

SANTIAGO CANYON COLLEGE STUDENT SERVICES

PROGRAM REVIEW 2006 - 2009

Disabled Students Programs and Services DEPARTMENT

**January 29, 2010
DATE**

CONTENTS

- I. SIGNATURE PAGE
- II. PROGRAM DESCRIPTION
- III. ORGANIZATIONAL CHART
- IV. STUDENT LEARNING OUTCOMES
- V. DATA
- VI. ANALYSIS
- VII. FINDINGS AND FUTURE DIRECTIONS

I. SIGNATURE PAGE

Signature of Program Leader

Lucy Carr-Rollitt/Program Facilitator Date: _____
Printed Name/Title

Signature of Vice President, Student Services

Dr. John Hernandez Date: _____
Printed Name

II. PROGRAM DESCRIPTION

Vision

Disabled Students Programs and Services (DSPS) will offer a comprehensive range of special programs, services, and classes to enable students with disabilities to fully benefit from college offerings. The DSPS Center will be staffed by educators dedicated to supporting the growth and development of students through a holistic, student-centered approach to service provision. State-of-the-art resources will be available in a facility that models universal design for architecture, equipment and learning.

Responding to student needs with kindness, compassion and respect will be our highest priority.

(Created January 2005, revised January 2009)

Mission

We support the success of students with disabilities by providing programs and services that promote access, equal opportunity and empowerment.

(Created January 2005, reviewed annually)

Program Functions

DSPS provides special support services and academic accommodations to students with verifiable disabilities attending the college. Program services are designed to ensure that students have an equal opportunity to participate and succeed in all college programs, services and activities. The type of assistance provided to students is determined individually depending on their unique disability-related educational needs.

Students are responsible for requesting DSPS services and for providing disability verification from a qualified professional. To apply for services, students must complete a program application and meet with a DSPS professional for an evaluation of needs. After program eligibility is determined, a Student Educational Contract (SEC) is developed specifying the student's educational goals, objectives and the DSPS services that have been authorized. Students are required to meet with a DSPS professional at least once a year to have their progress and ongoing needs evaluated.

Services

The following support services, above and beyond the regular services available to all students, are provided by DSPS:

- Access to and arrangements for adaptive educational equipment, materials and supplies;
- Liaison with campus and community agencies, including referral to campus or community agencies and follow-up services;
- Registration assistance including priority enrollment assistance, application for financial aid, and related college services;

- Special parking, including on-campus temporary accessible parking while an application for a state handicapped placard or license plate is pending, provision of a temporary parking permit;
- Specialized orientations to acquaint students with environmental aspects of the college;
- Test-taking facilitation, including arrangement, proctoring and modification of test and test administration;
- Assessment, including both individual and group assessment not otherwise provided by the college, to determine functional educational or vocational levels, or to verify eligibility for learning disabilities services;
- Counseling, including specialized academic, vocational, personal and peer counseling services not duplicated by ongoing general counseling services;
- Sign language interpreter services and real-time captioning for student who are deaf and hard of hearing (coordinated through DHH Program at SAC);
- Mobility assistance on-campus;
- Notetaker services to provide assistance to students in the classroom;
- Reader services, including access to Recordings for the Blind and Dyslexic and alternate media;
- Transcription services, including but not limited to the provision of Braille and print materials;
- Specialized tutoring not otherwise provided by the college;
- Outreach activities designed to recruit potential students with disabilities to the college; and
- Accommodations for participation in co-curricular activities directly related to the student's enrollment in state-funded educational courses or programs

Special Classes

The following classes are offered through the DSPS Department.

Special Services N60, Learning Assessment

0 Units

Designed to determine eligibility for learning disabilities services through an assessment of learning potential and basic skill levels. Open entry/Open exit.

Special Services N65, Academic Coaching

0.5 – 1.0 Units

Provides academic monitoring and support for college coursework through a collaborative coaching process based on individualized assessment. Includes specialized tutoring, learning strategies training, and the development of skills related to planning and organization, self-advocacy and basic academics. Student must have verified learning disability. Open entry/Open exit. Pass/No Pass only.

Special Services N68, Learning With Technology

3 Units

An introduction to the computer technology tools available to support learning. Students learn computer basics, assistive computer applications, Microsoft Office, email fundamentals, internet research, and reflective blogging techniques. The class is designed for students with learning disabilities.

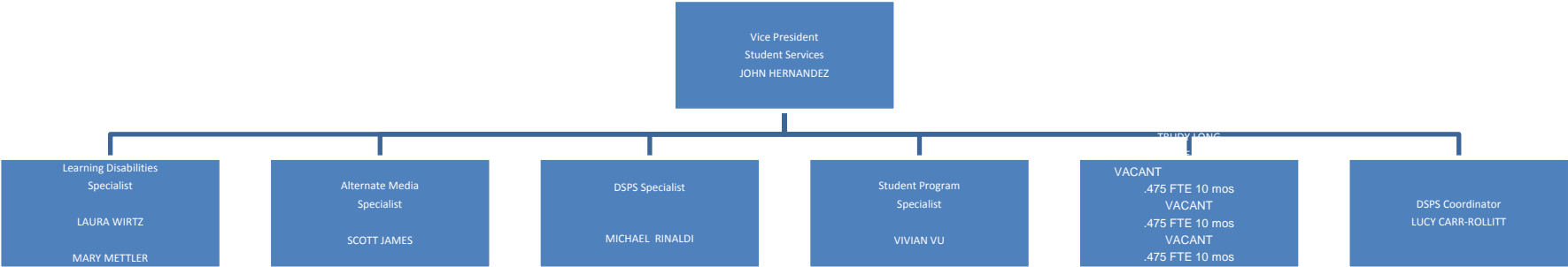
Funding

DSPS is categorically funded through AB 77. Annual allocations are based on the following funding components:

- 1) Base for each college
- 2) Weighted student count
- 3) College effort
- 4) Access to print and electronic information
- 5) Deaf and Hard of Hearing funding augmentation

III. ORGANIZATIONAL CHART

Santiago Canyon College
STUDENT SERVICES
DISABLED STUDENTS PROGRAMS AND SERVICES



IV. STUDENT LEARNING OUTCOMES

The DSPS Department formally established Student Learning Outcomes (SLOs) in December of 2006. An assessment plan was developed in February 2007 and SLO assessment was implemented in 2007-08. Two full cycles of SLO assessment have been completed to date. SLO assessment reports for 2007-08 and 2008-09 follow.

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report
2007-08

Student Learning Outcomes

Many students with documented disabilities do not understand the nature of their disability, its educational impact, or the accommodations they need. This lack of awareness prevents students from becoming effective self-advocates and limits their access to equal educational opportunities. Since it is understood that self-advocacy is a critical component of student success and empowerment, the DSPS Department established the following student learning outcomes for the 2007-08 academic year to promote the development of these skills:

1. Students will be able to identify their disabilities and explain their educational limitations.
2. Students will be able to articulate the accommodations they require.

Methods

All students who apply for DSPS participate in an individual evaluation of needs with a DSPS faculty member to determine program eligibility and required academic accommodations. The evaluation is a didactic process designed to help students learn about their disabilities and the accommodations that will benefit them. The evaluation culminates with students learning what disability category they qualify under and the academic accommodations that are authorized for them. This information is provided to students verbally and in writing.

Before meeting with the faculty member, students complete a DSPS Application for Services. The application includes three questions designed to provide an initial assessment of students' awareness of their disabilities, educational limitations, and needed accommodations. The application questions are as follows:

1. What is your disability?
2. What educational difficulties do you experience because of your disability?
3. What services/accommodations are you requesting?

Responses to these questions are used by DSPS faculty to inform them in their discussions with students about their disabilities and accommodation needs.

New Students

To assess the student learning outcomes for new students, DSPS faculty asked them the following three questions at the end of the evaluation meeting:

1. What is your disability?
2. How does your disability affect your learning?
3. What accommodations do you need?

Students who were unclear about the answer to any of these questions were provided with additional instruction and asked the questions again to check understanding.

Criteria for each outcome

Evaluators assessed students' responses to the three questions utilizing the following criteria outlined on the back of the DSPS Application for Services:

The student is able to:

1. Identify disability(ies)
2. State educational limitations
3. Articulate needed accommodations

Responses were rated according to three levels and recorded as: yes, somewhat, no. These assessment results were then transferred to an excel spreadsheet.

Limitations

In some cases, confounding factors related to the nature of students' disabilities interfered with their ability to meet outcome criteria. These factors included below average cognitive ability, receptive/expressive communication difficulties, attention problems, anxiety, and other psychological issues.

Continuing Students

At the end of each semester, DSPS students are asked to complete a Program Effectiveness Survey. The student learning outcomes for continuing DSPS students were assessed through three questions included on the spring semester Program Effectiveness Survey. The survey asked students to respond to the following questions using a likert scale ranging from strongly agree to strongly disagree:

1. I can explain my disability to others if necessary.
2. I am able to explain how my disability affects my learning.
3. I know what DSPS services I need to accommodate my disability.

A comment section was offered for each of the questions in order to gain additional information from students.

Criteria

The criteria for evaluating student learning outcomes for continuing students was the degree to which students were able to answer the three questions identified above.

Limitations

Confounding factors similar to those demonstrated in new students were also found in some of the survey responses of continuing students. Additionally, since the Program Effectiveness Survey is self-report, responses may not accurately reflect students' true abilities.

Implementation of Assessment Process

Individuals Responsible for the Evaluation Process

DSPS full-time faculty was responsible for assessing student learning outcomes in new students as part of the process of evaluating students' eligibility for program services. Both full and part-time classified staff members participated in the assessment process for continuing students by distributing and providing instructions for the completion of Program Effectiveness Surveys. In total, ten DSPS team members were involved with the assessment of DSPS student learning outcomes. The DSPS faculty evaluated the data.

Implementation Timeline

Data assessing learning outcomes for new students applying to DSPS was gathered over the course of fall 2007 and spring 2008. Continuing students completed Program Effectiveness Surveys during the last week of instruction in spring.

Students Evaluated

Learning outcomes were assessed for all new students applying for DSPS services. The continuing student population was made up primarily of students enrolled in the class Special Services N65, Academic Coaching.

Intended Users of Collected Data

Disabled Students Programs and Services is the intended user of the assessment data collected. Information learned from the assessment of student learning outcomes will be used to improve and expand practices related to helping students develop self-advocacy skills.

Results

One hundred new students were assessed during fall 2007 and spring 2008 with the following results:

The student is able to:	<u>Yes</u>	<u>Somewhat</u>	<u>No</u>
1. Identify disability(ies)	85%	11%	4%

2. State educational limitations	90%	8%	2%
3. Articulate needed accommodations	90%	8%	2%

Results for these student learning outcomes were consistent with expectations. It was anticipated that most students would meet the outcome criteria after the instruction provided since the process allowed for a verification of understanding and additional instruction as needed. Additionally, it was understood that some students would have difficulty meeting the criteria because the nature of their disabilities interfered with their ability to process the information. Most noteworthy from the evaluator’s perspective was the observation that the process of establishing student learning outcomes and assessing them contributed positively to student learning.

A total of 67 continuing students completed the Program Effectiveness Survey during the last week of the spring semester with the following results for the criteria:

1. I can explain my disability to others if necessary.

36% Strongly Agree **49%** Agree **12%** Undecided **1%** Disagree **1%** Strongly Disagree
(85% Combined Strongly Agree and Agree)

2. I am able to explain how my disability affects my learning.

36% Strongly Agree **51%** Agree **9%** Undecided **3%** Disagree **1%** Strongly Disagree
(87% Combined Strongly Agree and Agree)

3. I know what DSPS services I need to accommodate my disability.

55% Strongly Agree **39%** Agree **12%** Undecided **0%** Disagree **1%** Strongly Disagree
(94% Combined Strongly Agree and Agree)

Results for continuing students were consistent with those for new students. For both groups, it was anticipated that they would be most challenged in explaining their disabilities because this is generally a more abstract concept. Results related to students’ awareness of their limitations and needed accommodations were slightly higher which was expected given that these are more concrete issues. As noted previously, results for continuing students may be inflated due to the fact that responses are self- report. Modifications to the assessment of student learning outcomes for continuing students will be undertaken next year to verify the validity of this data.

Validation of Results

The results of student learning outcomes for new students are deemed valid because they are consistent with the subjective experiences of DSPS faculty and staff. The results of student learning outcomes for continuing students appear to be slightly inflated when compared to our subjective experiences of students' abilities in these areas.

Decisions and Recommendations

Summary of Recommendations

The following recommendations apply to both DSPS student learning outcomes and are designed to enhance instruction in self-advocacy:

- Develop a self-advocacy learning strategy and incorporate it into the Special Services N65 curriculum.
- Expand self-advocacy training for instructional assistants so they may better assist students with developing skills in this area.

Decision Participants

DSPS faculty and staff participated in discussions that led to the recommendations.

Suggestions for Improving the Assessment Process

Changes will be made to how student learning outcomes are assessed in continuing students during the 2009-08 academic year. Each semester, DSPS faculty hold individual review/planning meetings with students prior to priority registration. During these meetings, faculty will ask students the same questions asked of new students. This will provide a more objective measure of DSPS student learning outcomes. It will also provide the opportunity to reinforce students' self-advocacy skills.

Future Evaluation Plan

The department will retain the same student learning outcomes for 2008-09. The assessment timeline for new students will also remain the same. Continuing students will be assessed during review/planning meetings at the end of the fall and spring semesters.

Implementation of Changes

The DSPS faculty will be responsible for implementing the recommended changes.

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report
2008-09

Many students seeking DSPS support have difficulty understanding the nature of their disability, explaining its educational impact, and asking for the accommodations they need in an appropriate manner. This is especially true of students who have hidden disabilities, which at Santiago Canyon College (SCC) represent over 85% of the DSPS population. This lack of awareness compromises students' ability to effectively advocate for themselves and limits their access to equal educational opportunities. Since it is understood that self-advocacy is a critical component of student success and empowerment, the DSPS Department identified the following student learning outcomes for the 2008-2009 academic year to promote the development of these skills:

As a result of participating in Disabled Students Programs and Services,

1. Students will be able to identify their disabilities and explain their educational limitations.
2. Students will be able to articulate the accommodations they require.

Methods

New Students

All students who apply for DSPS participate in an individual evaluation of needs with a DSPS faculty member to determine program eligibility and required academic accommodations. The evaluation is a didactic process designed to help students learn about their disabilities and the accommodations that will benefit them. The evaluation culminates with students learning what disability category they qualify under and the academic accommodations that are authorized for them. This information is provided to students orally and in writing.

Before meeting with the faculty member, students complete a DSPS Application for Services. The application includes three questions designed to provide an initial assessment of students' awareness of their disabilities, educational limitations, and needed accommodations. The application questions are as follows:

1. What is your disability?
2. What educational difficulties do you experience because of your disability?
3. What services/accommodations are you requesting?

Responses to these questions are used by DSPS faculty to inform them in their discussions with students about their disabilities and accommodation needs.

To assess the student learning outcomes for new students, DSPS faculty asked them the following three questions at the end of the evaluation meeting:

1. What is your disability?
2. How does your disability affect your learning?
3. What accommodations are authorized for you?

Students who were unclear about the answer to any of these questions were provided with additional instruction and asked the questions again to check understanding.

Criteria for each outcome

Evaluators assessed students' verbal responses to the three questions utilizing the following criteria outlined on the back of the DSPS Application for Services:

The student is able to:

1. Identify disability(ies)
2. State educational limitations
3. Articulate needed accommodations

Responses were rated according to three levels and recorded as: yes, somewhat, no. These assessment results were then transferred to an excel spreadsheet.

Limitations

In some cases, confounding factors related to the nature of students' disabilities interfered with their ability to meet outcome criteria. These factors included below average cognitive ability, receptive/expressive communication difficulties, attention problems, anxiety, and other psychological issues.

Continuing Students

At the end of each semester, most DSPS students meet with their DSPS instructor to review progress towards their stated educational goals and to develop a class schedule for the following semester. This year, student learning outcomes for continuing students were assessed during this review/planning meeting in the same manner used with new students. This assessment method was selected over last year's survey method to explore the difference between students' self-reports and instructors' ratings in one-on-one meetings.

To assess the student learning outcomes for continuing students, DSPS faculty asked them the following three questions at the end of the review/planning meeting:

1. What is your disability?
2. How does your disability affect your learning?
3. What accommodations are authorized for you?

Students who were unclear about the answer to any of these questions were provided with additional instruction and asked the questions again to check understanding.

Criteria for each outcome

Evaluators assessed students' responses to three questions asked verbally utilizing the following criteria:

The student is able to:

1. Identify disability(ies)
2. State educational limitations
3. Articulate needed accommodations

Responses were rated according to three levels and recorded as: yes, with assistance, no. These assessment results were then transferred to an excel spreadsheet.

Limitations

Confounding factors similar to those demonstrated in new students were also observed with continuing students.

Implementation of Assessment Process

Individuals Responsible for the Evaluation Process

DSPS full-time faculty was responsible for assessing student learning outcomes for new and continuing students. New students were assessed as part of the process of evaluating their eligibility for program services. Continuing students were assessed during individual review/planning meetings with DSPS faculty. The DSPS faculty evaluated the data.

Implementation Timeline

Data assessing learning outcomes for new students applying to DSPS was gathered over the course of fall 2008 and spring 2009. Continuing students were assessed during individual review/planning meetings during the last few weeks of the fall and spring semesters.

Students Evaluated

Learning outcomes were assessed for all new students applying for DSPS services. The continuing student population was made up primarily of students enrolled in the class Special Services N65, Academic Coaching.

Intended Users of Collected Data

Disabled Students Programs and Services is the intended user of the assessment data collected. Information learned from the assessment of student learning outcomes will be used to improve and expand practices related to helping students develop self-advocacy skills.

Results

New Students

One hundred and fifty-three (153) new students were assessed during fall 2008 and spring 2009 with the following results:

The student is able to:	<u>Yes</u>	<u>Somewhat</u>	<u>No</u>
1. Identify disability(ies)	96.7%	1.9%	1.3%
2. State educational limitations	96 %	2.6%	1.3%
3. Articulate needed accommodations	95.4%	3.2%	1.3%

These results for new students were higher than in the previous year yet consistent with expectations. It was anticipated that most students would meet the outcome criteria after the instruction provided since the process allowed for a verification of understanding and additional instruction as needed. In other words, students were expected to meet the criteria. However, in some cases, students were unable to meet the criteria because the nature of their disabilities interfered with their ability to process and/or articulate the information. As faculty has engaged in the student learning outcome process, the feedback received from students has informed their communication about students' disabilities, educational limitations and accommodations. Consequently, students' understanding of their disability and ability to communicate their needs more effectively has increased.

Continuing Students

One hundred and seventy-nine (179) continuing students were assessed during fall 2008 and spring 2009 with the following results:

The student is able to:	<u>Yes</u>	<u>With Assistance</u>	<u>No</u>
1. Identify disability(ies)	75.4%	24 %	< 1%
2. State educational limitations	79.8 %	20.1%	0%
3. Articulate needed accommodations	83.7%	15.6%	<1%

This year, results for continuing students were consistently lower than those for new students. They were also lower than last year's results for continuing students. This may be attributed to the following factors: first, we hypothesized that last year's data for continuing students may have been inflated because it was based on self-report. When students were asked to answer the criteria questions orally in individualized meetings with faculty, they generally demonstrated greater difficulty.

There was also a difference when comparing new with continuing students. We found that new students were better able to discuss their disability and accommodations than continuing students. This difference could be attributed to the time lapse between continuing students' initial evaluation and the assessment of learning outcomes. Many students with learning-related disabilities have memory difficulties and may not readily

hold on to the information. Additionally, some students never received the training that is now completed with initial eligibility evaluations.

Validation of Results

The results of student learning outcomes for new and continuing students are deemed valid because they are consistent with the subjective experiences of DSPS faculty and staff.

Decisions and Recommendations

Summary of Recommendations

The following recommendations apply to both DSPS student learning outcomes and are designed to enhance instruction in self-advocacy:

- Continue to assess student learning outcomes as part of the application and evaluation process for DSPS.
- Continue to model self-advocacy strategies throughout the Special Services N65 curriculum.
- Develop a survey instrument to assess student learning outcomes in continuing students.

Decision Participants

DSPS faculty and staff participated in discussions that led to the recommendations.

Suggestions for Improving the Assessment Process

We will make efforts to complete student learning outcome assessments with a greater number of DSPS students not enrolled in Special Services N65, Academic Coaching.

Future Evaluation Plan

New students will continue to be assessed as part of the initial evaluation for program services. Continuing students will complete a student learning outcome survey as part of the review/planning meetings with faculty during the last few weeks of the spring 2010 semester.

Implementation of Changes

The DSPS faculty will be responsible for implementing the recommended changes.

V. DATA

A. Funding

Academic Year

2006 – 2007

2007 - 2008

2008 - 2009

AB 77 Allocation

\$451,747

\$492,370

\$480,204

B. Students Served

2006-2007	Primary	Secondary
Hearing	0	0
Acquired Brain Impairment	12	0
Learning Disabled	159	2
Vision	5	0
Mobility	20	4
Other Disability	112	20
Developmentally Delayed	12	0
Speech	3	5
Psychological	18	18
Total	341	49

2007-2008	Primary	Secondary
Hearing	2	0
Acquired Brain Impairment	7	1
Learning Disabled	192	2
Vision	7	1
Mobility	10	5
Other Disability	129	27
Developmentally Delayed	20	0
Speech	3	2
Psychological	10	14
Total	380	52

2008-2009	Primary	Secondary
Hearing	5	0
Acquired Brain Impairment	12	1
Learning Disabled	206	4
Vision	9	0
Mobility	21	3
Other Disability	148	34
Developmentally Delayed	11	0
Speech	2	2
Psychological	22	11
Total	436	57

C. Measurable Outcomes

2007-2008	Enrolled in Fall Persisted to Spring	Retention	Degree Applicable Course Completion	Basic Skills Successful Enrollment	Workforce Successful Enrollment
DSPS Students	89.3%	74.8%	60.6%	34%	34%
Non-DSPS Students	67.8%	81.5%	67.8%	57.2%	57.2%

2008-2009	Enrolled in Fall Persisted to Spring	Retention	Degree Applicable Course Completion	Basic Skills Successful Enrollment	Workforce Successful Completion
DSPS Students	86%	73.1%	61.5%	35.4%	76.3%
Non-DSPS Students	70.5%	82.4%	66.7%	40.6%	85%

2007-2008	Degree Completion	Transfer Directed	Transfer Prepared
DSPS Students	3.3%	4.3%	2.7%
Non-DSPS Students	1.1%	1.6%	1.2%

2008-2009	Degree Completion	Transfer Directed	Transfer Prepared
------------------	----------------------	----------------------	----------------------

DSPS Students	3.3%	2.7%	2.7%
Non-DSPS Students	1.2%	1.8%	1.4%

D. Technology

The following technological hardware, software and equipment are available through DSPS to support student access and success:

Software Site Licenses

- Kurzweil 1000 & 3000
- Dragon Dictate
- Jaws

Software

- Various programs to support learning in math, English, and spelling

Equipment

- Desktop Computers (8)
- Laptop Computers (4)
- Stationary Closed Circuit Television Monitors (2)
- Portable Closed Circuit Television Monitors (3)
- Braille Embosser
- Tactile Embosser (Pictures in a Flash)
- Digital Readers (10)
- Noise Reduction Headphones (2)
- Franklin Spellers (4)
- Assistive Listening Devices (4)
- Pulse Smartpen (1)
- Talking and Scientific Calculators (4)
- Adapted Keyboard and Trackball mice

E. Alternate Media Production

<u>Academic Year</u>	<u>Textbooks Produced</u>
2006-2007	121
2007-2008	117
2008-2009	168

F. Test Proctoring

<u>Academic Year</u>	<u>Exams Proctored</u>
----------------------	------------------------

2006-2007	1142
2007-2008	1101
2008-2009	1117

G. Special Class Enrollments

<u>Semester</u>	<u>SPEC N60</u>	<u>SPEC N65</u>	<u>SPEC N68</u>
Summer 2006	26	17	*
Fall 2006	37	130	*
Spring 2007	61	116	*
Summer 2007	16	17	*
Fall 2007	45	115	18
Spring 2008	83	115	*
Summer 2008	28	16	*
Fall 2008	40	129	20
Spring 2009	78	118	*

* Class not offered

H. Program Effectiveness Surveys

DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS) PROGRAM EFFECTIVENESS SURVEY – FALL 2006 RESULTS
--

- DSPS hours of operation are sufficient to meet my needs.
59% Strongly Agree **36%** Agree **1%** Undecided **3%** Disagree **0%** Strongly Disagree
- DSPS staff members treat students with respect.

- 83% Strongly Agree 16% Agree 1% Undecided 0% Disagree 0% Strongly Disagree**
3. I am able to explain what my disability is to others.
32% Strongly Agree 45% Agree 18% Undecided 5% Disagree 0% Strongly Disagree
4. I understand the procedures I must follow to receive authorized accommodations.
50% Strongly Agree 43% Agree 6% Undecided 1% Disagree 0% Strongly Disagree
5. I am confident discussing the accommodation I need with my instructors.
56% Strongly Agree 31% Agree 13% Undecided 1% Disagree 0% Strongly Disagree
6. The testing accommodations I received were provided in a satisfactory manner.
68% Strongly Agree 32% Agree 0% Undecided 0% Disagree 0% Strongly Disagree
7. The alternate media I received was provided in a timely manner and was of good quality.
63% Strongly Agree 38% Agree 0% Undecided 0% Disagree 0% Strongly Disagree
8. This class helped me develop confidence in my ability to learn and problem solve.
53% Strongly Agree 38% Agree 8% Undecided 0% Disagree 0% Strongly Disagree
9. I applied the learning strategies presented in this class to my other classes.
39% Strongly Agree 45% Agree 14% Undecided 1% Disagree 0% Strongly Disagree
10. I am effectively plan and organize my studies.
46% Strongly Agree 45% Agree 8% Undecided 1% Disagree 0% Strongly Disagree
11. I keep track of my grades and know my standing in each of my classes.
42% Strongly Agree 42% Agree 12% Undecided 3% Disagree 1% Strongly Disagree
12. I go back and evaluate the errors I made on tests.
28% Strongly Agree 55% Agree 16% Undecided 1% Disagree 0% Strongly Disagree
13. I am aware of the learning support services available at the college.
43% Strongly Agree 53% Agree 3% Undecided 1% Disagree 0% Strongly Disagree

**DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS)
PROGRAM EFFECTIVENESS SURVEY – SPRING 2007 RESULTS**

1. DSPS hours of operation are sufficient to meet my needs.
64% Strongly Agree 32% Agree 2% Undecided 2% Disagree 0% Strongly Disagree
2. DSPS staff members treat students with respect.
79% Strongly Agree 21% Agree 0% Undecided 0% Disagree 0% Strongly Disagree

3. I am able to explain what my disability is to others when necessary.
26% Strongly Agree 49% Agree 17% Undecided 2% Disagree 6% Strongly Disagree
4. I know what accommodations are authorized for me by my DSPTS instructor.
57% Strongly Agree 43% Agree 0% Undecided 0% Disagree 0% Strongly Disagree
5. I am able to discuss the accommodations I need with my instructors.
49% Strongly Agree 45% Agree 4% Undecided 0% Disagree 2% Strongly Disagree
6. The testing accommodations I received were provided in a satisfactory manner.
45% Strongly Agree 48% Agree 6% Undecided 0% Disagree 0% Strongly Disagree
7. The alternate media I received was provided in a timely manner and was of good quality.
80% Strongly Agree 20% Agree 0% Undecided 0% Disagree 0% Strongly Disagree
8. This class helped me develop confidence in my ability to learn and problem solve.
50% Strongly Agree 48% Agree 2% Undecided 0% Disagree 0% Strongly Disagree
9. I applied the learning strategies presented in this class to my other classes.
43% Strongly Agree 48% Agree 5% Undecided 5% Disagree 0% Strongly Disagree
10. I am able to use an academic planner effectively to plan and organize my studies.
48% Strongly Agree 48% Agree 5% Undecided 0% Disagree 0% Strongly Disagree
11. I keep track of my grades and know my standing in each class.
45% Strongly Agree 48% Agree 7% Undecided 0% Disagree 0% Strongly Disagree
12. I go back and evaluate the errors I made on tests.
27% Strongly Agree 48% Agree 18% Undecided 7% Disagree 0% Strongly Disagree
13. I use other learning support services at the college i.e. Tutoring Center, MASH, study groups.
32% Strongly Agree 27% Agree 30% Undecided 7% Disagree 5% Strongly Disagree

**DISABLED STUDENTS PROGRAMS AND SERVICES (DSPTS)
PROGRAM EFFECTIVENESS SURVEY – FALL 2007 RESULTS**

1. I received the services I requested in a satisfactory manner.
57% Strongly Agree 35% Agree 6% Undecided 0% Disagree 2% Strongly Disagree
2. When necessary, I am able to explain my disability to others.
33% Strongly Agree 52% Agree 13% Undecided 0% Disagree 2% Strongly Disagree
3. I know what DSPTS accommodations I am authorized to receive.

- 52% Strongly Agree 39% Agree 7% Undecided 0% Disagree 2% Strongly Disagree**
4. I am able to discuss the accommodations I need with my instructors.
52% Strongly Agree 37% Agree 9% Undecided 0% Disagree 2% Strongly Disagree
5. I would like to see additional services offered through DSPS.
10 Yes 44 No
6. Did you use test accommodations this semester?
37 Yes 17 No
7. The testing accommodations I received were provided in a satisfactory manner.
68% Strongly Agree 30% Agree 3% Undecided 0% Disagree 0% Strongly Disagree
8. The alternate media I received was provided in a timely manner.
44% Strongly Agree 44% Agree 0% Undecided 11% Disagree 0% Strongly Disagree
9. This class helped me develop my learning skills.
43% Strongly Agree 43% Agree 12% Undecided 0% Disagree 2% Strongly Disagree
10. I applied the learning strategies presented in this class to my other classes.
49% Strongly Agree 39% Agree 10% Undecided 0% Disagree 2% Strongly Disagree
11. I am able to use an academic planner effectively to plan and organize my studies.
41% Strongly Agree 33% Agree 14% Undecided 8% Disagree 4% Strongly Disagree
12. I keep track of my grades and know my standing in each class.
27% Strongly Agree 51% Agree 12% Undecided 6% Disagree 4% Strongly Disagree
13. I go back and evaluate the errors I made on tests.
20% Strongly Agree 53% Agree 14% Undecided 10% Disagree 2% Strongly Disagree
14. I use other learning support services at the college i.e. Tutoring Center, MASH, study groups.
31% Strongly Agree 27% Agree 16% Undecided 18% Disagree 8% Strongly Disagree

**DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS)
PROGRAM EFFECTIVENESS SURVEY – SPRING 2008 RESULTS**

1. I received the services I requested in a satisfactory manner.
67% Strongly Agree 29% Agree 2% Undecided 0% Disagree 2% Strongly Disagree
2. I can explain my disability to others if necessary.
35% Strongly Agree 49% Agree 12% Undecided 2% Disagree 2% Strongly Disagree
3. I know what DSPS accommodations I need to accommodate my disability.

- 49%** Strongly Agree **43%** Agree **6%** Undecided **0%** Disagree **2%** Strongly Disagree
4. I would like to see additional services offered through DSPTS. **15** Yes **34** No
 5. Did you use test accommodations this semester? **29** Yes **20** No
 6. The testing accommodations I received were provided in a satisfactory manner.
66% Strongly Agree **28%** Agree **3%** Undecided **0%** Disagree **3%** Strongly Disagree
 7. Did you use alternate media (books on audio tape/CD) service this semester? **8%** Yes **92%** No
 8. The alternate media I received was provided in a timely manner.
50% Strongly Agree **50%** Agree **0%** Undecided **0%** Disagree **0%** Strongly Disagree
 9. Are you enrolled in Special Services N65 (DSP&S Academic Coaching)?
96% Yes **3%** No
 10. This class helped me develop my learning skills.
47% Strongly Agree **51%** Agree **2%** Undecided **0%** Disagree **2%** Strongly Disagree
 11. I used strategies presented in this class to help me learn in my other classes.
36% Strongly Agree **56%** Agree **9%** Undecided **0%** Disagree **2%** Strongly Disagree
 12. I am able to use an academic planner effectively to plan and organize my studies.
47% Strongly Agree **44%** Agree **9%** Undecided **0%** Disagree **2%** Strongly Disagree
 13. I keep track of my grades and know my standing in each class.
38% Strongly Agree **44%** Agree **16%** Undecided **2%** Disagree **2%** Strongly Disagree
 14. I go back and evaluate the errors I made on tests.
22% Strongly Agree **58%** Agree **16%** Undecided **2%** Disagree **4%** Strongly Disagree
 15. I use other learning support services at the college i.e. Tutoring Center, MASH, study groups.
31% Strongly Agree **31%** Agree **24%** Undecided **9%** Disagree **7%** Strongly Disagree

<p>DISABLED STUDENTS PROGRAMS AND SERVICES (DSPTS) PROGRAM EFFECTIVENESS SURVEY – FALL 2008 RESULTS</p>
--

1. I received the services I requested in a satisfactory manner.
68% Strongly Agree **30%** Agree **2%** Undecided **0%** Disagree **0%** Strongly Disagree
2. I can explain my disability to others if necessary.
49% Strongly Agree **37%** Agree **10%** Undecided **2%** Disagree **2%** Strongly Disagree
3. I am able to explain how my disability affects my learning.

- 45%** Strongly Agree **43%** Agree **9%** Undecided **1%** Disagree **2%** Strongly Disagree
4. I know what DSPTS accommodations I need to accommodate my disability.
58% Strongly Agree **38%** Agree **3%** Undecided **1%** Disagree **0%** Strongly Disagree
5. I would like to see additional services offered through DSPTS.
12 Yes **81** No
6. The testing accommodations I received were provided in a satisfactory manner.
78% Strongly Agree **19%** Agree **3%** Undecided **0%** Disagree **0%** Strongly Disagree
7. The alternate media I received was provided in a timely manner and was of good quality.
44% Strongly Agree **44%** Agree **4%** Undecided **8%** Disagree **0%** Strongly Disagree
8. This class helped me develop confidence in my ability to learn and problem solve.
50% Strongly Agree **48%** Agree **2%** Undecided **0%** Disagree **0%** Strongly Disagree
9. This class helped me improve my learning skills.
43% Strongly Agree **49%** Agree **6%** Undecided **2%** Disagree **0%** Strongly Disagree
10. I used strategies presented in this class to help me learn in my other classes.
45% Strongly Agree **43%** Agree **3%** Undecided **7%** Disagree **2%** Strongly Disagree
11. I use an academic planner to plan and organize my studies.
46% Strongly Agree **35%** Agree **15%** Undecided **2%** Disagree **2%** Strongly Disagree
12. I keep track of my grades and know my standing in each of my classes.
39% Strongly Agree **48%** Agree **8%** Undecided **2%** Disagree **2%** Strongly Disagree
13. I go back and evaluate the errors I made on tests.
22% Strongly Agree **47%** Agree **21%** Undecided **7%** Disagree **2%** Strongly Disagree
14. I use other learning support services at the college i.e. Tutoring Center, MASH, study groups.
39% Strongly Agree **24%** Agree **17%** Undecided **16%** Disagree **4%** Strongly Disagree

**DISABLED STUDENTS PROGRAMS AND SERVICES (DSPTS)
PROGRAM EFFECTIVENESS SURVEY – SPRING 2009 RESULTS**

1. I received the services I requested in a satisfactory manner.
73% Strongly Agree **26%** Agree **1%** Undecided **0%** Disagree **0%** Strongly Disagree
2. I can explain my disability to others if necessary.
49% Strongly Agree **39%** Agree **11%** Undecided **1%** Disagree **0%** Strongly Disagree
3. I am able to explain how my disability affects my learning.

- 55%** Strongly Agree **38%** Agree **6%** Undecided **1%** Disagree **0%** Strongly Disagree
4. I know what DSPS accommodations I need to accommodate my disability.
66% Strongly Agree **29%** Agree **5%** Undecided **0%** Disagree **0%** Strongly Disagree
5. Did you use test accommodations this semester?
56 Yes **26** No
6. The testing accommodations I received were provided in a satisfactory manner.
73% Strongly Agree **20%** Agree **7%** Undecided **0%** Disagree **0%** Strongly Disagree
7. Did you use alternate media (books on audiotape/CD) services this semester? **15** Yes **67** No
8. The alternate media I received was provided in a timely manner.
53% Strongly Agree **33%** Agree **7%** Undecided **0%** Disagree **7%** Strongly Disagree
9. Are you enrolled in Special Services N^% (DSP&S Academic Coaching)? **81** Yes **0** No
10. This class helped me improve my learning skills.
46% Strongly Agree **51%** Agree **4%** Undecided **0%** Disagree **0%** Strongly Disagree
11. I used strategies presented in this class to help me learn in my other classes.
49% Strongly Agree **45%** Agree **5%** Undecided **2%** Disagree **0%** Strongly Disagree
12. I use an academic planner to plan and organize my studies.
49% Strongly Agree **40%** Agree **8%** Undecided **4%** Disagree **1%** Strongly Disagree
13. I keep track of my grades and know my standing in each of my classes.
46% Strongly Agree **48%** Agree **5%** Undecided **1%** Disagree **2%** Strongly Disagree
14. I go back and evaluate the errors I made on tests.
26% Strongly Agree **50%** Agree **18%** Undecided **8%** Disagree **0%** Strongly Disagree
15. Which of the following campus learning resources did you use this semester?
29% Tutoring Center **40%** MASH **69%** Library **48%** Instructor Office Hours
8% Academic Success Center **15%** Writing Center

I. Student Satisfaction Surveys

2008	% of Respondents Who Used	Excellent	Good	Average	Below Average	Poor
DSPS	14%	48%	37%	13%	1%	1%

Comments

- They do not help us.
- DSPS was always helpful and friendly. (6)
- DSPS is great at helping student who need the extra help and they're there when you need them. (5)
- Well staffed and organized.
- I used the disabled center and was tested and my counselor Laura was terrific.

2009	% of Respondents Who Used	Excellent	Good	Average	Below Average	Poor
DSPS	9%	44%	37%	14%	1%	2%

Comments

- I am disabled and Mary was extremely helpful as well as all the counselors I have seen.

VI. ANALYSIS

Program Foundations

Service Delivery

DSPS offers centralized disability support services delivered by highly dedicated team of professional and paraprofessional staff. Services are available at SCC in E-105 and at the Orange Education Center in the Counseling Center. The DSPS team works closely together to provide well coordinated services that meet the unique disability-related needs of students. Service delivery emphasizes individual assessment and

evaluation of needs in collaboration with students to promote effective access, enhanced independence and academic success. Responses to the DSPS Program Effectiveness Surveys (PES) and Student Satisfaction Surveys reveal a general pattern of high satisfaction with program services and positive interactions with DSPS faculty and staff. The analysis of specific program components is included below.

Outreach

The college is responsible for making information on DSPS services available so that students with disabilities know how to apply for accommodations. To this end, DSPS program information is widely disseminated. Program information can be found in the college catalog, class schedule, various matriculation and Outreach Department materials, class syllabi, DSPS brochures available throughout campus, an Admissions and Records electronic display, and through the DSPS website. In addition, DSPS faculty offer flex workshops on disability topics and presentations on DSPS services to classes and other college groups when requested.

Staffing

During this program review period, two new full-time positions were added to the department. In 2006, a Student Program Specialist was hired and in 2007 a district funded Learning Disabilities Specialist position was filled. Of the department's six part-time ongoing Instructional Assistant positions, most have been filled by temporary short-term staff during this program review cycle. This is due to unsuccessful recruitments and the district's subsequent hiring freeze. Consequently, only one Instructional Assistant position remains. This situation will adversely affect the program's ability to provide specialized tutoring and academic coaching in the future.

It cannot be overemphasized that current DSPS staffing levels are critical for providing legally mandated accommodations. Further staffing reductions will likely create significant liability risk to the college.

Facilities

The DSPS Center is located in the Student Services and Instruction building. The Center consists of a reception area, three classified work areas, a storage/workroom, three faculty offices, a testing proctoring room, and an instructional area with assistive computer stations. Although the facility is relatively new and well designed, the overall space is limited and used to full capacity. Students and staff complain of high noise levels, cramped instructional/computer lab space and distracting conditions in general. Facility constraints posing the greatest challenge to DSPS operations relate to space

available for test proctoring and the storage of special equipment. Remedies for these issues were addressed in the Final Project Plan (FFP) for a proposed new student services building.

A. Funding

The DSPS allocation has increased each year consistent with program growth with one exception. In 2008-09, the program received a slightly decreased allocation. This was due to an MIS error which resulted in spring data being lost when the RSCCD IT Department submitted it to the state. Since then, DSPS funding for 2009-2010 has been decimated by the current fiscal crisis. The DSPS allocation for 2010 reflects a reduction of 36.7% over the previous year bringing the program to a funding level commensurate with that received in 2001-2002. All efforts will be undertaken to advocate for the restoration of funding and to secure funds from alternative sources where possible.

B. Students Served

The number of students served is an annual unduplicated count of students based on their primary and secondary disabilities. They do not include students who were assessed for learning disabilities eligibility and found to be ineligible for services. The data for students served is based on internal records for all students who applied for DSPS and were determined eligible for services.

DSPS has seen consistent growth in the number of students requesting services since the program's inception. The number of served increased by 10.3% in 2007-2008 over the 2006-2007 academic year and by 12.8% in 2008-2009. This growth in the number of students accessing program services is attributed to:

- General college growth
- A greater number of students with disabilities attending the college
- Enhanced awareness of disability-related support services
- A disabilities accommodation statement on all syllabi
- Specialized outreach activities to high school seniors in special education

The distribution of students in each category of disability has remained relatively consistent. Students with learning disabilities make-up the largest percentage of students served followed by those eligible under the category of "Other Disability." "Other Disability" is a broad designation that includes individuals with Attention Deficit Hyperactivity Disorder (ADHD), autism spectrum disorders, and medical conditions that do not meet the criteria under any other Title 5 category. Also included in this category are special education students transitioning from high schools without recent assessment information or those who have learning deficits but do not meet Title 5 Learning Disabilities (LD) eligibility guidelines. In the case of the former, DSPS must

reassess the student to determine LD eligibility or provide services under the category of “Other Disability” based on the student’s educational limitations.

In 2008-2009, DSPS saw a 12.8% increase in the “Other Disability” population of students compared to a 6.7% increase in the number of students with learning disabilities. The growth in the number of students qualified under “Other Disability” has a significant impact on DSPS funding since this disability category is weighted far less than “Learning Disability.” Even though many of these students need comparable services to those required by students with learning disabilities, the program receives less than half the funding to serve them. Reassessing these students requires a significant investment of time but it is essential when considering the potential loss of revenue over years. This type of growth in the “Other Disability” category is a statewide issue with no foreseeable solution in the near future.

The number of deaf students at SCC has historically been low. This is likely due to the fact that there is a large Deaf and Hard of Hearing (DHH) program at Santa Ana College (SAC) and deaf students are more likely to enroll there as a result. Because of the specialized expertise and costs associated with serving deaf students, Sign Language Interpreters are provided to SCC students through the SAC DHH program. This approach to providing interpreter services on a district level is efficient and cost effective. However, SCC may need to apply for special DHH funding in the future as the current fiscal crisis may require that the colleges separate the cost of providing interpreter and captioning services.

C. Measurable Outcomes

The data reflected in this section comes from the Chancellor’s Office Management Information Systems Annual Data Report for SCC. This information was only available for fiscal years 2007–2008 and 2008-2009. While there are some questions about the accuracy of the data, overall there is consistency with statewide outcomes for students with disabilities.

DSPS students at SCC showed significantly greater persistence from fall to spring than other students. This shows that with the provision of special support services, students with disabilities are more likely to stay in school than other students. However, DSPS students were less successful in their retention levels. DSPS students complete degree applicable, basic skills and workforce development courses at lower rates compared to their non-disabled peers. This is likely due to the fact that students with learning disabilities comprise the greatest percentage of students with disabilities at SCC and may need to repeat more classes before successfully completing them. These outcomes speak to the importance of DSPS students receiving good academic advising and instructional support services to mitigate the barriers to successful course completion. Noteworthy is the fact that ultimately, students with disabilities are more likely than their non-disabled peers to earn a degree, be transfer directed and transfer prepared. This demonstrates that they possess the motivation and ability to be

successful in the college environment when appropriate supports and accommodations are made available.

D. Technology

DSPS has developed a strong inventory of technological tools to accommodate students with disabilities. Site licenses for core assistive software programs have been obtained and are updated regularly. Access to these programs is made available in the DSPS Center and in key locations throughout campus such as the Library, Tutoring Center, Counseling Center and Academic Success Center. In addition, a small computer lab is housed in DSPS that is well utilized by students. However, the space is very cramped and a dedicated High Tech Center where instruction can be conducted is needed. To this end, plans for an independent High Tech Center within DSPS were included in FFP for the new student services building. In addition, a faculty position is required to provide needed instruction in the utilization of assistive technologies and to provide campus-wide training in access requirements for all electronic information.

A comprehensive inventory of special equipment to accommodate different disabling conditions is available to students through DSPS. Students may check-out equipment or use it on-site as needed. In addition, DSPS has special software programs designed to support the development of basic skills.

Student records are currently maintained in individual hard copy files. Only student contact logs and accommodation letters are electronically stored. An integrated data management system is needed to house all student records electronically. However, a program that fulfills DSPS documentation requirements is not readily available.

E. Alternate Media

Alternate media refers to changing the format of print or electronic information so that it is accessible to individuals with disabilities. Alternate media production involves making textbooks and other instructional materials available in audio format, e-text, enlarged format and Braille. DSPS employs an Alternate Media Specialist who is responsible for assessing students' alternate media needs and creating these accessible materials as required.

The volume of alternate media produced through DSPS is significant and growing. Production increased substantially in volume and complexity during 2008-09. While program growth that year was 12.8%, alternate media demand increased by 30%. This can be attributed to a greater number of students who request the accommodation and are authorized to receive it. It is expected that alternate media requests will continue to increase with student growth. The need for a part-time Alternate Media Specialist to support production is anticipated within the next two years.

The section on Program Effectiveness Surveys discusses students' satisfaction with the alternate media that is produced through DSPS.

F. Test Proctoring

DSPS proctors exams requiring the implementation of special accommodations. Testing accommodations typically include extended time, a distraction-reduced environment, various forms of alternate media, use of assistive software and/or equipment, and scribe services. Test proctoring is a high volume, and at times, very labor intensive mandated service. The number of exams proctored each year is relatively consistent and does not include the placement testing that is administered to incoming students each year. A discussion of the efficacy of test proctoring services is included under student satisfaction surveys.

G. Special Classes

DSPS offers three special classes for students with disabilities: Special Services N60, Learning Assessment, Special Services N65, Academic Coaching and Special Services N68, Learning with Technology.

Special Services N60, Learning Assessment

This class is designed for students undertaking LD assessment. Through the class, students learn about their learning strengths and challenges, whether they qualify for LD services and what academic accommodations are authorized for them. Enrollments in this class are relatively consistent for the same semester each year. Spring enrollments are greatest due to the assessment of transitioning high school seniors participating in the SCC Early Decision Program.

At SCC, students usually complete the assessment process with one Learning Disabilities Specialist. This is not the case at all colleges. DSPS faculty believes that this consistency is important to establishing rapport and the depth of understanding needed to provide students with the best holistic services possible. Every effort is made to complete assessments in a timely manner and there is rarely a waiting list. Student Learning Outcomes for this class are the same as that for the program since they reflect what a student is expected to learn as a result of completing the assessment process.

Special Services N65, Academic Coaching

Through academic coaching, students receive specialized tutoring and learn how to plan and organize their studies, manage their time, use strategies for learning, and advocate for themselves. The academic coaches are DSPS instructional assistants with special training in methods that address the unique needs of students with learning disabilities. Academic coaches meet with students twice a week and work

with them individually to assess progress in classes and make recommendations for interventions as needed. DSPS faculty and the coaching team meet weekly to review progress and collaborate on student issues. DSPS students report that the class is one of the most valuable contributors to their persistence and success at SCC

Class enrollments are very strong with well over 100 students enrolled during fall and spring semesters. However, summer enrollments are historically weak. This fact, combined with the current budget crisis has led to the decision not to offer Academic Coaching during summer session.

Student perceptions of the effectiveness of Special Services N65 class components are gathered in Program Effectiveness Surveys. In general, student learning outcomes for the class are rated highly with most components receiving strongly agree and agree responses ranging from 82.5% to 94.5%. However, two components are rated lower than the rest – evaluating test errors (72.5% to 79%) and use of other learning resources (60% to 63%). In the case of the former, students cite the fact that scantron tests don't readily allow for students to review their errors unless they meet with the instructor for this purpose. Moreover, students often don't see the value of this learning process if no cumulative final is given. In terms of accessing other learning resources, students are most likely to utilize the library and MASH. However, even when they are aware of learning resources and acknowledge their value, they often choose not to use them. A significant factor contributing to this dynamic is the embarrassment many students with learning disabilities feel when working with non-DSPS tutors who may not understand their disability. Nevertheless, students are encouraged to take advantage of all college resources and are counseled in how to minimize barriers associated with using them.

Survey Question	Average Percent of Agree and Strongly Agree Responses		
	2006-2007	2007-2008	2008-2009
Helped Develop Learning Skills	94.5	92	94.5
Applied Learning Strategies	87.5	90	91
Effective Use of Planner	93.5	82.5	85
Keep Track of Grades	88.5	80	90.5
Evaluate Errors on Tests	79	76.5	72.5
Aware of Learning Resources	77.5	N/A	N/A
Use Other Learning Resources	N/A	60	63

As a result of the budget crisis, DSPS will no longer be able to employ most of the Instructional Assistants used as Academic Coaches for this class. Consequently, the format of the class will be changed in fall 2009. The DSPS Team is exploring innovative new ways of delivering this instructional support to as many students as possible, but it is clear that the individualized assistance students have been receiving will be significantly reduced.

Special Services N68, Learning with Technology

This class is designed to introduce students to various forms of assistive technology and computer applications that can be used to support learning. It was first offered in fall 2007 and then again in fall 2008. Enrollments have been marginal but this is to be expected given the special target audience for the class. Students who enroll typically have significant disabilities and almost no computer experience. Student evaluations of the class have been positive and DSPS faculty believes that the instruction provided through this class is very valuable to the aforementioned student demographic. Nevertheless, the class will not be offered in fall 2009 because of budget constraints. At this time it is unknown when or if the class will be offered in the future.

H. Program Effectiveness

Program Effectiveness Surveys are completed by DSPS students at the end of each semester. The surveys are designed to elicit quantitative and qualitative data on students' perceptions of the quality of program services. Survey results are compiled and evaluated each semester and are used by DSPS faculty and staff for program planning. Survey reports with all qualitative data are included in the appendix.

A review of survey results reveals consistent themes regarding how the program is perceived by students. Overall, students express a high degree of satisfaction with program services. Almost all areas received a rating of over 90%. Noteworthy is the fact that students rated lowest their ability to explain their disabilities. However, since the implementation of these skills as a student learning outcome in 2007-2008, response rates have significantly improved going from 76% to 87%. Below is a general summary of the annual average percentage of agree and strongly agree responses for survey questions

Survey Question	Average Percent of Agree and Strongly Agree Responses		
	2006-2007	2007-2008	2008-2009
Service Satisfaction	N/A	94	98.5
Hours of Operation	95.5	N/A	N/A
Treated with Respect	99.5	N/A	N/A
Able to Explain Disability	76	84.5	87
Know Accommodation. Procedures	93	N/A	N/A
Know Authorized Accommodation	100	91.5	95.5
Able to Discuss Accommodation	90.5	89	90.5
Testing Accommodation Satisfaction	96.5	96	95
Alternate Media Satisfaction	100	94	87

The following relate to general areas of concern identified by students in Program Effectiveness Surveys:

Hours of Operation

The DSPS Center is open 40 hours a week but closes for lunch from 12 noon to 1:00PM. Several comments were received from students indicating that they would like to see the center open at lunch so they can use the facility. The decision to close the center at noon was based on the need for staff to take their lunch and to create confidential space for meetings and other presentations. In fall 2008, the center was opened to students needing test proctoring in order to better accommodate the demand for this service. In fall 2009 the DSPS Center will remain open at lunch and will be staffed by DSPS faculty.

Staffing

Several students said that they would like to see more tutors available for one-on-one instructional support in a greater number of subject areas. Currently, the student to Instructional Assistant ratio is 2 to 1 and the focus of Special Services N65 is to provide generalized academic support. DSPS has at times offered limited content tutoring in math when funds and staff were available. However, it is unlikely that this service will be available in the near future due to funding and facility limitations. Plans for spring 2009 are to implement a supplemental tutoring pilot for a few classes using Basic Skills funds. Students will continue to be encouraged to utilize other campus learning resources for support in content areas.

Testing Accommodations

The data related to proctoring exams with accommodations shows this as a high volume service with equally high satisfaction ratings. Students clearly consider this service to be critical to their academic success and are very appreciative of DSPS efforts to accommodate their needs in this regard. Nevertheless, proctoring exams during peak times remains a great challenge. The test proctoring room has six seats available yet it is not unusual to have more than ten students at a time who need to an exam. This number becomes even greater during midterms and finals. The DSPS staff does everything possible to accommodate students at the time of the exam, which is important for test security, but sometimes students must take their exam at another time. This is always done with instructor approval. Students enrolled in classes that start before 8:00 AM or after 7:00PM must also make special arrangements to take tests. In spite of these challenges, test proctoring service provision runs quite smoothly and effectively which is a significant accomplishment given the fact that over 1000 exams are proctored each year.

Alternate Media

Satisfaction levels for this service are relatively high and consistent but it must be noted that there were few survey respondents who said they utilized the service. Consequently, one negative response skewed results downward. In a few cases

students submitted their requests late and had unreasonable expectations about how long it would take to receive their alternate media. Overall, alternate media provision through DSPS is excellent and expected to grow as this accommodation is used by more students.

I. Student Satisfaction

The Rancho Santiago Community College District Research Department conducts comprehensive student satisfaction surveys of students enrolled at Santiago Canyon College each year. The survey provides an opportunity for students to report their levels of satisfaction with their educational experience, the college environment, and the services and programs provided by the college.

Student satisfaction surveys ask students to rate the general quality of SCC programs and services they have used. In cases where they rate a service below average or poor, they are asked to provide specific information about why they have done so and how the program can be improved. DSPS ratings of excellent and good were 85% for 2008 and 81% for 2009. There were very few comments related to program services and only one was negative “They don’t help us” which did not provide useful information for program improvement. The survey report indicated that 2009 respondents were slightly less favorable in their ratings of services than those of past years. This was also true for DSPS, but overall ratings for the program indicate a good level of satisfaction with the program.

VII. FINDINGS AND FUTURE DIRECTIONS

A. Funding

- Through FY 2007-08, categorical funding for DSPS increased annually commensurate with program growth. In 2008-09, a small funding decrease occurred due to an MIS data submission error at the district level.

- DSPS funding for FY 2009-10 will be reduced by 36.7% compromising the program's ability to provide instructional support and mandated academic accommodations.

Recommendations:

- 1) Engage in advocacy activities to restore all or part of the disproportionate cuts made to DSPS funding.
- 2) Seek alternative funding opportunities to augment the DSPS allocation.

B. Students Served

- The number of students served by DSPS increased by 21.7% during this program review cycle.
- Students with learning disabilities make-up the largest category of students with disabilities.
- The greatest increase in the DSPS population was seen in students with "Other" disabilities such as ADHD, Autism Spectrum Disorders, and other processing deficits that affect learning. There are negative funding implications to this dynamic since students with "Other" disabilities are funded at a significantly lower level than students with disabilities yet require comparable services.
- Given the fiscal crisis, SCC DSPS will need to assume greater responsibility for providing services to students who are deaf and hard of hearing at SCC.

Recommendations:

- 1) Make the assessment of students with "Other" disabilities who may be eligible for learning disabilities services a priority.
- 2) Apply for Deaf and Hard of Hearing augmentation funds through the Chancellor's Office and explore options for meeting the general fund match requirement.
- 3) Participate in training opportunities to learn best practices for serving emerging populations of students with disabilities such as those with Autism Spectrum Disorders (ASD) and veterans.

C. Measurable Outcomes

- DSPS students persist at significantly higher rates than their non-disabled peers.

- Students with disabilities are less successful than other students in their retention levels and completion of degree applicable, basic skills, and workforce development courses.
- DSPS students earn degrees, are transfer directed and transfer prepared at higher rates than non-disabled students showing that with persistence and support services they are successful in college.

Recommendations:

- 1) Explore innovative ways for enhancing instructional support services to students through specialized tutoring and supplemental instruction.
- 2) Work with the Research Department to generate internal data for outcomes related to students with disabilities to validate Chancellor's Office data.

D. Technology

- DSPS houses a comprehensive inventory of core assistive technology and equipment to accommodate various disabilities.
- An independent High Tech Center is needed for students who must learn and use assistive computer technology to access educational opportunities.
- A faculty position is needed to oversee the High Tech Center and provide instruction in assistive technology and access to electronic information.
- An integrated data management system is needed for maintaining DSPS student records.

Recommendations:

- 1) Update inventory of assistive technology and equipment as budget permits.
- 2) Explore opportunities for creating an interim High Tech Center.
- 3) Submit request for a High Tech Specialist faculty position.
- 4) Explore integrated data management possibilities for maintaining student records.

E. Alternate Media

- Demand for alternate media increased by 30% in 2008-09 and is expected to continue growing with greater numbers of students utilizing this accommodation.

Recommendations:

- 1) Hire a part-time Alternate Media Specialist to support production demand.

F. Test Proctoring

- Accommodated test proctoring is the most utilized DSPS service with over 1100 exams being administered each year.

Recommendations:

- 1) Ensure that plans for a new DSPS facility provide for future test proctoring needs.

G. Special Classes

- Special Services N65, Academic Coaching is a high enrollment class cited by students as contributing significantly to their persistence and academic success.

Recommendations:

- 1) Given the current budget crisis, seek innovative ways to provide academic coaching and specialized tutoring without Instructional Assistant staffing.
- 2) Restore five Instructional Assistant positions as funding allows.
- 3.) Secure a classroom for delivering instructional support services.

H. Program Effectiveness

- The results of Program Effectiveness Surveys validate department perceptions that students have a high level of satisfaction with the quality of program services. The DSPS Team works collaboratively to respond to student needs and effectively creates a positive environment for service delivery.
- Overall, Student Learning Outcomes are achieved satisfactorily. New students meet Student Learning Outcomes at higher rates than continuing students. Students consistently have the greatest difficulty explaining their disabilities.

I. Student Satisfaction

Student Satisfaction Survey participants rated the quality of services offered through DSPS highly with 85% of respondents issuing excellent and good ratings in 2008 and 81% in 2009.