Student Services Student Learning Outcomes
from the Full Program Review
Disabled Students Programs and Services
2013-2014
percentage wise may nevertheless have significant budget implications due to service costs/savings associated with particular disability accommodations.

II. Measuring Student Progress

1. Briefly describe the program and the services it provides in order to achieve its goals and SLOs.

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 and scribing, proctored test accommodations, e-text provision, mobility support, counseling services, computer assisted accommodations, adapted physical education, and others. DSPS provides assessment and support for learning disabilities, and provides individual tutoring services in English and math for students with disabilities. According to Appendix C - CCCCO’s DSPS Summary Report for breakdown of disabilities of students served for Fall 2012 through Fall 2013, a 14% increase in unduplicated student headcount were served in Fall 2013 vs. the previous fall.

Counseling
Counselors meet with students, initially for an intake and to review medical/professional documentation and facilitate appropriate instructional accommodations. Over a student’s enrollment period(s), counselors also provide a range of personal, career and academic counseling support and referral services, including assisting with priority registration.

The DSPS program is transitioning to tracking all student appointments for all types of services through SARS. For counseling appointments, where this has previously been established, unduplicated headcount for the 2012-13 fiscal year was 616, with total reason codes of 2581 for both campuses. Through April 16, 2014, the fiscal year unduplicated count was 512 (523 to date the previous year), with a total reason codes of 3503 (2058 to date the previous year). The data indicate similar numbers of students being seen by the counselors, with a significant increase in the number of issues that may need to be addressed/services provided over the course of the year in the counseling relationship.

Adapted Physical Education
Adapted physical education classes are designed to provide an accessible facility for health promotion as well as provide individualized support for adults with disabilities within the community here at COM. The program encourages personal goal development and a positive self-image and well-being through
exercise. The environment is uniquely designed for ongoing interaction and support in partnership with DSPS.

Adapted PE enrollment for the current and previous years are presented in Appendix B. There are 5 Adapted course offerings: Aquatics; Aerobics; General Conditioning; Yoga, and; Tai Chi. Aerobics and Tai Chi were forced to be cut in previous budget reductions, as were the number of offerings per campus of the other courses. The courses are well attended and, though of appeal to a broad age range of students with needs, enjoy a particularly strong response from older and senior aged students. With temporary grant funding, Aerobics and Tai Chi were added back into the curriculum for spring 2014, with good enrollment.

Assistant Technology
DSPS provides access to alternative media such as E-text, Braille and other formats as available to maintain accessibility to classroom materials. A sample of the assistive technology DSPS has available consists of screen reading applications like Kurzweil 3000 and Firefly, magnification software, dictation software, smart-pens, large format keyboards, technology training classes, voice amplifiers for lectures and much more.

Alternative media involves finding and converting texts to the format a given student needs. It is a time consuming process, even with available resources through the CCCCO or direct contact with publishers. This is eased or exacerbated based on the frequency of course text/edition turnover by instructors, as well as the expanded electronic library of texts DSPS maintains with each addition. With the hiring of the Assistive Technology Specialist in November, this is one specialized area of service where continuity and time to completion of service is well positioned, going forward.

Recent Alternative Media Requests
Fall 2011 and Spring 2012: 94 texts for 28 students
Fall 2012 and Spring 2013: 64 texts for 31 students
Fall 2013 and Spring (to date) 2014: 92 texts for 32 students

Learning Disability Assessment and Support
Testing to determine learning disability eligibility is available through DSPS to students who are enrolled in a minimum of two units. Referrals for testing are made through a DSPS counselor. Assessment includes an intake interview with a learning disabilities specialist, approximately four hours of testing with an instructional assistant in the Study Skills Lab, and approximately 3 hours of aptitude and achievement testing with a learning disabilities specialist. After completion of testing, a final meeting is scheduled to review test results and discuss the student’s learning profile. If the student has met the California
Community Colleges’ criteria for a learning disability, appropriate academic accommodations are determined based on test results.

With reduced and part-time staffing, approximately 15-17 students are assessed per semester. These numbers were approximately double when there were two staff to provide the services. Due to budget constraints, the position was not filled when the other part-time Learning Disability Specialist retired. With additional support, this is another area where capacity for student service could be increased.

**Note taking, scribing and test proctoring:**
Students’ disabilities may require enlisting note takers for in-class assistance to capture lecture/discussion content. This is done through the solicitation and coordination of peer volunteers by the DSPS Support Services Technician, the instructor, or the student if the student feels comfortable asking a peer to take notes. Scribing is done by the DSPS Support Services Technician, who also facilitates test proctoring for students whose disability or disabilities necessitate additional test taking time or other accommodations. Test proctoring is offered for DSPS students who require additional time to complete exams. This occurs throughout each semester, but is heaviest at finals time. For example, here is the schedule of proctored students for Fall 2013 Finals week (Dec. 16-20):

- Monday: 25 students proctored
- Tuesday: 25 students proctored (1x scribe needed)
- Wednesday: 28 students proctored (2 x scribe needed)
- Thursday: 22 students proctored (3 x scribe needed)
- Friday: 17 students proctored (1 x scribe needed)

This represents a typical volume. However, for spring semester 2014, 7 students require scribes, which equals a min. of 10 tests requiring scribes during finals, and one dedicated staff to serve these students as well as proctor exams.

**Tutoring:**
Tutoring is offered 9-4 M-Th for math and 9-1 M and 1-5 Th for English. Both math and English tutoring are consistently filled. The primary focus is math and English for students with learning or other related disabilities, and is another area where budget reductions have impacted capacity. With grant funding for 2014, an additional 4 hours per week has been offered, and includes other subjects.

**Other Services**
DSPS ensures transcription, captioning, alternative media and interpreting services are available to the Deaf and Hard of Hearing community.
DSPS provides electric scooters for students with disabilities to utilize while on campus. Few students currently use this service and it is to be phased out. Students who make use of the services and resources offered by DSPS will achieve the following Student Services Division Wide Student Learning Outcomes: 1) Access college resources that support student success, and; 2) Demonstrate self-advocacy/self-initiative. DSPS is in the process, along with other Student Services units, of re-evaluating its SLOs and developing key metrics to assess student success and services provided. Collaboration with the incoming PRIE Director will assist the program in overcoming current data collection and mining limitations.

2. How is student progress tracked within the program? How well are students progressing through the program? Include data to support your assertions, if it is available.

Program focus has been on ensuring service delivery, rather than adequately monitoring student progress. This is a function of several factors, including history, organizational structure- including leadership and vision, as well as continuity of staffing to provide essential services, recent budget reductions, and available metrics. The result is that staff and faculty work diligently to provide services and resources to students, but without a framework to monitor and assess individual and coordinated impact on student success. Key performance indicators and supporting metrics will shortly be developed for all roles and the DSPS program as a whole. Enhanced activity tracking and data collection will be developed to support this and assess student progress.

The table below provides some data on progress to graduation, as well as headcount at a point in time, for the past two years. The percentage of the total of degrees/certificates awarded to students in the DSPS program is about the same or slightly higher than the headcount of DSPS students in the general credit student population for the same point in time.

### Degrees/Certificates Awarded DSPS Students, 2011-2012 and 2012-2013

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<tr>
<th>Degrees/Certificates Awarded</th>
<th>2011-2012</th>
<th>2012-2013</th>
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<tbody>
<tr>
<td>Number of Degrees/Certificates Awarded for Students in DSPS Program (Unduplicated Count)</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Number Degree/Certificates Awarded All Students (Unduplicated Count)</td>
<td>293</td>
<td>368</td>
</tr>
<tr>
<td>% of Total</td>
<td>6.8%</td>
<td>8.2%</td>
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<table>
<thead>
<tr>
<th>Headcount Numbers</th>
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<tbody>
<tr>
<td>Students in DSPS Program</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Enrolled in Credit Classes (Disabled Student)</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Total Credit Students</td>
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The numbers of disabled students enrolled in credit classes is smaller than the numbers in the DSPS program. In some cases, students may have dropped out of classes or received services but did not ultimately enroll that term.

Certainly, students with disabilities face additional challenges that may impede their pace of progress as compared with peers. Services provided by DSPS facilitate students’ participation and contribute to their success in higher education. How much does this facilitate student participation, and to what extent do services offered mitigate students’ challenges are questions that need to be assessed. Current surveying of students includes COM’s first utilization of the Community College Survey of Student Engagement (CCSSE). Also, DSPS implemented a spring student satisfaction survey. In addition to providing quantitative data about satisfaction with services, the current DSPS Spring 2014 Survey (Appendix D), offers some qualitative indications from students about the importance of the program towards student progress, as well as student satisfaction with services. For example, see the below comments:

I am very grateful for DSPS. They have helped and accommodate me in more ways than one. I have always had a hard time in school and with programs like DSPS I feel more comfortable going to school. In the past I have had some rough experiences with receiving help understanding my learning differences. This program has opened my eyes and helped give me confidence in going back to school. Thank you!

This program is an excellent and necessary resource for the disabled community. The instructors and staff work extremely hard to educate us both individually and as a group as to how best improve our abilities. All efforts should be made to continue to support and expand the classes offered.

Again, please don't make any more cuts to these [APE] classes. They are so important to so many people who could not get similar classes and experiences anywhere else. These classes have enabled many of us to continue to live a somewhat 'normal' lifestyle, in spite of severe handicaps, because of the exercise received and motivation provided to keep on keepin' on!

Current initiatives that will provide additional enhancement to and enlightenment on progress include the Early Alert program, which will facilitate outreach to students at academic or behavioral risk, as well as the new priority registration process, which requires disabled students (among others) to complete orientation, assessment and an educational plan, as well as maintain good academic standing and not accumulate an abundance of credits, if they are
to maintain highest registration priority. Not only will these initiatives support student success, but they will also provide data about the participation of DSPS students.

**Student Learning Outcomes Matrix**

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<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
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<tbody>
<tr>
<td>Course or Program Learning Outcomes</td>
<td>Assessment Method</td>
<td>Assessment Results Report</td>
<td>Use of Results</td>
</tr>
<tr>
<td></td>
<td>Include assessment method and who, what, when, how</td>
<td>Include main findings, date and report authors</td>
<td>How will instructors modify instruction and/or assessment if appropriate? Include date of discussion and date of implementation.</td>
</tr>
<tr>
<td>Students that participate in the Disabled Students Program will become more effective self-advocates for their own educational needs.</td>
<td>(A) After one semester students will independently request services that they qualify for in such areas of testing, note-taking and E-text. Evidence of this will be measured by the request forms the student files with their counselor.</td>
<td>Counted number of continuing DSPS students who independently requested accommodations</td>
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<td></td>
<td>(B) Students will progressively demonstrate a greater understanding of their disability and the various services and strategies to help them be successful in college. Evidence of this personal development will be measured through counselor interview.</td>
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For the above table, assessment method A no longer conforms to current office practice and method B has not been consistently tracked. Proper assessment of Student
Learning Outcomes is one of the program goals and will be worked on in the following academic year. As noted, key performance indicators and supporting metrics will shortly be developed for all roles and the DSPS program as a whole. Enhanced activity tracking and data collection will be developed to support this and assess student progress.

Planning Agenda

1. Based on the information above, what changes or new initiatives should be enacted to improve the program and meet your goals?

1. Move from the current model of one full-time and two part-time counselors to two full-time counselors. The number of students requesting services has increased and DSPS counselors see new and continuing students throughout the semester. There have been student complaints of lack of availability of counseling services in a timely manner as well as challenges providing additional hours at alternate times and both campuses. Consider this in concert with item #2 and evaluate the need for future part-time counseling as student demand increases.

2. Evaluate the scope of continuing to provide academic counseling in addition to disability related counseling from DSPS. The breadth of counselor responsibilities, encompassing both disability specific and academic counseling functions- both highly complex, in addition to advocacy and personal counseling, presents great difficulty in addressing the needs and volume of students served by DSPS. Because two out of three of the counselors are part-time and only a portion of DSPS students receive their academic counseling through DSPS (many utilize general Counseling and or EOPS), the complexities of academic counseling are exacerbated by unpredictability of amount and type of academic counseling DSPS counselors may provide week to week. However, for a portion of DSPS students, particularly with more complex needs, the counselor can help the student plan a successful course load with knowledgeable and experienced consideration of the student’s disability and functional limitations, as well as available DSPS support services.

3. Establish key performance indicators for all DSPS roles/services, including collection and regular assessment of measures of student success and services provided. Review currently collected data when available from CCSSE and DSPS Student Survey, and implement improvements recommended by data assessment. Continue to survey students on at least an annual basis.

4. Address space issues, including development of unified space which is fully accessible, complies with FERPA and program standards for confidentiality, is adequately accessed via campus signage, and which includes a space adequate and comfortable for testing accommodations and other services. Review quality of space for service delivery at IVC as well.