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. EXECUTIVE SUMMARY

This “executive summary” report is intended to be shared with College Council and other areas of the college that may not see your department’s entire program review document. This report allows you to provide an update of your department’s plans, needs, accomplishments, and concerns to a collegial governance body consisting of representatives from all areas of the college.

Department: Disabled Students Programs and Services (DSPS)  Date: June 28, 2012

**Briefly describe and explain what is working well in your department.**

DSPS effectively meets the academic accommodation needs of students with disabilities. Student satisfaction rates are high across all aspects of DSPS service provision. Students report that the services and instructional support offered through DSPS help them succeed in meeting their academic goals.

**Briefly describe and explain what is not working well or needs attention in your department.**

DSPS is challenged meeting the demand for accommodated testing due to facility constraints. A larger facility equipped with assistive technology and separate rooms for distraction-reduced testing is needed. The DSPS Deaf and Hard of Hearing allocation is not sufficient to cover the costs of providing mandated services to this student population.

**List and briefly explain the plans your department has in the areas of facilities, technology, and personnel in the next 3 years. Please provide an expected date for each item.**

- **Facilities:**
  - A larger facility for accommodated testing. (Fall 2013)
  - A dedicated High Tech Center for training and instruction in assistive technology. (Fall 2015)

- **Technology:**
  - Update core assistive hardware and software as the budget allows. (Spring 2013 – Spring 2015)

- **Personnel:**
  - Restore five Instructional Assistant positions lost in 2009 to a reduction in force. (Fall 2013)
  - Hire a PT Counselor/Learning Disabilities Specialist and a PT Instructional Assistant to deliver services at OEC. (Fall 2014)
  - Hire a High Tech Center Specialist to deliver training and instruction in assistive technology. (Fall 2015)

**Summarize any other findings from your program review and planning process that you would like to share with the college community.**

DSPS saw a 5% growth in its student population during this program review cycle. With funding cuts of approximately 40% starting in the 2009-10 academic year, DSPS faculty and staff have been required to assume multiple responsibilities to ensure that mandated accommodations are provided to students with disabilities. This dynamic may not be sustainable in the long term. More specialized instructional support is needed to promote the academic success of students with disabilities, particularly in basic skills development. A college contingency fund is needed to address the excess cost of providing mandated services to students who are deaf and hard of hearing.
III. PROGRAM DESCRIPTION

a. **Vision**

Disabled Students Programs and Services (DSPS) will offer a comprehensive range of specialized instructional support and academic accommodations designed to reduce educational barriers and enable students with disabilities to develop and express their abilities. The DSPS Center will be staffed by educators dedicated to supporting student growth through a holistic, student-centered approach to learning and service provision. State-of-the-art resources will be available in a facility that models universal design for architecture, equipment and learning. Responding to students’ needs effectively in a kind and respectful manner will be our highest priority.

(Created January 2005, revised spring 2012)

**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)

b. **Overview of Program Functions and Services**

DSPS provides instructional 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 academic accommodations authorized for students are determined individually based on identified 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.

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

The following classes are offered through the DSPS Department.

Special Services N60, Learning Assessment 0 Units
Assessment to identify the educational limitations of students applying for academic accommodations or learning disabilities eligibility under the California Community Colleges Learning Disabilities Eligibility Model. Open entry/Open exit.

Special Services N64A/B, Academic Coaching 0.2 – 1.0 Units
Provides academic monitoring and support for college coursework through 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. May be repeated. Pass/No Pass only.

c. Funding Source

- RSCCD General Funds – Most contract faculty, one classified staff member and some Deaf and Hard of Hearing (DHH) interpreting costs
- DSPS Categorical Funds – Percentage of contract faculty, beyond contract faculty (summer), program facilitator, two full-time and one part-time classified staff members, Deaf and Hard of Hearing costs, instructional and non-instructional equipment and supplies, conferences
IV. ORGANIZATIONAL CHART

Santiago Canyon College
STUDENT SERVICES
DISABLED STUDENTS PROGRAM AND SERVICES

Vice President
Student Services
JOHN HERNANDEZ

DSPS Coordinator
LUCY CARR-ROLLITT

Learning Disabilities Specialist
LAURA WIRTZ
MARY METTLER

Alternate Media Specialist
SCOTT JAMES

DSPS Specialist
MICHAEL RINALDI

Student Program Specialist
VIVIAN VU

Instructional Assistant
TRUDY LONG
.475 FTE 10 mos

DHH Coordinator
MONICA COLLINS
.05 FTE

Lead Interpreter
RUTH RODRIGUEZ
.2 FTES
v. SUMMARY OF PROGRESS

Starting with the 2009-10 fiscal year, DSPS saw a reduction of approximately 40% to its categorical funding. These unprecedented budget cuts led to reductions in DSPS staffing, specialized instructional support services and student access to updated assistive equipment and technology. During this program review cycle, program priorities focused on providing mandated services and maintaining the highest level of service provision given budget and staffing constraints. Within this context, key accomplishments and challenges from 2009-10 through 2011-12 are outlined below.

a. Key Accomplishments

- DSPS saw a 5% increase in the number of students served from 2009-10 through 2011-12 in spite of budget reductions.
- An average of 1,242 exams were successfully proctored each year with required accommodations.
- An average of 123 textbooks were produced in alternate media each year.
- Alternate media processes were updated to include new media such as e-books and mobile apps.
- DSPS continued to offer limited instructional support to students with learning disabilities through Special Services N64, Academic Coaching.
- DSPS faculty offered flex workshops on the following issues:
  - Roundtable with the DSPS Team: Mandates, Challenges and Emerging Issues (Fall 2009)
  - Students with Autism Spectrum Disorders (Fall 2010)
  - Faculty Rights and Responsibilities in Accommodating Students with Disabilities (Spring 2012)
- A Supplemental Instruction Project for Math 060 and English 061 was piloted (Spring 2010).
- A new student “Steps for Success Orientation” was created for transitioning high school students. (2009).
- DSPS participated in the New Faculty Institute providing training on critical DSPS issues. (2011-12).
- DSPS faculty provided training and supervision to two Learning Disabilities Specialist interns and one Instructional Assistant intern. (2011-12).
- A smartpen notetaking project was implemented for Math 060 to assess the efficacy of making class notes available online. (Spring 2012).
- A DSPS scholarship in the amount of $300 was established by DSPS faculty.
b. Challenges

- DSPS has worked diligently to provide students with mandated accommodations and instructional support services in the face of devastating budget cuts. This crisis has forced DSPS faculty and staff to assume multiple responsibilities in order to assure that the college meets its legal responsibilities in providing academic accommodations to students with disabilities. These conditions have stretched all resources to their limit and may not be sustainable over the long term.

- The DSPS Deaf and Hard of Hearing (DHH) allocation does not cover the cost of providing mandated services to this student population. The volatility of costs involved in serving these students creates significant challenges to budget planning and requires general fund resources to cover excess costs.

- Accommodated testing is the most utilized DSPS service and is critical to providing students with equal educational access. DSPS does not have an adequate facility to meet the demand for test proctoring in terms of volume, distraction-reduction and assistive technology resources. This dynamic often creates limitations to where and when students can take their exams and at times displaces faculty from their offices when a separate testing environment is required.

- Acquiring and upgrading essential core assistive technology and replacing old student computers is either unfeasible or limited to that which is legally required in order to respond to a student’s access needs. The college risks being out of ADA compliance if these access resources are not available when required. The DSPS allocation is not currently adequate to fund the purchase of these items.

- DSPS is unable to provide the instructional support services students with disabilities need to realize successful academic outcomes. No specialized tutorial support is offered through DSPS and academic coaching through the special class, Special Services N64 has been significantly reduced.
VI. STUDENT LEARNING OUTCOME DATA

1. SLO Data
   a. 2009-10 Data

   n = 209

   ![New Students Diagram]

   n = 84

   ![Continuing Students Diagram]
b. Description

The data presented summarizes SLO results for 2009-10. During the 2009-10 academic year, the DSPS Department maintained the same Student Learning Outcomes (SLOs) as the previous two years. The department considered these SLOs essential for students with disabilities if they are to successfully navigate the college environment and ensure they have the accommodations they require. As stated in previous year’s reports, many students with disabilities are unclear about the nature of their disability, its educational impact, and the accommodations they need. This is especially true of students with hidden disabilities transitioning to the college from high school. Because self-advocacy is a critical component of student success, the DSPS Department maintained the following student learning outcomes for the 2009-2010:

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.

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. Faculty 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, or no.

**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 develop a class schedule for the following semester. This year, SLOs for continuing students were assessed through a written questionnaire that students completed just before their review/planning meetings.

The SLO questionnaire asked students to respond to the following three questions:

1. What is your disability? (a checklist of disability categories was provided)
2. My disability makes it difficult for me to: (written response required)
3. I can receive the following accommodations: (written response required)

Faculty assessed students’ responses to the three questions utilizing the same criteria as that for new students:

The student is able to:
1. Identify disability(ies)
2. State educational limitations
3. Articulate needed accommodations

Student responses were rated according to three levels: yes, somewhat, or no. Students who were unclear about the answer to any of the questions were provided with additional instruction and asked the questions again to check understanding.

c. **Data Analysis Summary**

- Approximately 90% of new students were able to meet SLO criteria. This was expected since the process allowed for a verification of understanding and additional instruction was provided as needed. However, in a small percentage of 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.
- Over 87% of continuing students were able to meet SLO criteria. The small differences between new with continuing students may result from the time lapse between continuing students’ initial evaluation and the current assessment of
learning outcomes. Many students with cognitive disabilities have memory difficulties and may not effectively hold on to the information over time.

d. Findings/Conclusions/Recommendations

The individualized instruction provided to new and continuing students as part of evaluation and planning processes is effective – most students successfully meet SLO criteria. Students who have difficulty meeting SLO criteria usually have cognitive deficits that preclude them from processing/expressing the information required. It is important to continue incorporating self-advocacy strategies related to these SLOs into the Special Services N64 curriculum and during individual review/planning meetings with students in order to reinforce and deepen learning related to SLOs.

2. 2010 – 2011 SLO Data

a. Data

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<td>Kept Appointment</td>
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b. Description of Data

This data set summarizes SLO results for 2010-11. In this academic year, the DSPS Department developed one Student Learning Outcome (SLO) related to the testing accommodation process. Accommodated testing is a high volume DSPS service critical to ensuring equal opportunity for students with disabilities. Testing accommodations are authorized for students during their individual evaluation meetings with DSPS faculty. These accommodations may include extended time for test-taking, using assistive technology for reading an exam, taking exams in a distraction-reduced environment or using a computer or scribe to complete the written portions of exams. In order to successfully implement authorized testing accommodations, students must: 1) request authorization letters to take to their instructors, 2) schedule testing appointments, and 3) keep their scheduled testing appointments. Because receiving appropriate testing accommodations is so
important to student success, DSPS established the following SLO to assess how well students are able to follow the procedures required to effectively utilize them.

**Students will demonstrate knowledge of the procedures they must follow to utilize testing accommodations by requesting authorization letters, scheduling testing appointments and keeping scheduled appointments per DSPS testing accommodation guidelines.**

Statistical information on the following components of DSPS testing accommodations was gathered weeks one through eight of the spring 2011 semester:

Total number of:
1) exams proctored.
2) incidences when students did not request authorization letters per DSPS guidelines.
3) incidences when students did not schedule testing appointments per DSPS guidelines.
4) incidences when students did not keep their scheduled appointments per DSPS guidelines.

c. Data Analysis Summary

- SLO results show that most students (76%) were able to follow the procedures required to use authorized testing accommodations. Given all the factors involved in implementing testing accommodations, this success rate is considered good.
- The largest area of noncompliance (16%) involved students failing to schedule their testing appointments in a timely manner. This is likely due to factors related to 1) the limitations of students with disabilities, 2) DSPS testing accommodation guidelines not being specific enough about how much in advance students must make testing appointments, and 3) the tendency of DSPS faculty and staff to accommodate students even when they did not comply with procedures.
- In the area of keeping scheduled appointments, there was noncompliance in 8.6% of cases. Factors for noncompliance in this area typically involved students 1) forgetting to cancel their appointments when an exam date changed, 2) deciding to take their exams in class without accommodation after scheduling an appointment, or 3) arriving late for their scheduled appointments for numerous reasons.
- In 5.2% of cases, students failed to request an authorization letter. Most often students 1) simply forgot this first step of the testing accommodation process, or 2) assumed they did not have to follow this procedure if the testing accommodation was for a class with an instructor they had had in a previous semester. Noteworthy is the fact that students who failed to comply with testing accommodation procedures did not claim they were unaware of them. Additionally, there was no significant difference in noncompliance between new and continuing students.
d. Findings/Conclusions/Recommendations

- Most students follow the procedures needed to implement their approved testing accommodations. However, given the complications that can arise when students fail to follow designated procedures for test-taking, even a small percentage of non-compliance can have a significant adverse effect on students and DSPS staff time. Consequently, the following revisions to testing accommodation procedures and guidelines are recommended:

Students are expected to:
- schedule testing appointments at least five business days before exams.
- contact DSPS to cancel a testing appointment if the exam date is changed or if the student decides to take it in class.
- submit a request for all classes in which they want to use testing accommodations, even if they have had the instructor before.

- Send an email reminder to students at the beginning of the semester about the procedures they must follow to implement testing accommodations

- Review testing accommodation procedures with students the first time they fail to comply with a guideline. Students who do not follow procedures for a second time will be required to meet with their DSPS instructor to identify barriers to compliance and explore potential solutions.
VII. Data Analysis

1. Students Served

   a. Data

   **Total Student Count**

   ![Total Student Count Chart]

   2009-10: 549
   2010-11: 582
   2011-12: 575

   **Students Served by Primary Disability**

   ![Students Served by Primary Disability Chart]

   - Acquired Brain Injury
   - Injury
   - Developmental Delay
   - Deaf and Hard of Hearing
   - Learning Disability
   - Mobility
   - Other
   - Psychological
   - Speech/Language
   - Visual

   - 2009-10
   - 2010-11
   - 2011-12
b. Description of Data

The data presented includes total student count, the distribution of students by disability and the weighted student count (WSC) for each year of this program review cycle. The number of students served is an annual unduplicated count of students based on their primary disability. The count does 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 to be eligible for services. However, not all of these students met the contact criteria for funding reimbursement. Students served by primary disability shows the distribution of students by disability category. The WSC data shows the total weighting generated by primary and secondary disability for students served each year. The DSPS allocation is determined primarily by weighted student count. Each category of disability has a specific weighting based on the theoretical costs involved in meeting the accommodation needs of these types of students. For example, students who are deaf or hard of hearing have the highest weighting whereas students with psychological disabilities have the least weighting for funding reimbursement.

c. Data Analysis Summary

- The total student count shows that from 2009-10 through 2011-12 the number of students served by DSPS grew by approximately 5%. Although the student count decreased slightly in 2011-12, the number of students eligible for funding reimbursement for 2012-13 actually increased.
- The distribution of students in each category of disability has remained relatively consistent with a few exceptions. Students with learning disabilities and other disabilities make-up the largest percentage of the DSPS population. However, the number of students with learning disabilities is steadily decreasing while the number of students with “other” disabilities is steadily increasing. The category of “Other” includes students with ADHD, Autism Spectrum Disorders, medical conditions and other learning related disabilities. This changing dynamic has a significant impact on
DSPS funding since students with “other” disabilities are weighted at less than half the rate as students with learning disabilities.

- While the number of students who are deaf and hard of hearing has risen only slightly over the past three years, even small changes to the number of students in this category can have a large impact on the DSPS budget. During this program review cycle, the DHH allocation has not been sufficient to cover DHH costs.
- The weighted student count increased by approximately 26% over the past three years reflecting the growth in the number of students served.

d. Findings/Conclusion/Recommendations

- DSPS is serving a greater number of students with fewer resources. Of significant concern is the funding implication of continued growth in the number of students with “other” disabilities and the declining number of students with learning disabilities. This is a statewide issue being studied by chancellor’s office. DSPS must make a priority of reassessing transitioning high school students to see if they meet LD eligibility guidelines. However, this requires a significant investment in terms of time and resources. It is likely that DSPS will see reduced growth in its student population in the future due to the cumulative effects of budget cuts.
- The growth in the number of students with “Other” disabilities will result in DSPS being required to serve more students with less relative funding.

2. Program Effectiveness

a. Data

<table>
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<th>Program Effectiveness Survey</th>
<th>Agree &amp; Strongly Agree Satisfaction Rates</th>
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<tbody>
<tr>
<td>Service Satisfaction</td>
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<td>Adequate Staffing</td>
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<td>Knowledge of Procedures</td>
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<tr>
<td>Technology &amp; Equipment</td>
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<td>Testing Accommodations</td>
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<td>Alternate Media</td>
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<td>College Accessibility</td>
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<tr>
<td>Access to Assistive Technology</td>
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<tr>
<td>Instructor Cooperation</td>
<td>92.50%</td>
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</table>
b. Description of Data

This data set represents the averaged agree and strongly agree satisfaction rates in specific areas assessed through Program Effectiveness Surveys completed in Fall 2010 and Spring 2012. Students completed the surveys online via a link provided through an email or in the DSPS Center at the point of service. A copy of the survey results with all comments is included in the appendix.

c. Data Analysis Summary

- 95.5% of students said they received the services they requested in a satisfactory manner. Comments included “The DSPS services are amazing. They definitely do everything in their power to help you out in trying to help students get more organized. Their overall goal is just to help you be more successful” and “The services I was given were wonderful. I loved being able to sit down, ask questions about my classes and get a well informed answer to it along with getting a work place to work on any homework I needed to do.”
- 93% of respondents thought that DSPS hours of operation were sufficient to meet their needs. However, some respondents indicated that they would like to see the DSPS Center open earlier than 8:00 AM, stay open later than 7:00 PM at least one evening a week and extend hours on Friday.
- 92% of students thought that DSPS is adequately staffed and many comments acknowledged the efforts of DSPS staff to meet student needs. “Everyone is awesome and they all go above and beyond the call of duty.” This and several other similar comments were received. However, some students commented on the reduced staffing in DSPS over the last few years. “There are not as many staff as there was when I started back in 2008 but there is always someone around to help me.” Another related comment was “Some days they are overly busy but continue to be nice and helpful to their people.”
- 94% of respondents said they knew the procedures they must follow to receive their authorized accommodations reflecting DSPS ongoing efforts to educate students in this regard.
- 91% of students thought that the DSPS Center is well equipped with technology. Nevertheless, one significant comment addressed the need for updates to our assistive technology. “Ok the network Jaws is about two, and now three years out of date. I'm not too sure how up-to-date the rest of the software/hardware is but, given the price of this, and given the rapid advancement in technology, it is a fair even bet that it isn't as recent as some would like. However, it is sufficient for most college-related tasks.”
- The 99% satisfaction rate with accommodated testing was the highest received. Clearly, students are grateful for this service and recognize its importance to their academic success. In spite of this high rating, several comments were received that spoke to the need for more testing space and distraction-reduced rooms.
- Although a relatively small number of respondents used alternate media, 92.5% of students who received this accommodation were satisfied with the service.
- 94.5% of students indicated that they thought the college is accessible. However, most students with disabilities at SCC do not have physical disabilities. A few relevant comments most likely received by students with physical disabilities included the need for improved signage on buildings, a push button the inside of the science building, and
the need for a tactile map, audible signposting or GPS to make going between buildings easier.

- Instructor cooperation with the accommodations that are authorized through DSPS earned a satisfaction response of 92.5%. Several responses received spoke to instructors being well informed and understanding about DSPS accommodations. Nevertheless, a few respondents said that their instructors discouraged them from using approved accommodations because they did not think they were needed or were inconvenient to implement. One pertinent comment stated “It is clear that all the courses I’ve completed so far, the instructors did not build accessibility directly into their course design from the outset - or even gave consideration of accommodations that might be required if they had to teach disabled students.”

- When asked how access could be improved, many students said that the DSPS Center needs to be larger and that more space is needed for accommodated testing. Additionally, some students said that faculty should be more familiar with disabilities, accessible course design, assistive technology and accommodations. Also cited by several students was the need to bring back instructional assistants to provide more academic coaching and tutoring.

d. Findings/Conclusion/Recommendations

- Survey results showed high levels of satisfaction across all aspects of DSPS service provision. Satisfaction levels ranged from 91% to 99% in every area but one. Access to assistive technology on campus earned a satisfaction score of 81.5%. While this is a reasonably high satisfaction rate, comments received indicated that students may not have understood the question or did not know that assistive technology is available throughout campus.

- The need for a larger facility with distraction-reduced rooms for accommodated testing was cited repeatedly by respondents and should be a high priority for the department given the demand for this service.

- The DSPS Department needs to continue offering flex workshops to improve faculty understanding of access and equal opportunity requirements for students with disabilities.

- Universal instructional design must be promoted in order to build accessibility into all courses including distance education offerings.

- Students repeatedly stressed the need for DSPS to offer more instructional support services to help them achieve their academic goals. This also should be a program priority.

- Accessibility issues related to signage and automatic doors in the science building should be addressed by Administrative Services.
3. High School Transition Program

a. Data

**Total Number of High School Students**

- 2009-2010: 28
- 2010-2011: 35
- 2011-2012: 52

**Feeder vs. Non-Feeder**

- Feeder High School
  - 2009-2010: 64.30%
  - 2010-2011: 62.90%
  - 2011-2012: 42.30%
- Non-feeder High School
  - 2009-2010: 35.70%
  - 2010-2011: 37.10%
  - 2011-2012: 57.70%

**Feeder Student Distribution**

- Canyon: 2009-2010 - 14.29%, 2010-2011 - 10.70%, 2011-2012 - 5.77%
- El Modena: 2009-2010 - 30.77%, 2010-2011 - 20%, 2011-2012 - 3.60%
- Orange: 2009-2010 - 8.60%, 2010-2011 - 3.85%, 2011-2012 - 3.85%
- Villa Park: 2009-2010 - 17.86%, 2010-2011 - 20%, 2011-2012 - 3.85%
Persistence Rates for 2009-2010 Cohort

- Fall 2010 - Spring 2011: 85%
- Spring 2011 - Fall 2011: 75%
- Fall 2011 - Spring 2012: 60.70%

GPA Fall 2010

- Students Enrolled: 28
- Below 2.0: 37%
- 2.0 and above: 63%

GPA Spring 2011

- Students Enrolled: 24
- Below 2.0: 21%
- 2.0 and above: 79%

GPA Fall 2011

- Students Enrolled: 21
- Below 2.0: 19%
- 2.0 and above: 81%

GPA Spring 2012

- Students Enrolled: 17
- Below 2.0: 18%
- 2.0 and above: 82%
b. Description of Data

This data set looks at information about students who participated in the DSPS High School Transition Program during this program review cycle. DSPS works with high school students to prepare them for fall registration through the Early Decision and Early Welcome Programs. Transition Program components include outreach, placement testing, academic planning, enrollment assistance and registration with DSPS. The data presented includes the total number of participating students, transition from feeder versus non-feeder high schools, students by type of disability, placement distributions in English and math, persistence rates and satisfactory academic progress rates for cohorts determined by the percentage of students with a cumulative GPA of 2.0 or greater.

c. Data Analysis Summary

- From 2009-10 to 2011-12 the number of students participating in the DSPS Transition Program increased by 85.7%.
- In 2009-10 and 2010-1, the greatest percentage of program participants came from feeder high schools. That trend reversed in 2011-12 with 57.7% of students coming from non-feeder high schools.
- In general, the greatest number of students from feeder high schools came from Canyon High and the least participation is seen by students from Orange High.
• As with the general DSPS population, students with learning disabilities and other disabilities made-up the largest percentage of transitioning students. Consistent with DSPS student disability demographics, the number of students with other disabilities is increasing. However, it is expected that some of these students will be reassessed and qualify for learning disabilities services.
• The greatest percentage of students placed into the highest level of English (English 101) over the three years. Conversely, the greatest percentage of transitioning DSPS students placed into the lowest levels of math (Math N06 and Math N48).
• The persistence rate for students in the 2009-10 cohort is relatively strong going from 85% in the first semester to just over 60% in the third semester. Eighty-two percent of these students were earning a GPA greater than 2.0 in their third semester.
• Persistence for the 2010-11 cohort is good at just over 78%. Sixty-eight percent of these students were earning a GPA greater than 2.0 after their second semester.

d. Findings/Conclusions/Recommendations

• DSPS saw a significant increase in the number of students participating in the DSPS High School Transition Program, particularly in this last year. Factors contributing to this growth may include the growing reputation of SCC and its DSPS program as well as more students with disabilities taking advantage of the support services available through DSPS.
• DSPS has experienced an increase in the percentage of transitioning students from non-feeder high schools which is consistent with the pattern seen at the college in general for the Early Decision and Early Welcome programs.
• DSPS is continuing to see increased numbers of students falling into the “Other” category of disability among incoming high school students. This trend is consistent with the overall DSPS student population at SCC and within the California Community College system.
• Placement test results show more students matriculating into English 101 and English 061 than those placing into English N60 and English N50. Conversely, transitioning students place into the lower developmental math classes (Math N06, Math N48) than into college level math classes.
• Persistence rates for DSPS transitioning students are strong and may be attributed to the support they receive from DSPS.
• The GPA of students who persist tends to improve over time which may be in part the result of receiving accommodation and support services that allow them to demonstrate their abilities.
• Increased instructional support through academic coaching and specialized tutoring should be offered to support student success, particularly related to developmental math.
• DSPS should engage in dialogs with feeder high school special education departments to identify any barriers that may exist to the transition process for their students.
VIII. FUTURE DIRECTION & ANTICIPATED CHANGES

During the next few years, it is anticipated that DSPS funding levels will continue to be the primary challenge to effectively providing mandated accommodations to students with disabilities. Moreover, the more time that goes by without an improvement in DSPS categorical funding, the greater the challenge will be for DSPS to respond to students’ needs due to the cumulative effect of deep budget cuts over several years. The future direction of DSPS will be largely predicated on the fiscal climate in the years to come. With this in mind, DSPS identifies the following key factors in its future direction:

• Efforts to restore categorical funding will remain a primary focus. DSPS does not anticipate significant growth in the DSPS population in the near future but will likely have greater challenges serving emerging populations of students with disabilities that require high level support i.e., Autism Spectrum Disorders and veterans.
• DSPS will advocate for a college contingency fund to address the excess cost of providing mandated services to students with disabilities and other unexpected costs related to providing mandated accommodations.
• Greater instructional support services such as tutoring and academic coaching will continue to be a significant need to support the academic success of students with disabilities, especially related to skill development in developmental math and English. To this end, restoring the five part-time Instructional Assistant positions lost to RIFs in 2009-10 will remain a primary program goal.
• DSPS will need to identify a larger facility with separate rooms for accommodated testing to support the demand for this service.
• A dedicated High Tech Center will be required to deliver specialized instruction and training in the use of assistive technologies to students with disabilities.
• A high Tech Center Specialist faculty member will be required to provide training and instruction through a dedicated High Tech Center.
• DSPS will need to keep on the forefront of technological trends for providing assistive technology and premium alternate media services.
• DSPS services to students with disabilities at the Orange Education Center will need to be expanded. More faculty support and a part-time Instructional Assistant for high school subjects and adult basic education will be required to support the academic progress and retention of non-credit students.
• A part-time Counselor/Learning Disabilities Specialist will be required to assist credit and non-credit students with identifying academic goals, career plans, scheduling classes and providing assessment as needed.
### Appendix A: RSCCD Board Goals with Department Goals

Your department should consider the RSCCD Board Goals when it sets goals. A list of the 2012-2013 RSCCD Board goals is included as an appendix. Using the table below, indicate which Board goals your department’s goals support. Explain briefly.

<table>
<thead>
<tr>
<th>RSCCD Goal</th>
<th>Supporting Department Goals From DPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.</td>
<td>Participate in training to learn best practices for serving emerging populations of students with disabilities such as those with Autism Spectrum Disorders (ASD) and veterans.</td>
</tr>
<tr>
<td>2. Prepare students for success in their academic, career and personal life endeavors by providing access to education and services that foster student retention and program completion.</td>
<td>Restore five part-time Instructional Assistant positions to provide specialized tutoring and academic coaching to students with learning disabilities. Update inventory of assistive software and equipment as budget permits. Hire a part-time DSPS counselor/Learning Disabilities Specialist to provide assessment, academic and career counseling to credit and non-credit students with disabilities.</td>
</tr>
<tr>
<td>3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate “green” efforts into facilities development and other efforts when cost-effective.</td>
<td>Secure a larger facility with distraction-reduced space to meet the demand for accommodated testing. Create a High Tech Center that offers training and instruction in assistive technologies.</td>
</tr>
<tr>
<td>4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.</td>
<td>Hire a High Tech/Alternate Media faculty member to provide instruction in assistive technology and oversee alternate media production.</td>
</tr>
<tr>
<td>5. Pursue alternative public and private funding sources to increase the district’s fiscal sustainability and to implement the district’s vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development, and other resource development activities.</td>
<td>Engage in advocacy activities to restore all or part of the disproportionate cuts made to DSPS funding.</td>
</tr>
<tr>
<td>6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.</td>
<td></td>
</tr>
<tr>
<td>7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district’s resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.</td>
<td></td>
</tr>
<tr>
<td>8. Assess the educational needs of the communities we serve, and enhance awareness of the district and its through outreach and advocacy among community constituencies and to local, state, and national leaders.</td>
<td>Update and refine transition presentations, materials, and procedures to best meet the needs of incoming students.</td>
</tr>
</tbody>
</table>

How does the department evaluate progress toward the program’s goals and objectives? How does this evaluation inform the creation and updating of goals and objectives?

DSPS goals and objectives are assessed annually by program faculty and staff. Ongoing discussions take place throughout the year at departmental meetings to identify needs and update goals.
### Department's Vision:
Disabled Student Programs and Services (DSPS) will offer a comprehensive range of specialized instructional support and academic accommodations designed to reduce educational barriers and enable students with disabilities to develop and express their abilities. The DSPS Center will be staffed by educators dedicated to supporting student growth through a holistic, student-centered approach to learning and service provision. State-of-the-art resources will be available in a facility that models universal design for architecture, equipment and learning. Responding to students' needs effectively in a kind and respectful manner will be our highest priority.

### Department's Mission:
We support the success of students with disabilities by offering programs and services that promote access, equal opportunity and empowerment.

<table>
<thead>
<tr>
<th>GOALS/TASKS/ACTIVITIES</th>
<th>WHO'S RESPONSIBLE</th>
<th>ESTIMATED TIMELINE/COMPLETION</th>
<th>RESOURCES NEEDED</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educate administrators, faculty, and staff on educational access issues.</strong></td>
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</tr>
<tr>
<td>1. Continue to build awareness of captioning requirements and resources available through the DECT captioning project.</td>
<td>sjames</td>
<td>On-going</td>
<td>Unspecified</td>
<td>In Progress</td>
</tr>
<tr>
<td>2. Offer a flex workshop on meeting the needs of students who have disabilities</td>
<td>carr_rollitt_lucy</td>
<td>Spring 2010</td>
<td>Unspecified</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Improve access and academic support for students with disabilities.</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Expand as needed the inventory of equipment used by students to access instruction.</td>
<td>carr_rollitt_lucy</td>
<td>On-going</td>
<td>Funding</td>
<td>In Progress</td>
</tr>
<tr>
<td>2. Continue to expand and refine the learning strategies component of Special Services N65.</td>
<td>carr_rollitt_lucy</td>
<td>On-going</td>
<td>Unspecified</td>
<td>In Progress</td>
</tr>
<tr>
<td>3. Explore the feasibility of offering specialized content tutoring and supplemental instruction.</td>
<td>carr_rollitt_lucy</td>
<td>On-going</td>
<td>Unspecified</td>
<td>In Progress</td>
</tr>
<tr>
<td>4. Restore the five Instructional Assistants positions lost to a reduction in force in 2009-10.</td>
<td>carr_rollitt_lucy</td>
<td>Fall 2013</td>
<td>Funding</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Optimize DSPS operational and recordkeeping procedures.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Create electronic formats for educational limitations, authorized accommodations, and SEC forms.</td>
<td>sjames</td>
<td>Unknown</td>
<td>Unspecified</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Develop service provision policies.</strong></td>
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<td></td>
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</tr>
<tr>
<td>1. Develop policies and procedures for service animals on campus.</td>
<td>carr_rollitt_lucy</td>
<td>Spring 2010</td>
<td>Unspecified</td>
<td>Completed</td>
</tr>
<tr>
<td><strong>Hire faculty and staff needed to deliver services commensurate with the growth and diversity of the disabled student population.</strong></td>
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<td></td>
</tr>
<tr>
<td>1. Hire a High Tech Center Specialist.</td>
<td>carr_rollitt_lucy</td>
<td>Fall 2015</td>
<td>Funding</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Disseminate information on DSPS services.</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Update DSPS Student Handbook and</td>
<td>carr_rollitt_lucy</td>
<td>Spring 2010</td>
<td>Funding</td>
<td>Completed</td>
</tr>
<tr>
<td>Academic Planner.</td>
<td></td>
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<td>----------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>2. Expand and refine high school outreach and transition activities.</td>
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</tr>
<tr>
<td>carr_rollitt_lucy On-going Unspecified In Progress</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expand DSPS access and services to continuing education students at the Orange Education Center.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hire a part-time Counselor/Learning Disabilities Specialist.</td>
</tr>
<tr>
<td>carr_rollitt_lucy Fall 2014 Funding In Progress</td>
</tr>
<tr>
<td>2. Hire a part-time Instructional Assistant to provide instructional support in high school subjects and adult basic education classes.</td>
</tr>
<tr>
<td>carr_rollitt_lucy Fall 2014 Funding In Progress</td>
</tr>
<tr>
<td>3. Offer in-service training to faculty/staff on working with students who have disabilities</td>
</tr>
<tr>
<td>carr_rollitt_lucy On-going Unspecified In Progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secure a larger facility with separate rooms to meet the demand for accommodated testing in a distraction reduced environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explore options for creating an appropriate facility with administration.</td>
</tr>
<tr>
<td>carr_rollitt_lucy Fall 2013 Dedicated space on campus. In Progress</td>
</tr>
</tbody>
</table>
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<th>GOALS/TASKS/ACTIVITIES</th>
<th>WHO'S RESPONSIBLE</th>
<th>ESTIMATED TIMELINE/COMPLETION</th>
<th>RESOURCES NEEDED</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hire a full-time American Sign Language (ASL) faculty member to provide leadership and instruction for the ASL Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Submit faculty request</td>
<td>carr_rollitt_lucy</td>
<td>June 2010</td>
<td>District funding for position</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Engage in advocacy activities to restore all or part of the disproportionate cuts made to DSPS funding.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Contact legislative representatives via phone, email and fax to educate them on the impact of DSPS funding cuts.</td>
<td>carr_rollitt_lucy</td>
<td>Ongoing</td>
<td>None</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Apply for Deaf and Hard of Hearing (DHH) augmentation funds through the Chancellor's Office.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Estimate DHH costs for the year and submit request on the End-of-Year Report.</td>
<td>carr_rollitt_lucy</td>
<td>November 2010</td>
<td>DHH cost projections</td>
<td>Completed</td>
</tr>
<tr>
<td><strong>Participate in training to learn best practices for serving emerging populations of students with disabilities such as those with Autism Spectrum Disorders (ASD) and veterans.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Attend CAPED and other applicable trainings as funding allows.</td>
<td>All Members</td>
<td>Ongoing</td>
<td>Funding to cover training costs</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Explore integrated data management possibilities for maintaining student records.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Review program used at SAC.</td>
<td>carr_rollitt_lucy</td>
<td>Fall 2011</td>
<td>Categorical funding</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Create a High Tech Center that offers training and instruction in assistive technologies.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Design a HTC in the new student services building.</td>
<td>carr_rollitt_lucy</td>
<td>Indeterminate</td>
<td>None</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Hire a High Tech/Alternate Media faculty member to provide training and instruction in assistive technology.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Submit faculty request when DSPS funding levels are able to support the position</td>
<td>carr_rollitt_lucy</td>
<td>2015</td>
<td>Categorical funding</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Hire a part-time Alternate Media Specialist to support the production of alternate media for students with disabilities.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Complete reorganization when DSPS funding is able to support this position.</td>
<td>carr_rollitt_lucy</td>
<td>Indeterminate</td>
<td>Funding</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Update inventory of assistive software and equipment as budget permits.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Assess need for updating core assistive software and equipment and obtain quotes for required purchases.</td>
<td>carr_rollitt_lucy</td>
<td>April 2011</td>
<td>Funding</td>
<td>In Progress</td>
</tr>
<tr>
<td>2. Submit purchase requisitions to Purchasing.</td>
<td>carr_rollitt_lucy</td>
<td>April 2011</td>
<td>Funding</td>
<td>In Progress</td>
</tr>
<tr>
<td>Task</td>
<td>Action</td>
<td>Status</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Restore five part-time Instructional Assistant positions to provide specialized tutoring and academic coaching to students with learning disabilities.</td>
<td>1. Submit reorganization request when DSPS funding level is able to support these positions.</td>
<td>In Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secure a dedicated classroom to accommodate Special Services and Sign Language classes.</td>
<td>1. Submit request to administration for a classroom that will accommodate 40-45 students.</td>
<td>In Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secure a larger facility with separate rooms to meet the demand for accommodated testing in a distraction reduced environment.</td>
<td>1. Explore options for creating an appropriate facility with administration.</td>
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<td>Hire a full-time American Sign Language (ASL) faculty member to provide leadership and instruction for the ASL Program.</td>
<td>carr_rollitt_lucy</td>
<td>June 2012</td>
<td>District funding</td>
<td>In Progress</td>
</tr>
<tr>
<td>1. Submit a faculty request justifying the need for the position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Engage in advocacy activities to restore all or part of the disproportionate cuts made to DSPS funding.</td>
<td>carr_rollitt_lucy</td>
<td>Ongoing</td>
<td>None</td>
<td>In Progress</td>
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<tr>
<td>1. Contact legislative representatives via phone, email and/or fax to educate them on the impact of DSPS funding cuts.</td>
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<tr>
<td>Participate in training to learn best practices for serving emerging populations of students with disabilities such as those with Autism Spectrum Disorders (ASD) and veterans.</td>
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<td>Ongoing</td>
<td>Funding</td>
<td>In Progress</td>
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<tr>
<td>1. Attend CAPED and other applicable trainings as funding allows.</td>
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</tr>
<tr>
<td>Explore integrated data management options for maintaining student records.</td>
<td>carr_rollitt_lucy</td>
<td>Fall 2011</td>
<td>Funding</td>
<td>In Progress</td>
</tr>
<tr>
<td>1. Review program used at SAC.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Create a High Tech Center that offers training and instruction in assistive technologies.</td>
<td>carr_rollitt_lucy</td>
<td>Fall 2015</td>
<td>Classroom with computers</td>
<td>In Progress</td>
</tr>
<tr>
<td>1. Explore options for an interim HTC until new student services building is completed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hire a High Tech/Alternate Media faculty member to provide instruction in assistive technology and oversee alternate media production.</td>
<td>carr_rollitt_lucy</td>
<td>2015</td>
<td>Categorical funding</td>
<td>In Progress</td>
</tr>
<tr>
<td>1. Submit faculty request when DSPS funding level is able to support the position.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Hire a part-time Alternate Media Specialist to support the production of alternate media for students with disabilities.</td>
<td>carr_rollitt_lucy</td>
<td>Fall 2011</td>
<td>Funding</td>
<td>Completed</td>
</tr>
<tr>
<td>1. Complete a reorganization when DSPS funding is able to support the position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update inventory of assistive software and equipment as budget permits.</td>
<td>carr_rollitt_lucy</td>
<td>April 2012</td>
<td>Funding</td>
<td>In Progress</td>
</tr>
<tr>
<td>1. Assess need for updating core assistive software and equipment and obtain quotes for required purchases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restore five part-time Instructional Assistant positions to provide specialized tutoring and academic coaching to students with learning disabilities.</td>
<td>carr_rollitt_lucy</td>
<td>Indeterminate</td>
<td>Categorical funding</td>
<td>In Progress</td>
</tr>
<tr>
<td>1. Submit reorganization request when DSPS funding level is able to support these positions.</td>
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<td></td>
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</tr>
<tr>
<td>Secure a dedicated classroom to accommodate Special Services and Sign Language classes.</td>
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</tr>
<tr>
<td><strong>1.</strong> Submit request for classroom that will hold 40-45 students through appropriate channels.</td>
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<td></td>
</tr>
<tr>
<td>carr_rollitt_lucy</td>
<td>Indeterminate</td>
<td>None</td>
<td>In Progress</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Create at least one video relay station for students who are deaf.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Research options and costs for creating a station.</td>
</tr>
<tr>
<td>carr_rollitt_lucy</td>
</tr>
<tr>
<td><strong>2.</strong> Determine where best to place the station for greatest access.</td>
</tr>
<tr>
<td>carr_rollitt_lucy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Update and refine transition presentations, materials, and procedures to best meet the needs of incoming students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Work with DSPS faculty and staff to refine transition materials, processes and procedures.</td>
</tr>
<tr>
<td>carr_rollitt_lucy</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Update DSPS website to provide current and comprehensive information.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Work with DSPS faculty and staff to review website pages and make needed additions/deletions.</td>
</tr>
<tr>
<td>carr_rollitt_lucy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hire a part-time DSPS counselor/Learning Disabilities Specialist to provide assessment, academic and career counseling to credit and non-credit students with disabilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Explore options for funding this position through categorical or other funding vehicles.</td>
</tr>
<tr>
<td>carr_rollitt_lucy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secure a larger facility with separate rooms to meet the demand for accommodated testing in a distraction-reduced environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Explore options for creating an appropriate facility with administration.</td>
</tr>
<tr>
<td>carr_rollitt_lucy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hire a part-time Instructional Assistant to provide instructional support to students in high school subjects and adult basic education at OEC.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Submit reorganization request when budget is able to support this position.</td>
</tr>
<tr>
<td>carr_rollitt_lucy</td>
</tr>
</tbody>
</table>
## DSPS Program Effectiveness Survey

### Respondents: 90 displayed, 90 total

### Status: Closed

### Launched Date: 10/26/2010

### Closed Date: 01/12/2011

#### 1. What is your disability? (Check all that apply)

<table>
<thead>
<tr>
<th>Disability</th>
<th>Response Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>49</td>
<td>54%</td>
</tr>
<tr>
<td>Physical/Mobility</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Visual</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>Hearing</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>Psychological</td>
<td>11</td>
<td>12%</td>
</tr>
<tr>
<td>Acquired Brain Injury</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Intellectual</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Autism/Asperger's</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>ADD/ADHD</td>
<td>30</td>
<td>33%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>11</td>
<td>12%</td>
</tr>
</tbody>
</table>

**Total Respondents** 90

#### Other:

1. short term memory
2. remembering, information
3. Traumatic Brain Injury
4. OCD
5. [No Answer Entered]
6. math is one of my biggest problem.
7. I suppose just lack of attention, my reaction can be slow
8. Memorizing all of the information
9. Reading and Comprehension
10. a
11. reading

#### 2. How did you originally hear about DSPS? (Check all that apply)

<table>
<thead>
<tr>
<th>Response Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

33
### Other:

1. Sister
2. personal psychiatrist
3. Career Center
4. Tour
5. My mother discovered it
6. Family
7. DSPS counselor went to Adult Education Center High School Program class room to talk about it.
8. Sister

### What services did you use this semester? (Check all that apply)

<table>
<thead>
<tr>
<th>Service</th>
<th>Response Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Planning</td>
<td>50</td>
<td>56%</td>
</tr>
<tr>
<td>Priority Registration</td>
<td>65</td>
<td>72%</td>
</tr>
<tr>
<td>Registration Assistance</td>
<td>27</td>
<td>30%</td>
</tr>
<tr>
<td>LD Testing</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Testing Accommodations</td>
<td>50</td>
<td>56%</td>
</tr>
<tr>
<td>Alternate Media</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>Special Services N65/N98</td>
<td>34</td>
<td>38%</td>
</tr>
<tr>
<td>Notetaking</td>
<td>21</td>
<td>23%</td>
</tr>
<tr>
<td>Assistive Technology (Kurzweil, JAWS, etc)</td>
<td>11</td>
<td>12%</td>
</tr>
<tr>
<td>Equipment Loan</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Interpreter/Captionist</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>5</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Total Respondents:** 90
4. I received the DSPS services I requested in a satisfactory manner.

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>59</td>
<td>66%</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>28%</td>
</tr>
<tr>
<td>Undecided</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>

Total Respondents 90

5. Comments on services I requested:

1. helps get professors that are good for students
2. Everyone in DSPS has been very helpful for me always whenever I request
3. N/A
4. Very supportive.
   At SAC campus my math instructor refused to accommodate my request to test in the test center. Result= Dropped the class.
5. At SCC campus, DSPS bent over backwards to make sure my requests were met. The entire DSPS set up on this campus is great.
6. Always very accommodating to my needs and very helpful.
7. DSPS need to have accommodation in the classroom for example sitting front of class the should be reserve for DSPS student
8. Everyone is very helpful. I could not have passed my classes without the help of everyone in DSPS.
9. DSPS, has helped me in my math and also other class that I have taken in the past. I am grateful that I can have a longer time on tests.
10. Everyone is so nice and helpful!! willing to work with you on anything
11. I used to use the DSPS services prior to this last semester when I attended SCC a year or so ago. I thought I would try coming back to the college without them, however, there is one accommodation I feel I could have used. I would have been far more comfortable testing like I used to, knowing I had extended time if I needed it. I used to be not as tense and far more relaxed when testing, but this last semester, I felt I better hurry and record the answer and perhaps did not think my answers through properly.
12. I believe I requested, an additional class this semester. Originally, I was going to attend an English class but the class was full. So, my mother wanted me to partake in a communications class. I'm currently taking public speaking, I love it!
13. I was so shocked, that we only got once a week of DSPS and not two at all because we wouldn't get that much time at all during our study time and more.
14. For the note taking paper, I don't like it because it's loose and the papers can easily get mixed up. If all the paper was in a spiral notebook it would much easier to keep track of the pages and they wouldn't get mixed up.
15. All services were provided promptly, courteously and effectively.
16. Friendly and efficient people working there!
The services I was given were wonderful. I loved being able to sit down, ask questions about my classes and get a well informed answer to it. Along with getting a work place to work on any homework i needed to do.

I believe i get good services from dsps

I did request a extended time for test taking even though I didn't actually need it.

Satisfactory manner of employees' are given to students with care for students well being as a dsps student with any form of a disability.

I only used the testing room one time it was for my mid term

All of the services i requested for i had no problems at all.

They help olot

I thought dsps is really helpful and it really helped me out with My Math n50

Excellent services from DSPS faculty and staff.

I was able to receive the proper assistance I required. The counselors were friendly and helpful. The accommodations suited my needs. Basically, everything went my way in this class.

Vivian and the man at the front desk are extremely polite and nice when i come in.

I received help with the things that I wanted to get done and whatever I asked about was explained and was very helpful.

Priority registration Also class planing.

I liked the helped they gave me to do well in school.

It really helped me in registering, keeping up with my classes, and requesting help when it is related with a class.

I like the services

I set up schedule with DSPS counselor but one class was scheduled wrong. The days and times were wrong. Luckily I was able to get a better schedule with priority registration!

I know the procedures I must follow to use the accommodations that are authorized for me.

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>46</td>
<td>51%</td>
</tr>
<tr>
<td>Agree</td>
<td>39</td>
<td>43%</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total Respondents 90

Comments on procedures and accommodations:

1. I am always served above and beyond my expectations

2. I have been working with the DSPS program of many years and understand the procedures.
3. Small room for test taking, too many student for such a little space.

4. They let you know what you need to do to get your accommodations...very helpful.

5. I feel the one accommodation I used to use was executed and organized perfectly. This is certainly why I regret making use of it this last semester, and I am very pleasantly surprised that I got this email and am able to express my gratitude. I hope to make good use of this extremely convenient tool in the future!

6. I do follow it because, I feel if I schedule to take the test, in DSPS. I don’t feel as much time constraint or pressure about the allotted time that I have to complete the test in that time.

7. Whenever, I am taking a history test in the DSPS center...the good thing is I get enough time to read the test and do the ones that I know first. At least for me, I feel very comfortable taking the test in here because it is very quiet and it helps my mind to focus on what is the correct answer of the test.

8. The accommodations are very good. I understand what supplies I need for the tests.

9. All work well but then I am very proactive in finding out what has to be done and when.

10. N/A

11. Yes, I do know procedures.

12. I know I would need to ask at the time of use. If I request the service I would ask what needs to be done so I can use it.

13. The accommodations are given with instruction for the student and teachers for accommodations knowledge.

14. The reals

15. I was able to get the amount of time on tests I required and I have notetakers who understand my limits and disability.

16. N/A

17. My only problem is the test-taking room. Any noise I hear while taking a test, will take my attention from the test. I was somewhat expecting little cubicles where you couldn’t hear any activities the other test-takers were doing, like flipping pages, using calculators, or writing very loudly. It’s kind of concerning whenever my notetaker is absent, because I then wouldn’t have adequate notes for the lecture.

### 8. DSPS hours of operation are sufficient.

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>41</td>
<td>46%</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>44%</td>
</tr>
<tr>
<td>Undecided</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total Respondents 90

### 9. Comments on DSPS hours:

1. Very easy to work around

2. I love having DSPS available for me even after my 6:30pm class ends

3. N/A
4. Just wish testing center hours were open/more readily available.
5. I like the practucom hours and the class it has served me well this semester.
6. Extent the hours on Fridays
7. they are convenient for your schedule and dont get mad if oyu miss a day, they are very understanding!
8. I think they pretty sufficient, because if ever in need of any sort of assiatance. I automatically know where to turn to.
9. I would have to say, that the Dsps hours are very far because i totally understand that we only have once a week of dsps to do. You have to show up, get prepare for your lesson and more.
10. I could have enough time to do my work.
11. OK but then I very infrequently need to use them outside of normal office hours; it might be different if I were working!
12. N/A
13. yes dsps is open enough for me to get the hour i need to put in.
14. 45 minutes to an hour seems plenty of time to get the idea of things. I can stay longer, which I like, to finish up things too if I really need to.
15. dsps is always open when i need to come in for anything like typing up or studing for a test
16. good hours
17. I believe the hours should be longer in order to provide sufficient time to get work done.
18. need more hours
19. The hours are very flexible to the schedule that I have.
20. Good.
21. They give students a wide range of hours and an ample amount of time for them to complete their hours.
22. i wish they were longer
23. Some of my classes end at 6:55 PM, meaning I can not make it in at 7.

10. The DSPS Center is adequately staffed.

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>42</td>
<td>47%</td>
</tr>
<tr>
<td>Agree</td>
<td>41</td>
<td>46%</td>
</tr>
<tr>
<td>Undecided</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total Respondents: 90

11. Comments on DSPS Center is staffing:
1. nice instrucyors that help out a lot
2. I miss the interns that were there before. But because of budget restraints, they were layed off. They are what DSPS needs now.

3. N/A

4. A few more staff would be nice.

5. They are very nice and helpful

6. I've never had to sit and wait to talk to some one for help.

7. Vivian is totally handling the DSPS student very good, But the guy work there his name is Mike he is horrible, There is so many complaint about him, I do not understand why he still there?

8. again, everyone is nice and non judgemental. everyone is willing to help you out.

9. I think the staff in DSPS, are amazing. I should have come to them from the very begining.

10. The staffing at DspS are so nice and kind because they helped you out with your homework and studying that you need to focus on. They helped you planned out what your lesson is going to be out through the whole semester and more!

11. Great personable attentive, fine, polite, sensitive staff. Except one person; he is mean, impolite, bitter person. his name is Michael.

12. The staff are there when you need help on anything.

13. The quality of the staff is outstanding but there may be times when there is a lack of coverage, particularly in the alternative media area of service.

14. Some days they are overly busy, but continue being nice and helpful to their people

15. All the staff members are very nice and give the best of interest to all the students that need their help.

16. Yes DSPS is adequately staffed

17. Seems to be instructors and people to help me when I ask for it

18. someone is there to help always

19. they are all very nice

20. Very helpful and understanding of my needs.

21. Yes staffed

22. the staff in DSPS are very kind and helpful.

23. Post faculty weekly schedule on outside of window or door so student does not have to come in and interrupt to get the information.

24. Lucy Carr-Rollitt is the best!!! Vivien is pretty marvelous too.

25. Everyone in DSPS is willing to lend a helping hand and they understand how to meet the needs of my disability.

26. Need more staff

27. I do think that the center has a good staff working there.

28. The staff is amazing, kind and smart.

29. They are nice, welcoming people that will take time and help in whatever school-related needs the student needs.

12. The DSPS Center is well equipped with computers, technology and learning tools.
### 13. Comments on computers, technology and learning tools:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Response Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td></td>
<td></td>
<td>49</td>
<td>54%</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td>29</td>
<td>32%</td>
</tr>
<tr>
<td>Undecided</td>
<td></td>
<td></td>
<td>9</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
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<p>| | |</p>
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</thead>
<tbody>
<tr>
<td>Total Respondents</td>
<td>90</td>
</tr>
</tbody>
</table>

1. I can always depend on computer use, and printer use, even for free. That is amazing.
2. N/A
3. cctvs need to be updated/improved
4. Up date
5. enough computers for everyone, but they need a bigger office so everyone has enough room and privacy.
6. Especially when I don't have time to check anything important at home, I can get things done at ease by using these tools
7. The good thing is, we get to use the learning tools and computers that can helped out with our homework and more. Doing some of the research, had always helped me out because i will get to understand what the thing is, is really about!
8. It's good that DSPS has computers, that way the students could be able to do their essays, print out papers, and search in the internet. The learning tools are always there for students to be able to use whenever they want to do their work.
9. Ok, the network Jaws is about two, and now three, years out of date. I'm not too sure how up-to-date the rest of the software/hardware is but, given the price of this, and given the rapid advancement in technology, it is a fair even bet that it isn't as recent as some would like. However, it is sufficient for most college-related tasks.
10. Looked small to me for the amount of students they service at one time during pick hours
11. N/A
12. yes there are well equipped
13. they got everything I need that I know of.
14. learning tools are very helpful to me and the other students enrolled in the dsps program
15. i dont need to use the tools that are in the dsps
16. there any we need to use to complet our homework
17. Have not used DSPS equipment since 2006
18. The computers need to stop printing double-sided and for some students, the ink should be colored as well as black if they are working on certain assignments.
19. need more computers
20. The things available for me to use were very useful.
21. Ther are some times when there will not be enough books for students to use.
14. Did you use testing accommodations this semester?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>51</td>
<td>57%</td>
</tr>
<tr>
<td>No</td>
<td>39</td>
<td>43%</td>
</tr>
</tbody>
</table>

Total Respondents 90

15. The testing accommodations I received were provided in a satisfactory manner.

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>32</td>
<td>63%</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>35%</td>
</tr>
<tr>
<td>Undecided</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total Respondents 51

16. Comments on testing accommodations:

1. I know that many depend on testing accommodations like me, I dont mind waiting.
2. N/A
3. The person that is in charge of test is not all that friendly.
4. At SCC campus, yes. At SAC campus, no.
5. The testing room need new ventilation, needs to be equipped with none allergy carpet and paint and need AC all the time.
6. i had no trouble acquiring my accomodations!
7. By scheduling my time on doing the test, I think I do a more efficient job. Especially when i am pressured by time.
8. , , I was expecting the test room to be separated into separate little cubicles, where the students couldn’t hear what the others were doing. My trouble with tests are that every single noise distracts me from the test. The plus is abour the room, is that there is no clock, so no ticking to distract me. I had also hoped that the teachers would keep notes or reminders to send in the tests, so that the students wouldn’t have to keep reminding via email or talking to them, because what the student forgot to ask them to send the test in to the center? That happened to me once already, where I forgot to remind a teacher about the test, and I had to get the test in person on the day of the test., I was given plenty of time to get my tests done and I was not as anxious as I would be if I did not have these accommodations., , , It is so good for me to use the dsps center area to do my testing thing and more. It makes me feel very comfortable taking the test in here..since it is very quite and not too distracting for me. At least, i get to focus on the testing part and the essay part.
9. For me, accomodations are a great assistance tool which helped me achieve better grades and to be relaxed and confident during test taking time.
10. The testing accomadations seem really fair and understandable.
11. These were negotiated directly with the instructor and consisted of , mainly, me taking the various tests by email from home…a very convivial arrangement that might have some moral hazzard for a less honest
12. Yes, for all test I have take in the DSPS office.
13. Very helpful
14. The testing was great taking test here in DSPS
15. DSPS faculty is very understanding of my needs.
16. I was given plenty of time to get my tests done and I was not as anxious as I would be if I did not have these accommodations.
17. I liked more time so it’s a good program

I was expecting the test room to be separated into separate little cubicles, where the students couldn’t hear what the others were doing. My trouble with tests are that every single noise distracts me from the test. The plus is about the room, is that there is no clock, so no ticking to distract me. I had also hoped that the teachers would keep notes or reminders to send in the tests, so that the students wouldn’t have to keep reminding via email or talking to them, because what the student forgot to ask them to send the test in to the center? That happened to me once already, where I forgot to remind a teacher about the test, and I had to get the test in person on the day of the test.

17. Did you use alternate media (audio textbooks, etc.) this semester?

<table>
<thead>
<tr>
<th></th>
<th>Response Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>13%</td>
</tr>
<tr>
<td>No</td>
<td>78</td>
<td>87%</td>
</tr>
</tbody>
</table>

Total Respondents 90

18. I am satisfied with the alternate media services I received.

<table>
<thead>
<tr>
<th></th>
<th>Response Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>17%</td>
</tr>
<tr>
<td>Undecided</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
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</tr>
<tr>
<td>Strongly Disagree</td>
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</tbody>
</table>

Total Respondents 12

19. Comments on alternate media:

1. I could not have completed my reading without them
2. I only used the text books or the internet because it helps me find all of the information on the important stuff that we had learn about. Using the text books are very helpful because you get to learn all about the main ideas and more!
3. This works well but, again, the student must be proactive in ordering alt media early prior to the start of term. I also have access to RFBD audio that has helped by allowing me to skim listen and then follow in the pdf copy for more detailed study.

4. Because I did not want to use their services from the beginning I did not come on board until the semester had started.

5. Digital copy of book is very helpful for me because I do not have the mobility to turn pages by myself.

20. The college and its programs are physically accessible (buildings, restrooms, classrooms, labs, athletic facilities, parking (disabled)).

<table>
<thead>
<tr>
<th></th>
<th>Response Total</th>
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<td></td>
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</table>

21. Comments on SCC’s accessibility:

1. I think that all facilities should stay available like DSPS does.

2. N/A

3. Could improve signage on buildings

4. Even though some of the buildings are spread out, they are easily accessible.

5. Parking is a lot better now that the new lot has been opened.; SurveyAnswerTextNull

6. More accessible than I imagined, even thought the college is still developing and not on it's finally stages. I think from what I was expose by exploring the college, I find myself in awe of whereever I tend to go. I could only imagine going to a university. Actually I did went to cal state for a field trip. It was amazing

7. Yes...I physically can get around fine. I been here my whole life and I basically know where everything is.

8. More could be done to provide orientation service for sight impaired people. A tactile college map might be useful too at some point where this is accessible during both normal office hours and afterwards. Perhaps audible signposting or GP S waypoints might also make going between buildings a tad easier. There is no consistency of layout inside rooms and not many distinctions between classroom doors in the same block.

9. There is always a shortage of parking in throughout the college. This is the only business I see anymore that gives preferential parking to employees and not the customers.

10. I very much enjoy how the campus is small, you are able to know exactly where everything is and you can't get lost. Everything is accessible the best it can be. One thing I think could be improved are the maps because I have had some people come up to me and ask where something is cause they couldn't read the map.

11. Yes the programs are physically accessible

12. Ramps and elevators everywhere
13. good accesible

14. Handicapped vehicle parking needs to be monitored very closely. Sometimes in the past, I have been trying to find a parking spot in the handicapped area and in the oversized parking spot there was a convertible/compact car with no placard. Push buttons to open doors in the new science building are too close to the doors and no buttons on the inside. More time needs to be on the door to remain open.

15. Once a person becomes accustomed to the layout of the campus, it is very easy to find your way around the place.

16. I don't know, I'm not award

22. I am able to access the assistive technology I need on campus.

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<thead>
<tr>
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</table>

Total Respondents: 88

(skipped this question: 2)

23. Comments on assistive technology access:

1. being able to use the computers to do school work
2. N/A
3. need improved keyboards for low vision
4. MASH is very helpful with PLATO, and the tutors in there that assist you whenever you’re stuck with a problem.
5. No, I’m think i’m perfectly fine without the use of such a technology.
6. Well, things went swimmingly once I knew it was going to be necessary for a class. There was no indication when booking the course that on-campus computer usage was essential to the class. The alternative media specialist has been very useful in dealing with a number of minor issues arising. I am very familiar with the technology but someone who has only used, say, Window Eyes or "System Access", or not had exposure to screen readers might have needed more training (in a short period of time) than could be currently supplied by the College.
7. N/A
8. yes
9. if I request the technology to help me out I am sure I will get it.
10. im access for any technology i need
11. The tutoring center provides sufficient technological support when it comes to computers. So does the library.
12. Well only if you qualify they would let use it.
24. My academic instructors are cooperative regarding the accommodations I require.

<table>
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<tr>
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<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>

Total Respondents: 88

25. Comments on academic instructors:

1. N/A
2. Very understanding
3. Instructors need to be more aware of the students who have a learning problem.
4. Krystal Meier refused to accommodate my needs even though the proper paperwork was turned into her.
5. Scott has been a great instructor.
6. There are some instructors who tell me I should try taking their test/quiz in class instead of supporting me when I say I would prefer to take the quiz in class. In particular Professor Scott Howell implied that it was inconvenient for him to write out the questions and have me take his once a week quizzes in class. I tried taking them in class and that was not fair. I was scared that the professor would allow my grade to suffer if I insisted that I take the quiz's in DSPS.
7. My English instructor didn't seem to think I needed to utilize the testing accommodations that were given to me, which really bothered me. I don't think instructors should question students who need special services, especially if they received the letter from the DSPS office.
8. I really liked my instructor. She was very helpful and encouraging and she gave great tips and was very helpful
9. My instructors are respectful, and always alert to assist me in any task that I may require help for. They don't accept late work, and my problem is that the day I'm assigned an assignment, I won't understand it, and when I don't understand, I don't do it. I would love it if the teachers gave ample enough time before the test date to let students turn in late work.
10. Teachers in DSPS, want you to do well. It shows everyday I come to class.
11. They are willing to help you anyway they can!
12. Teachers are all willing to help the students in whatever means necessary. They are also easy to approach and talk to them and they are all happy to see the students, even past students and do their best to remember the students names.
13. Mrs. Womack is an extraordinary instructor at SCC. She is very comforting and warm when it comes to me speaking on my difficulties. I just hope there is a class I can take with her next semester :)
14. Very, in fact they are joyful when I ask to schedule for my test
15. The instructors that I have this semester are really nice. They take the time and effort to help me out with all
the material that we need to learn about and more!

16. The instructors are very accommodating and nice to talk to.

17. The instructors themselves have expressed little experience of teaching people with a disability and a degree of trepidation at the initial thought. It is clear that all of the courses I've completed so far, the instructors did not build accessibility directly into their course design from the outset - or even gave consideration of accommodations that might be required if they had to teach disabled students.

18. They are nice.

19. I did not use any accommodations but all my teachers were very understanding in giving other students, that qualified for the accommodations, the accommodations for testing or anything.

20. Yes

21. Even the biological helpers help me to my every need, and in some cases we learn together.

22. very helpful and understanding.

23. good help

24. Professor Martino is very accommodating toward me and my service dog and has rearranged the class so I can sit in the front middle row.

25. Some of the math instructors are sometimes mean to their students and only consider them a job instead of an educational responsibility. They do not seem to enjoy their as they should.

26. I don't know

27. I like Trody she helps me alot.

28. My instructors often remind us of the option to use DSPS services.

---

26. What would you like to see done to improve access and support for students with disabilities at SCC?

1. Bring back those interns to help with Academic Coaching

2. N/A

3. Not much... I'm pretty content with what we have right now.

4. required should be different for disabled

5. nothing,, it's all good

6. I like it the way it is.

7. Just to increase and have steady hours for the testing center.

8. I like the set up this semester.

9. I would like to see groups of students in the DSPS center who have the same types of disabilities have support groups maybe once a week.

10. nothing, you guys are great

11. I really don't know.... I haven't had a problem with anything yet and I hope it stays like that....

12. More understanding as far as accommodation and timing also grading system for DSPS people need to rise down about 5%-10%.

13. Make sure ALL instructors are familiar with the procedures they must take when working with a DSPS student.
Give time for students to turn in late work, the test taking room should be silent for those with huge
distraction problems.

Honestly, because I have a memory problem since my brain injury, I was frightened I would forget to add my
disabled placard when parking. Fortunately, this fear is what made me always remember to hang it. I
just wish I was told that me forgetting this would have been okay. It would have made me more comfortable.
However, this would have been done if I only remembered to ask.

I encourage anyone who needs any sort of help, disable or not. To go to DSPS because if you feel
overwhelm and college can be stressful. Its better to be fully prepared and they can provide that support.

making sure that I have completed all the classes and retake the class I didn't complete.

I think so far SCC has improve access for all the students with disabilities.

I think that more staff familiarization with disabilities, accessible course design, understanding of assistive
technology and assessment accommodations would be useful. The comments wrt building access apply here
too. In general I think the staff of the DSPS office do an excellent job considering the constraints on their
resources. I think it would be easy for less proactive, or less obviously disabled, students to fall through the
net and maybe more needs to be done during the course registration process to make students aware of the
facilities available to students with a disability.

I really cannot criticize fairly. I would like to see it from your SCC point and from ours.

I would like to see a more variety of teachers perhaps that could help students in certain areas more. Either
than that, I believe everything is in order with DSPS.

everything is fine keep up good work

I like everything about the DSPS so far, I can't see anything wrong with it at the moment.

I would like to see more hours offered for academic coaching.

Instructors could be willing to provide their notes, powerpoint or what they say in class if I am out that day.

Nothing comes to mind at the moment.

I would like it to be in a bigger room with more help with computers and up to date tech.

I think I made the right decision by coming to DSPS, my only regret is I wish I could have done this in the
first place.
Well, this semester for me has been really good. Trudy is an amazing tutor for me, because she takes the time and effort to help me out with my homework. I really enjoy all of my classes this semester.

To maintain the high standard of provision offered by DSPS, the college should ringfence funding and look to universal accessibility of access and equality of opportunity to succeed as the goal rather than merely achieving the legal baseline.

I loved everyone here and I thank you all for your help. Everyone was very nice and very caring in helping me and everyone else succeed.

I think this is a wonderful program it has really helped me with learning how to study better and make time management a priority in my life.

good work

Excellent staff.

need tutors
### 1. What is your disability? (Check all that apply)

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#### 1. Reading and concept
- View

#### 2. Reading and writing
- View

#### 3. Reading and writing
- View

#### 4. Memory - Medication side-effects
- View

**Total Respondents:** 46
### 3. What services did you use this semester? (Check all that apply)

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<tr>
<td>Other, please specify</td>
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<td>4%</td>
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1. Test reader
2. Audio recording of class lectures

### 4. I received the DSPS services I requested in a satisfactory manner.

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Response Total</th>
<th>Response Percent</th>
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<tbody>
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<tr>
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<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
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Total Respondents 46

### 5. Comments on services I requested:

1. Improved my grades, and gave me a stress free semester
2. I got help with homework and how to be more organized
3. There was nothing really...i just really enjoyed the time that they took to help me out with my...
4. Extra time on tests is a lifesaver!
5. I like the services I receive from DSPS
6. Teaching me how to study better and how make time for study and homework.
7. I need help with Math
8. I learned the very valuable skills of studying. This saved me in my academic career.
9. I found the services I request I received without any problems.
10. Because DSPS their be there not for me ever one they help too
11. The services that I requested were given to me and I am very pleased by the helpfulness of the staff.
12. Testing is helpful, I have more time on my test and I may work at my own pace.
13. Some classes did not really require notetakers, so if you missed a class, you missed a class.
14. Audio tapes, talking to a counselor, priority registration
15. It was very helpful
   The DSPS services are amazing. They definitely do everything in their power to help you out in
trying to help students get more organized. Their overall goal is just to help you be more more
successful.
16. I requested to have Laura as my instructor.
17. Great Staff! Mike is great!
18. When I requested services, they were honored in a prompt manner.
19. I love this program. I wish others schools had programs like this. The counselors are so nice and
attentive. I hope this program continue so it can help other students like it helped me!
20. always there when I need assistance
21. Everyone in the office is very helpful.
22. The personnel and the program is a tremendous help.
23. Very helpful and effective
24. I am so grateful for priority registration and help with planning classes for each semester.
25. No comments

6. I know the procedures I must follow to use the accommodations that are authorized for me.

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
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<tr>
<td><strong>Total Respondents</strong></td>
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<td></td>
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</table>
7. Comments on procedures and accommodations:

1. Handouts were given to me and explained
2. I get extended time and take my test in a different room
   When, I came into DSPS I was working on my flashcards that I had and I been studying them a lot and more. Trudy was a huge help...she helped me read my text book,quizzed me, and help me study to prepare myself for the exams.
3. Always should come on time to your appointment.
4. Everything was explained to me in a very clear manner.
   I really loved that I could take tests in DSPS and take them at a time different to the usual class. I use this time difference especially with my Political Science Class where I can take the test at 10:30am instead of 11:50
5. Ya talk each other so comments each other
8. I understand the rules. I am not the only student who uses DSPS. It would not be fair to others if I did not.
   Making arrangements for testing in the DSPS testing facilities was irksome at best because some instructors did not notify of a test or exam until the class before, and we needed a week in advance in order to arrange the time for the tests.
10. I know which procedures I had to follow.
11. Very easy!
12. Swift and easy.
13. Sometimes accommodation requests can be a little intimidating for students who do not come to DSPS often enough to utilize services.
14. The accommodations are AMAZING!
15. Grate job!
16. The priority registration is a tremendous help.
17. I am provided a notetaker and help with priority registration.
18. No comments

8. The DSPS Center is open enough hours during the week.

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<td><strong>Total Respondents</strong></td>
<td><strong>46</strong></td>
<td></td>
</tr>
</tbody>
</table>
9. Comments on DSPS hours:

1. I always come in here when i need a quiet room to do homework
2. they hours work good with my schedule
3. the hours work out for me and my scheald
4. I meet only once a week and seem like im doing fine in all my classes.
5. I always I feel as though I have it whenever I need it.
6. I like that I can come in at 8am just before my classes began. My only comment would be when I had my 7am class Spring 2011. I had to wait an hour before it opened if I needed to take a test.
7. anytime is help hour for me for yhe weeks to studying for my test and quiz and homework
8. Hours work well
9. They are always open whenever I come to school for classes.
10. open when needed
11. DSPS does effectively work with my schedule. It just comes down to the determination of the student and how much they actually want to succeed.
12. I think is should be open more weeks so more students can get help
13. There is enough time for students to come in and be able to study.
14. It could be opened earlier? 7? 6?
15. the hours are amazing. they stay open alot longer than any other school.
16. It would be great if they were open late a few nights per week.
17. Very flexible with my schedule
18. It relise on my asspetation

10. The DSPS Center has enough staff to meet my needs in a timely manner.

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
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</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total Respondents 46

11. Comments on DSPS Center is staffing:

1. There is always someone to help me
2. they are all willing to help us and assist us
3. The staffing in the DSPS center has taught me a lot, they got me someone to read the test for me on the computer and it helped me out a lot.

4. Everyone is awesome, and they all go above and beyond the call of duty.

5. Doesn't matter what day it is, if I came in and asked someone for help they would.

6. Need help with Math

7. Everyone I need is always there.

8. There are not as many staff as there was when I started back in 2008 but there is always someone around that can help me.

9. Sometime I need maybe I don't have a pen or penilos

10. Great staffing, there is always someone who can help if needed.

11. There is usually one to two people that are always available to speak to.

12. All staff is great

13. All DSPS staff is very helpful.

14. I think is should have a little bit more staff member to help students

15. They are all very helpful.

16. Great staff!

17. Positive energy and inspiring.

18. I love the staff. That's the best part of the program so many people can help you.

19. Very helpful and nice

20. The staff is very helpful.

21. They are excellent people who are meeting my asspetation

12. The DSPS Center is well equipped with computers, technology and learning tools.

<table>
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<tr>
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<td>Strongly Disagree</td>
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Total Respondents 46

13. Comments on computers, technology and learning tools:

1. I use the computers to do homework and check grades

2. Yes... they have everything that I needed... flashcards and more. They have some extra text books for us to read and help us understand the concept!
3. I haven’t seen anyone wait for the computer.
4. Everything that is there is exactly what I need.
5. I do not use the computer and technologies much but they are always around when I need them.
6. Everything is useful.
7. Sometimes little bit good on the computers.
8. Computers are up for all software that I use while in this class.
9. There is enough computers to use.
10. All tools provided are very helpful renting the tape recorders were very helpful for me.
11. I would like to see a little more computers and a little bit more learning tools.
12. There is enough computers to use.
13. The program has all the learning tools you need!
14. I think the room needs to be bigger.
15. Adequate.
16. It has computers.
17. No comments.

14. Did you use testing accommodations this semester?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>52%</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>48%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>46</td>
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</table>

15. The testing accommodations I received were provided in a satisfactory manner.

<table>
<thead>
<tr>
<th>Response</th>
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<tbody>
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<tr>
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<td>0%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>(skipped this question)</td>
<td>22</td>
<td></td>
</tr>
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</table>

16. Comments on testing accommodations:

1. I had enough time and a quiet room were I was not distracted.
There was nothing in particular in the testing accommodations...it helped me out because I got to come and take the tests, take me time on it, and it taught me, that I can learn a lot more of the concepts materials, and it was the best opportunity for me to learn all about. I really enjoyed having the tests accommodations...it helped me out a lot during the years of this semester at Santiago Canyon College.

There was nothing in particular in the testing accommodations. It helped me out because I got to come and take the tests in a quiet place, they have what I require.

1. Did you use alternate media (audio textbooks, etc.) this semester?

<table>
<thead>
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<th>Percent</th>
</tr>
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<tbody>
<tr>
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<td>15</td>
<td>33%</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>67%</td>
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Total Respondents 46

2. I am satisfied with the alternate media services I received.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
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<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>7%</td>
</tr>
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</table>

Total Respondents 15 (skipped this question) 31

3. Comments on alternate media:

1. Using their textbooks in the DSPS center has taught me a lot because I get to see how the concepts are used in their books. I remember using them, throughout the semesters I had over at Santiago Canyon College. It taught me a lot, it helped me out with the math that I had, the sciences, reading, and more.

2. I like kzewell it really helps me learn from the book

3. wqs not helpful

4. The books are read out loud to me at home and help me with homework
5. The Kurzweil CDs are a big difference as well. Definitely a helpful tool for students with difficulty reading and focusing.

6. I'm not a good reader, it really helps me out.

20. SCC Facilities, programs, and online information sites are accessible to students with physical disabilities (buildings, restrooms, classrooms, labs, athletic facilities, parking, websites).

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
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</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>50%</td>
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</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total Respondents 46

21. Comments on SCC’s accessibility:

1. The elevator of the A building breaks down fairly often, and even though it is possible to walk to the second floor, it might not be feasible for everyone to manage.

2. If I ever need to check something, you could always go on the website to find out any of your problems.

3. I haven’t really used all of the facilities and wouldn’t know.

4. Access to buildings are easy and the same with the parking. While I am not physically disabled, I note many disabled parking places with ramps in key areas.

5. The buildings are up to code, that I know of

6. You can go anywhere on the campus, and there is more than one way to get to them.

7. The Facilities has everything the students need.

8. I do not have a physical disability, but I do notice that there facilities available on campus. I do not believe they are always in appropriate locations though.

9. No comments

22. The assistive technology I need is available on campus (Kurzweil, Zoomtext, Jaws, etc).

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
23. Comments on assistive technology access:

1. Kursweil is always available to be used
2. N/A
3. Same as last comment.
4. The one time I needed it, it was available.
5. software is wonderful and helpful when used.
6. I did not use the assistive technology this semester.
7. kurzweil was great, i only wish it could be down loaded onto mac computers
8. All tools necessary for succeeding are all found on campus.
9. They are always available whenever I need help with reading.
10. I do not use none of the above [nota].
11. I do not use them on a regular basis.
12. No commets im aware...

24. My instructors in regular college classes cooperate with the accommodations I require when I provide them with an accommodation authorization letter from DSPS.

<table>
<thead>
<tr>
<th>Response</th>
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<th>Percent</th>
</tr>
</thead>
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<tr>
<td>Agree</td>
<td>16</td>
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<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

25. Comments on academic instructors:

1. My DSPS counselor gave me teachers who are very understanding
   The instructors are so reasonable about the accomodation letter and wanted to make they wanted sure, that we needed to give them the letter, so they could understand that we can take the tests in another place.
2. Profesora Fajardo is wonderful in assisting students with accommodations!
3. My professor knows im in DSPS and ask if i need any more time on test.
4. Teachers don't pick up my test after I take them, it takes longer for me to get my gread on the test.
5. They were all understanding and cooperative.
7. All the teachers that I’ve taken are understanding of the accommodations that DSPS provides and

8. Most instructors work well with DSPS.

9. Some of my instructors did notify in advance of things that would be coming up.

10. great instructors in dsps

11. all of my instructors understood and were perfectly fine with me recording their lectures.

12. They know I need more time to take the tests.

13. I never had a problem.

14. Very accommodating and supportive, willing to help out involving both academic and psychological

   well-being.

15. All the teachers that I’ve taken are understanding of the accommodations that DSPS provides and

   will recommend us to use it at the beginning of the semester as we/they see fit.

16. They are all great.

17. No comments

26. What would you like to see done to improve access and support for students with disabilities at SCC?

1. There are many student who have disasabilites, so the room could be larger to accommodate them

2. they need to have more selection of the text books

3. Nothing really!

4. Perhaps an automatic side door for the E Building? Even though it is possible to enter from the front, going that far out of the way is inconvenient at times.

5. there is nothing i cant think of.

6. more time in dsps and have the room bigger i feel cramp in here it would be nice to have more one

   on one with help with homework and other project i have wioth my class

7. possibly could have a bigger location at scc.

8. I think we need more suport on Math

9. The stigma surrounding this lovely department tends to have a bad effect on the students and I

   would love to see a beter understanding of those who don't belong to this department.

   I would like to see the DSPS office larger to acocmodate more people especiely having the testing

   room larger to acocmodate more testers because over the years, the facility has been full. I would

   also like the DSPS center more obvisous to first time people coming and not hiding down a corridor, if

   so it should have clear directions.

10. more homework help and more strategies

11. In order to help more students with disabilites at SCC, the student goverment should promote the

    class so that more people are aware the class is available on campus.

12. Nothing

13. A little bit more access time when it comes to when the center is open, because some students do

   not have classes until the evenings, and the center is closed by then.
15. nothing that i can think of at this point
16. It's great as long as it keeps running and giving our needs (such as priority registration, testing time, instructors to talk to and more) to help us learn
17. I feel it is really good as it is right now.
18. Possibly more time with more one on one tutoring with class assignments, I think this would be most effective for students.
19. what i would like to see done is to make this room a little bigger so have more room for morew students
20. I think everything is improvable.
22. There's not that much that needs to be done to improve access and support to my needs. Everyone here is really helpful and is willing to help us learn instead of just telling us the answers.
23. Everything is fine just the way it is.
    Nothing - the door is always open with a person willing to help at the front desk. For people who cannot open the door on their own during finals, a wireless doorbell purchased from Home Depot can be useful.
24. nothing. the programs grate!
25. expand it
26. evening hours
27. Cannot think of any in particular
28. In my oppion DSPS is good how it is i would not do any changes...

27. Additional Comments:

1. Trudy was a very big help...she took the time to help me out with my studies and more. She did so much for me, I learned about the important stuff that was going on through the semester and more. I will always, that she put a smile on face whenever i see her, she always cheered me up, she support me throughout my semesters that i had in College. She is the best.
2. Thanks!!
3. Glad i had DSPS. They make sure im on track and not slacking off
4. Over all I loved being here and will never forgett the first time I walked in and the warm welcome I got.
5. I'm happy because you all help me study for quiz and test.
6. this is a wonderful class.
7. None at the moment.
8. dsps has been very helpful for me and is helping me get through college here at scc 
    DSPS services are extremely helpful. They offer everything in their power to help you succeed. It just all comes down to the determination and consistency of students to actually achieve their academic goals.
9. None.
11. No.
12. I wish OCC had a program like this.