### Accessibility Services

**2011-2012**

#### Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year 2011/12</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes (PLSLO)</th>
<th>Measures/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY 2011-2012</strong></td>
<td>Access college resources that support student success</td>
<td>Students that participate in the Disabled Students Program will become more effective self-advocates for their own educational needs.</td>
<td>Measures: (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. (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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<td></td>
<td>Demonstrate self-advocacy/self-initiative</td>
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Please answer all of the following questions. If you are assessing more than one PLSLO this year, please provide the same information for your second PLSLO as well.

**Assessment Focus and Methods for PLSLO #1:** Students that participate in the Disabled Students Program will become more effective self-advocates for their own educational needs.

*Students will complete forms requesting their particular accommodations and file them with their counselor.*

*Students will progressively demonstrate a greater understanding of their own disability and the various services and strategies to help them be successful in college.*
What information/data will be collected? 1. New student Survey 2. DSPS Counselor Survey 3. Counselor Interview

When and by whom? Staff will administer surveys two times per semester. Counselor interviews will take place at least once a semester.

How will it be analyzed? The program coordinator will tally surveys to identify trends and specific issue. Counselors will meet twice a semester to review progress and develop appropriate intervention. Appropriate staff will participate in review.

How will it be reported? Once a year a report will be generated that reflects the combined information from the two surveys and counselor interviews. The goal will be to determine the effectiveness of the DSPS services and supportive education in achieving the Programmatic SLO.

Reporting plan for assessment of PLSLO #1: Students that participate in the Disabled Students Program will become more effective self-advocates for their own educational needs.

Where will results be disseminated? DSPS staff will review the results in a department wide meeting. Student Services will maintain a copy of the report.

When will changes be implemented? Changes will be implemented in the fall semester after analysis of data and the report has been prepared.

When will the annual report be completed? June of 2012.
Division and Program-Level SLOs and anticipated measures/evidence

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<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.
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 to 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 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