstrate self-advocacy/self-initiative</td>
<td>PLSLO #1: Students will become better self advocates through their participation in the Disabled Students Program.</td>
<td>Measures: (a) Counted number of new DSPS students who independently requested accommodations</td>
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Describe/Discuss the result of PLSLO #1
Fifty-three new DSPS students participated in the study. Each student met with a counselor for an intake session where he/she was oriented to the Program requirements and support services. In this orientation the counselor discusses the value of students understanding their rights and offers suggestions on how to advocate for their accommodations with staff and faculty. At the beginning of the spring 2012 semester, 24 of the students in the cohort had requested their approved accommodations in a timely manner before classes began. This was an indication of having learned how to advocate for their needs.

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

When the DSPS staff and counseling faculty met in spring semester to review and discuss this outcome, the group renewed their support for the SLO’s focus, but was somewhat surprised at the relatively low numbers of students who demonstrated self-advocacy. It was agreed that more emphasis and training was needed to increase the number of students who updated their accommodations. Support staff determined that they had a role in increasing student independence, especially in the areas of note-taking and testing. A reminder letter has been developed to supplement the counselor’s orientation. Changes are being made to the Student Handbook.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

The resulting number of students who did advocate for their needs demonstrated that the Student Learning Outcome was successful and that the counselor training was effective. Yet, staff felt the percentage of students advocating for themselves should be higher.

If applicable, discuss program modifications changes and timeline for implementation of changes.
The following actions have been taken to improve the learning opportunities to meet the Student Learning Outcome:

- DSPS Handbook modifications have been prepared to emphasize the value of self-advocacy.
- Office procedures in the DSPS office have been changed to make it easier for a student to make arrangements for accommodations.
- Copy for a standardized letter has been prepared to remind students of their rights and requirements. This will be implemented in fall of 2012.

What resources are needed to improve your program?
The DSPS Counselor is the essential element in supporting student success. Counseling is teaching on a very personal level. As of July of 2012, DSPS will be down 1.6 counseling positions due to retirements. The number of students we are required to serve has grown. The quality of service will definitely diminish if these positions are not filled.
### Annual Program-Level Assessment Report

**Disabled Students Programs and Services**  
**2011-2012**

Division and Program-Level SLOs and anticipated measures/evidence

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| AY 2011-2012      | Access college resources that support student success | PLSLO #2  
As a result of interaction with intake staff, students will be better able to arrange for services and accommodations, and to make appointments. | Measures:  
(a) A satisfaction survey was conducted.  
(b) A focus group was convened. |

**Describe/Discuss the result of PLSLO #2**

A satisfaction survey was conducted in December, 2011. A primary factor that emerged which was of concern was that a few students had negative experiences with intake staff, citing lack of information, time, effort, and “appropriate solutions.” A focus group further indicated an issue with timely response to telephone messages.

**Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)**

Meetings of the entire staff evaluated the survey considered the issues at length and in depth, and reached consensus on necessary remediation measures.

**Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.**

The SLO was successful in identifying areas in need of improvement and generating creation of resolution strategies.

**If applicable, discuss program modifications changes and timeline for implementation of changes.**

Front desk understaffing has been resolved by a new hire and by the training of a new work-study. A front-desk procedures policy is being created and implemented, stressing the strategy of taking extra time with new students for them to clarify and articulate their needs, so that if we do not have the required information, we can refer them to the appropriate source(s). A formal log/checklist of phone messages has been created.

**What resources are needed to improve your program?**

The severe budget cuts which have impacted our staffing should be rescinded.
Date: March 20, 2012

Program/Service Information

The Disabled Student Services Program serves about 900 students with verifiable disabilities. The purpose of the program is to provide academic adjustments and accommodations to enable students to access educational opportunities. These accommodations include but are not limited to: note taking, test taking, e-text, mobility support, counseling services, computer assisted accommodations, adapted physical education and others. The program level SLO is: Every student that participates in the program will be better able to advocate for their own needs. The assessment for this SLO involved a counseling and orientation effort directed to support a greater ability for students to independently access their accommodations. It also included a satisfaction and evaluation survey of the program.

Problem/ Needs (i.e. SLO assessment findings, SLO meeting dialogue)

Findings from the SLO assessment demonstrated a number of very positive outcomes, but problems were identified in two areas: Students express concern about as lack of availability to counseling services. The program is one full-time counselor down due to budget reductions and a retirement. The number of students requesting services has not gone down, but has increased. The ‘advocacy’ SLO requires counseling services if we are to be successful. It is also required by Title 5, and the Americans with Disability Act. The other negative outcome of the SLO assessment was a report of a slow response time by front desk staff in setting appointments and answering questions. The Program was two support staff down due to budget reductions and resignations. This has been addressed with the hiring of one additional classified employee. We will continue to survey students to determine if this resolves the issue.

Request for Resources Allocation: In addition to the One FTE counseling position the program has lost, we will have a .60 counseling retirement in July 2012. We will be unable to address the needs of the students, and will not meet the requirement of the Americans with Disability Act if these counselor positions are not filled. In extensive staff discussions and a review of program needs, the hiring of at least one FTE Disabled Student Counselor is essential.

How Resources will Impact the Program: With the request to fill the Counseling position we will meet the requirements of ADA, Title 5 and fulfill the goals of the program level SLO.

Responsible Person for Completing this Mini-Program Review: Chris Schultz- DSPS Coordinator

Signature of Dean/Supervisor __________________________ Date __________________________

Deadline for submission: March 20th

Please submit your Annual Program-Level SLO Report with your Mini- Program Review