



**DISABLED STUDENT PROGRAMS & SERVICES  
STUDENT SERVICES ANNUAL  
PROGRAM REVIEW 2014-2015  
AND PLAN 2015-2016**

**Committee Members:**

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**1. Program Mission/Description:**

**Program Mission and Relationship to College Mission:**

The Disabled Students Programs and Services (DSP&S) is committed to providing students with disabilities an accessible educational environment that allows each student the opportunity to reach his/her academic goals and participate in a full range of campus programs and activities.

**Program Description:**

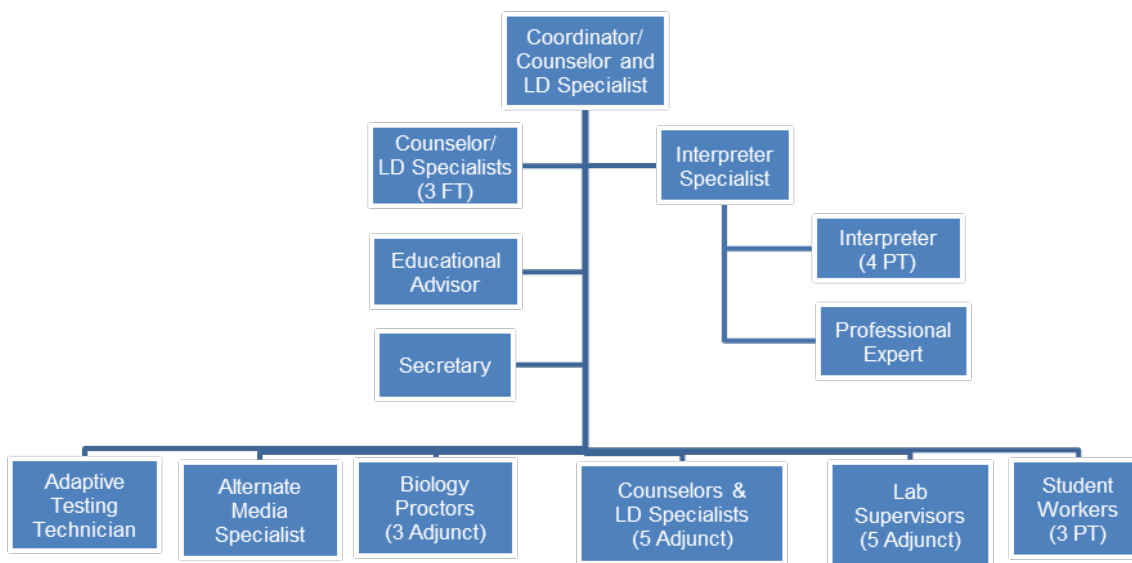
DSP&S serves as the District's mechanism for providing access to students with disabilities and for implementing accommodations as mandated by Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and Title 5 of the California Code of Regulations.

DSP&S is specially funded by the state to provide direct services to students and to guide other campus professionals in matters of educational accommodations and accessibility. The program offers services and instruction which assist students with disabilities to fully participate in activities, programs and classes offered by the College.

**2. Key Functions/Goals:**

- DSP&S courses: E-Text Basics, Empowerment, and Technical Assistance Lab
- Adapted testing accommodations
- Campus and community liaisons
- Specialized academic counseling
- Alternate media
- Electronic text and Braille
- Closed and real-time captioning
- Computers with adaptive technology
- Adaptive equipment
- Deaf and hard of hearing services including sign language interpreting and real time captioning
- Equipment loans such as recorders, smart pens and other adaptive equipment
- Telecommunication Devices for Deaf (TDD) public telephones and video relay services (in the library)
- High Tech Center

## Organization Chart



### 3. Assessment of Outcomes:

Assessment: *How did you assess the outcomes? What method did you use?*

Result: *What was the product or consequence of your assessment?*

Change: *What will you do differently as a result of what you learned from the assessment?*

Prompt: You may also include an analysis of workload/scope of work, and/or additional data (ARCC/Scoreboard and CCSSE surveys) to address this topic. Use existing data and/or document with a survey.

Populate with the existing Unit Outcomes				
	Outcome	Assessment	Result	Change
1	Student will be able to advocate for self by successfully requesting accommodation(s) through documented written and/or oral communication with the instructor to ensure equal access to learning.	<p>This is the fifth year (since 2010/2011) that DSP&amp;S administered the Citrus College DSP&amp;S Self-Advocacy/ Self-Efficacy Needs Assessment, 2nd Edition (a modified format of Janet Shapiro's Self-Advocacy Needs Assessment).</p> <p>The self-advocacy portion of the assessment contains quantitative measures.</p> <p>See Appendix A for assessment details of the Student Learning Outcomes from 2011 to 2015.</p>	<p>In analyzing the data, the self-advocacy areas that did not meet the 80% criterion for success include: demonstrating understanding of their own strengths and weaknesses (Q7), communication skills (Q13), assertiveness skills (Q17), interpersonal skills (Q21) and requesting accommodations on time (Q26); thinking others understand them (Q8), effectively expressing themselves in the classroom (Q9) and being able to say what they mean (Q11). Student reports indicate that the self-advocacy area of communication skills needs the most work (Section 2).</p>	<p>Create workshops that address each of the areas of self-advocacy that did not meet the 80% criterion for success.</p>

2	<p>Student will increase academic self-efficacy by working with a DSP&amp;S counselor to formulate realistic goals and select appropriate educational accommodations as defined by the California Community Colleges' Chancellor's Office that will compensate for academic challenges to create success in the academic environment.</p> <p>See Appendix A for a more comprehensive evaluation of the SLO results ranging from 2011 to 2015.</p>	<p>This is the fifth year that DSP&amp;S administered the Citrus College DSP&amp;S Self-Advocacy/Self-Efficacy Needs Assessment, 2nd Edition (a modified format of Janet Shapiro's Self-Advocacy Needs Assessment).</p> <p>The self-efficacy portion of the assessment contains both quantitative and qualitative measures.</p> <p>See Appendix A for assessment details of the Student Learning Outcomes (SLO) from 2011 to 2015.</p>	<p>In analyzing the data, responses to Q1-Q4 met the 80% criteria for success.</p> <p>Several students replied to Q5 as if it was a general comments area. Other students did provide responses that articulated how using DSP&amp;S accommodations has increased their self-efficacy.</p>	<p>Increase the number of students who answer this item as was intended for them to respond.</p>
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#### 4. Previous Recommendations/Goals:

Prompt: Provide an outline of the previous recommendations. Insert title of person(s) responsible. Status should be Completed or In Progress. If goal is in progress, explain why under status. Indicate completion date by Month/Year.

	Previous Recommendation/ Goals 2014-2015	Person(s) Responsible	Status/ Progress	Completed
1	<p>Faculty training booklet. CCSP 2.2.3, 4.4.1, and 4.1.2</p>	<p>Coordinator, Counselors/Learning Disabilities (LD) Specialists and Alternate Media Specialist</p>	<p>In Progress – The faculty handbook is about 50% complete.</p>	<p>Estimate Completion August 2015</p>
2	<p>Increase outreach and collaboration with high schools. CCSP 2.1.2</p>	<p>Coordinator and Educational Advisor</p>	<p>In Progress – Educational Advisor retired August 2014. Newly hired Educational Advisor did not start until May 2015.</p>	<p>Estimate Completion December 2015</p>
3	<p>Begin administering the newest revision (4th edition) of the Woodcock-Johnson (WJ) achievement and cognitive tests, effective January 2015. CCSP 2.2.5</p>	<p>Coordinator and Counselors/LD Specialists</p>	<p>In Progress – DSP&amp;S did not receive the WJ-IV tests until April 2015.</p> <p>The LD Specialists have reviewed the new test materials. Some training occurred May 2015.</p> <p>Additional training is also available at the California Association for Post-secondary Education and Disability (CAPED) conference October 2015.</p> <p>Implementation will be effective September 2015.</p>	<p>Estimate Completion September 2015</p>

4	DSP&S will continue this goal from last year to educate and collaborate with Citrus College departments regarding disability related issues on a case by case basis. CCSP 2.2.3, 4.1.1, and 4.1.2	Coordinator/Counselor, Educational Advisor with Alternate Media Duties, Alternate Media Specialist, Interpreter Specialist, and Counselor/LD Specialists	Completed – DSP&S staff have continued to collaborate with Citrus College departments regarding disability related issues on a case by case basis throughout the 2014-2015 academic year.	June 2015
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## 5. New Recommendations/Goals:

Prompt: List new recommendations/goals in order of priority. Indicate estimated completion date by month/year. If applicable, reference the Citrus College Strategic Plan (CCSP) objectives that require funding and the Educational Facilities Master Plan (EFMP) goals, using the following format. Example: **CCSP 2.3.2 / EFMP pg. 361**

	New Recommendation/ Goals 2015-2016	Person(s) Responsible	Estimated Completion	Budget Priority
1 <sup>st</sup>	Begin offering the DSP&S 085 E-Text Basics course. CCSP 2.2.1, 2.2.4 and 2.3.3 EFMP pg. 341	Coordinator and Alternate Media Specialist	Spring 2016	1
2 <sup>nd</sup>	Individualized workshops addressing student needs based on SLO results. CCSP 2.2.4 and 2.2.5	Coordinator, Counselor/LD Specialist, and Educational Advisor	Spring 2016	3
3 <sup>rd</sup>	Maintain Lab Supervisors in Testing Center to read/scribe for eligible students with disabilities. CCSP 2.2	Coordinator, Adapted Testing Technician, and Learning Center Programs Supervisor	Spring 2016	1
4 <sup>th</sup>	Provide quality and up-to-date services to students with disabilities in a timely manner. CCSP 2.2, 2.2.4, 2.2.5, 2.3 and 2.3.3	Coordinator, Counselors/LD Specialists, Alternate Media Specialist, Educational Advisor, Interpreter Specialist, Secretary	Spring 2016	1

Program Projections contained in the Educational & Facilities Master Plan 2011-2020	Progress toward completion: (please check one)		
Disabled Student Programs & Services (DSP&S)	Completed	In Progress	Not yet begun
EFMP – 1 Develop adaptive technology courses to support students' ability to use assistive hardware and software, such as electronic text and screen reading (e.g., Kurzweil 1000 for the blind and Kurzweil 3000 for those with print disabilities), voice dictation (e.g., Dragon Naturally Speaking), screen reading software for the blind (e.g., JAWS), recording techniques, and note-taking assistance (e.g., Pulse Pen).		X	
EFMP – 2 Advocate for a policy requiring all college materials to be available in alternative formats and/or media for persons with disabilities.		X	
EFMP – 3 Advocate for the inclusion of the installation, maintenance, and upgrading of the assistive software in the College's Technology Plan.		X	
EFMP – 4 Collaborate with the Vice President of Academic Affairs to ensure that needs for accessibility are included in online course development.	X		
EFMP – 5 Collaborate with the appropriate campus leaders in Counseling and the Library to ensure that accommodations are made for disabled students as needed.	X		
EFMP – 6 Monitor videos used in courses to ensure that all include the feature of closed captions.		X	

**6. Resources Requested:**

Prompt: All requests should be linked to new recommendations (above). Include the reference number in the "Discuss impact on goals / SLOs" field below. Use the Link to Planning Key found on the General Budget Guidelines page below to complete the Link to Planning column.

**Disabled Student Programs & Services****Certificated Personnel (FNIC)**

Position	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
3-Adjunct Counselors/Learning Disabilities Specialists	<p>Goal: Hire the equivalent of three adjunct Counselors/Learning Disabilities Specialists.</p> <p>Impact: Provides more DSP&amp;S faculty trained to assist students with disabilities; students with disabilities have a greater likelihood of being served in a timely manner; more support to campus faculty and staff when questions or concerns arise. Title 5, 56026.Support Services; 56027.Academic Accommodations.</p> <p>New recommendation #4</p>	<p>Salary \$40,075 Benefits \$4,669 Health \$-0-</p> <hr/> <p>Total: \$44,744 Each X 3 = \$134,232</p>	1	CCSP 2.1, 2.2, 2.2.3, 2.2.5, and 2.3; EFMP pg. 341
1-Adjunct Professor	<p>Goal: Hire one adjunct professor to teach the DSP&amp;S 085 E-Text Basics course in fall and spring.</p> <p>Impact: DSP&amp;S has not been able to offer this course since its creation. Hiring a qualified adjunct professor will enable students to enroll in this course to learn how to use E-text and screen reading software.</p> <p>New recommendation #1</p>	<p>Salary \$1,321 Benefits \$185 Health \$-0-</p> <hr/> <p>Total: \$1,506 Each X 2 = \$3,012</p>	1	CCSP 2.1, 2.2, 2.2.1, 2.2.4, 2.3, and 2.3.3; EFMP pg. 341

**Classified Personnel**

Position	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
Instructional Lab Assistant II (DSP&S High Tech Center) - 100%	<p>Goal: Hire an Instructional Lab Assistant II for the High Tech Center. This assistance should have prior knowledge and skills working with software and hardware typically used by students with disabilities.</p> <p>Impact: Students working in the High Tech Center often need technical assistance which takes the Alternate Media Specialist and other DSP&amp;S faculty and staff away from performing their assigned job duties. It is critical that the Alternate Media Specialist have support in the High Tech Center as a means of serving students with disabilities who need assistance with the implementation of adaptive technologies. This position is needed to stay in compliance with Ed Code-Title 5, 56026.Support Services; 56027.Academic Accommodations.</p>	<p>Salary \$37,381 Benefits \$7,866 Health \$21,909</p> <hr/> <p>Total: \$67,156</p>	1	CCSP 2.1, 2.2, 2.2.4, 2.3, and 2.3.3; EFMP pg. 341

	New recommendation #4			
3 Student Workers – Front Office	<p>Goal: Hire three student workers to assist the DSP&amp;S Secretary in the front office. The goal is to have the three student workers stagger their shifts to ensure full coverage during operating hours. Some overlap of shifts may be necessary for communication purposes.</p> <p>Impact: Daily workflow is significantly negatively affected when there is a lack of front office support. Lack of support results in the accumulation of filing and recordkeeping which interferes with the daily workflow and the ability to assist students in a timely manner. Also, answering and returning phone calls becomes a significant issue when there is no front office support, resulting in numerous complaints from campus staff, students, parents, and outside agencies. Having a student worker in the front office to assist the DSP&amp;S Secretary during all hours of operation will result in a smoother functioning front office and will increase access to DSP&amp;S services. This position is needed to stay in compliance with Ed Code-Title 5, 56026.Support Services; 56027.Academic Accommodations.</p>	<p>Salary \$23,500 Benefits \$-0- Health \$-0- <hr/>Total: \$23,500</p> <p>(\$10/hour X 47 hours/week = \$470 per week X 50 weeks max)</p>	1	CCSP 2.1, 2.2, 2.2.4, and 2.3; EFMP pg. 341
	New recommendation #4			
3 Student Workers – High Tech Center	<p>Goal: Until a full-time Instructional Lab Assistant II is hired, the goal is to hire three student workers to assist the Alternate Media Specialist in the High Tech Center. The goal is to have the three student workers stagger their shifts to ensure full coverage during operating hours. Some overlap of shifts may be necessary for communication purposes.</p> <p>Impact: Students working in the High Tech Center often need technical assistance which takes the Alternate Media Specialist and other DSP&amp;S faculty and staff away from performing their assigned job duties. It is critical that the Alternate Media Specialist have support in the High Tech Center as a means of serving students with disabilities who need assistance with the implementation of adaptive technologies. This position is needed to stay in compliance with Ed Code-Title 5, 56026. Support Services; 56027. Academic Accommodations.</p>	<p>Salary \$23,500 Benefits \$-0- Health \$-0- <hr/>Total: \$23,500</p> <p>(\$10/hour X 47 hours/week = \$470 per week X 50 weeks max)</p>	1	CCSP 2.1, 2.2, 2.2.4, 2.3, and 2.3.3; EFMP pg. 341
	New recommendation #4			

**Staff Development (Division)**

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
California Association for Postsecondary Education and Disability (CAPED) conference, workshops and trainings	<p>Goal: To have the Counselors/Learning Disabilities Specialists, Educational Advisor and Alternate Media Specialist attend the annual CAPED conference and relevant CAPED sponsored workshops and trainings.</p> <p>Impact: The CAPED conference allows for DSP&amp;S professionals to collaborate with other DSP&amp;S professionals and to participate in professional development that promotes and models equal access and educational opportunities for students with disabilities in California higher education.</p> <p>New recommendation #4</p>	\$3,000	2	CCSP 2.2, 2.2.1, 2.2.4, 2.2.5, 2.3, and 2.3.3
Interpreter Exposition (TerpExpo) or Registry of Interpreters for the Deaf (RID) conference	<p>Goal: To have the Interpreter Specialist attend the annual TerpExpo conference or the RID conference.</p> <p>Impact: Attending the TerpExpo or RID conferences enables the Interpreter Specialist to collaborate with other sign language interpreters and to engage in professional development activities that promote and model equal access and educational opportunities for deaf students in higher education.</p> <p>New recommendation #4</p>	TerpExpo: \$1,000 RID: \$1,800	2	CCSP 2.2, 2.2.1, 2.2.4, 2.3, and 2.3.3
Region 8 and CAPED Interest Group (CIG) meetings	<p>Goal: To have DSP&amp;S staff attend relevant meetings within the Citrus College region, in addition to relevant CIG business meetings</p> <p>Impact: These meetings keep the doors of collaboration open among the California Community College, University of California and California State University systems relevant to serving students with disabilities.</p> <p>New recommendation #4</p>	\$500	2	CCSP 2.2, 2.2.1, 2.2.4, 2.2.5, 2.3, and 2.3.3
Deaf Community Advocacy Network (Deaf CAN) meetings	<p>Goal: To have the Interpreter Specialist attend quarterly CAN meetings.</p> <p>Impact: These meetings keep the doors of collaboration open among the interpreting community.</p> <p>New recommendation #4</p>	\$200	2	CCSP 2.2, 2.2.1, 2.2.4, 2.3, and 2.3.3
High Tech Center Training Unit (HTCTU) trainings	<p>Goal: To have the Alternate Media Specialist and Instructional Lab Assistant II (as requested) attend relevant HTCTU trainings.</p> <p>Impact: Provide the Alternate Media Specialist and Instructional Lab Assistant II (as requested) with necessary knowledge and skill</p>	\$100	2	CCSP 2.2, 2.2.1, 2.2.4, 2.3, and 2.3.3

	development related to assistive technology, alternate media and web accessibility.  New recommendation #1,2			
California Association for Post-Secondary Educators of Disability (CAPED) membership	Goal: To renew the DSP&S annual professional membership to CAPED.  Impact: Enables DSP&S staff to participate in appropriate CAPED Interest Group (CIG) business meetings, attend trainings, attend workshops, collaborate with other DSP&S professionals, and to receive membership costs for the annual CAPED conference and other CAPED sponsored events.  New recommendation #4	\$250	2	CCSP 2.2, 2.2.1, 2.2.4, 2.2.5, 2.3, and 2.3.3
Association on Higher Education and Disability (AHEAD) membership	Goal: To renew the DSP&S annual professional membership to AHEAD.  Impact: Enables DSP&S staff to participate in appropriate AHEAD special interest groups, attend trainings, attend workshops, collaborate with other higher education disability professionals, and to receive membership costs for AHEAD sponsored events.  New recommendation #4	\$250	2	CCSP 2.2, 2.2.1, and 2.2.4

### Facilities (Facilities)

Describe repairs or modifications needed and location	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
N/A				

### Computers / Software (TeCS)

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
N/A				

### Equipment

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
TV Monitor	Goal: To purchase and install a TV monitor in the Interpreter Specialist's office. Note: this is a goal for 15/16 only if we are unable to get this counted under the 14/15 budget.  Impact: The monitor will allow the Interpreter Specialist to interview potential Sign Language Interpreter, to provide skills training and to assess for skill upgrades.  New recommendation #4	\$3,000	1	CCSP 2.2



**Supplies (Division)**

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
American Thermoform	<p>Goal: Order four boxes of Braille paper.</p> <p>Impact: To be able to have paper to print Braille for blind students who request Braille as an accommodation.</p> <p>New recommendation #4</p>	\$200	1	<a href="#">CCSP 2.2</a>
Pearson	<p>Goal: Order 150 WAIS-IV response booklets and record forms; 100 WIAT-III response booklets, record forms and WIAT-III scoring (5-year subscription).</p> <p>Impact: Enable LD Specialists to have an adequate supply of WAIS-IV testing kits and scoring software for all full-time and adjunct DSP&amp;S counselor/LD Specialist offices; enable students to complete the WAIS-IV test as part of the learning disability (LD) assessment process as prescribed by the learning disability assessment process as prescribed by the Chancellor's Office Learning Disabilities Eligibility and Scoring Model (LDESM); enable students to complete the WIAT-III test as part of the LD assessment process as prescribed by the learning disability assessment process as prescribed by the Chancellor's Office LDESM.</p> <p>New recommendation #4</p>	\$2,500	1	<a href="#">CCSP 2.2 and 2.2.5</a>
Houghton Mifflin Harcourt	<p>Goal: Order 1 pack (250 per pack) N-D test record forms G and H; 150 WJ-IV Achievement Form A response booklets and test record forms with individual score reports; 100 WJ-IV Cognitive response booklets and test record forms with individual score reports.</p> <p>Impact: Enable students to complete the N-D timed reading comprehension test as part of the learning disabilities assessment process as prescribed by the LDESM; enable students to complete the WJ-IV cognitive and achievement tests as part of the learning disability assessment process as prescribed by the learning disability assessment process as prescribed by the Chancellor's Office LDESM.</p> <p>New recommendation #4</p>	\$2,500	1	<a href="#">CCSP 2.2 and 2.2.5</a>
Amazon	<p>Goal: Order one Nexus 9 Tablet Portfolio cases, one Apple iPad Air 2 Smartcase, two blue Chromebook hard shell cases, three orange Chromebook hard shell cases and one MacBook Pro hard shell case; also, order ink refills (300 refills) and paper (304 notebooks) for use with the SmartPens.</p>	\$2,900	1	<a href="#">CCSP 2.2 and 2.3.3</a>

	<p>Impact: The cases will protect the Tablet, iPad Air and MacBook Pro computers, especially since these computers will be carried to various classrooms.</p> <p>New recommendation #4</p>			
Office Depot	<p>Goal: To order office supplies and folders for intake packets as needed.</p> <p>Impact: Having needed office supplies and folders for intake packets is necessary for the effective functioning of the DSP&amp;S program in serving student with disabilities. Also, this enables DSP&amp;S to stay in compliance with Chancellor's Office requirements.</p> <p>New recommendation #4</p>	\$4,000	1	CCSP 2.2
Reprographics	<p>Goal: Order appropriate DSP&amp;S forms as needed for new and continuing DSP&amp;S students, DSP&amp;S created faculty handbooks, DSP&amp;S created student handbooks.</p> <p>Impact: Having the appropriate forms for new and continuing DSP&amp;S students is necessary for the effective functioning of the DSP&amp;S program in serving students with disabilities. Also, this enables DSP&amp;S to stay in compliance with the Title 5 Implementing Guidelines (56002, 56008, 56010, and 56022) requirements for a DSP&amp;S office.</p> <p>New recommendation #4</p>	\$3,500	1	CCSP 2.2 and 2.3
Owl Bookshop	<p>Goal: To purchase office supplies and the occasional textbook (as needed) to convert to electronic text.</p> <p>Impact: Having needed office supplies and a place to purchase a textbook in a timely manner is necessary in effectively serving students with disabilities.</p> <p>New recommendation #4</p>	\$1,000	1	CCSP 2.2

**Appendix A (pg. 11-24)****DSP&S Department  
2015 – SLO Results and Recommendations****OUTCOMES**

- 1) Student will be able to advocate for self by successfully requesting accommodation(s) through documented written and/or oral communication with the instructor to ensure equal access to learning.
- 2) Student will increase academic self-efficacy by working with a DSP&S counselor to formulate realistic goals and select appropriate educational accommodations as defined by the California Community Colleges' Chancellor's Office that will compensate for academic challenges to create success in the academic environment.

**ASSESSMENT**

This is the fourth year that DSP&S administered the *Citrus College DSP&S Self-Advocacy/Self-Efficacy Needs Assessment – 2<sup>nd</sup> Edition* (a modified Version of Janet Shapiro's *Self-Advocacy Needs Assessment*). This is a self-report needs assessment that contains both quantitative and qualitative measures.

**Sample Size: 2015:** 73 continuing DSP&S students (**2014:** 30; **2013:** 25; **2012:** 17; **2011:** 21)

**NOTE:**

- 1) Approximately 75 continuing DSP&S students is an adequate sample size for the number of continuing students served by the DSP&S department. Sample size is based on 10% of the continuing DSP&S students served by the DSP&S department;
- 2) A continuing DSP&S student is defined as a student who has used DSP&S services for a least one full semester.

**CRITERIA FOR SUCCESS*****Self-Advocacy***

80% of respondents will rate either Agree to Strongly Agree, Important to Very Important or Frequently to Always depending on the particular survey item.

***Self-Efficacy***

80% of respondents will rate Yes (Qs 1-4) and 80% will clearly articulate how using DSP&S accommodations has helped their self-efficacy.

**RESULTS**

- 1) **2015 SELF-ADVOCACY: Understanding Own Strengths and Weaknesses**
  - Q1.** There was an **increase** in the number of students reporting that they agree or strongly agree that they know what academic skills they possess (2015: 88.4%; 2014: 76.7%; 2013: 92% 2013). **This result meets the 80% criterion for success.**
  - Q2.** There was a slight **increase** in the number of students reporting that they agree or strongly agree that they know what academic skills they need to work on (2015: 88.4%; 2014: 83.3%; 2013: 91.7%). **This result meets the 80% criterion for success.**
  - Q3.** There was an **increase** in the number of students reporting that they agree or strongly agree that they know what they do well (2015: 88.4%; 2014: 76.7%; 2013: 88%). **This result meets the 80% criterion for success.**
  - Q4.** There was an **increase** in the number of students reporting that they agree or strongly agree that they know what they do not do well (2015: 84.5%; 2014: 80%; 2013: 87.5%). **This result meets the 80% criterion for success.**

**Q5.** There was a **decrease** in the number of students reporting that they agree or strongly agree that they understand how their disability affects their ability to learn (2015: 80.6%; 2014: 86.7%; 2013: 92%). **This result meets the 80% criterion for success.**

**Q6.** There was a slight **increase** in the number of students reporting that they believe it's important or very important to understand their strengths and weaknesses (2015: 94.8%; 2014: 93.3%; 2013: 95.6%). **This result meets the 80% criterion for success.**

**Q7.** There was a **decrease** in the number of students reporting that they frequently or always demonstrate their understanding of their strengths and weaknesses (2015: 61.1%; 2014: 70%; 2013: 73.9%). **This result does not meet the 80% criterion for success.**

**It is interesting to note that in 2015, students' self-reports of understanding their own strengths and weaknesses met the 80% criterion in each area of understanding own strengths and weaknesses except in the area of *demonstrating their understanding of their strengths and weaknesses*. This has been an area of ongoing deficit for the DSP&S student population since at least 2014.**

- a. **2014:** The 2014 findings revealed a decrease in each of the areas related to understanding one's strengths and weaknesses. Three of these areas did not meet the 80% criteria (Q1: 76.7%; Q3: 76.7%; and Q7: 70%).
- b. **2013:** The 2013 findings revealed a significant improvement over the 2011 and 2012 findings in that students reported they frequently or always demonstrate their understanding of their strengths and weaknesses (73.9% in 2013 versus 58.8% in 2012 and 47.6% in 2011).
- c. **2012:** Only 58.8% of respondents reported frequently or always demonstrating their understanding of their strengths and weaknesses (this was an important finding during 2011, as well).
- d. **2011:** Almost half (47.6%) reported only sometimes demonstrating their understanding of their strengths and weaknesses, communication skills, and assertiveness skills well.

2) **2015 SELF-ADVOCACY: Communication Skills**

**Q1.** There was a **decrease** in students reporting that they agree or strongly agree that they think people understand them (2015: 76.6%; 2014: 83.3%; 2013: 72%). **This result does not meet the 80% criterion for success.**

**Q2.** There was an **increase** in students reporting that they agree or strongly agree that they are able to effectively express themselves in the classroom (2015: 72.8%; 2014: 63.3%; 2013: 72%). **This result does not meet the 80% criterion for success.**

**Q3.** There was a **decrease** in the number of students reporting that they agree or strongly agree that they are able to effectively express themselves in their instructors' offices (2015: 85.7%; 2014: 90%; 2013: 79.1%). **This result meets the 80% criterion for success.**

**Q4.** There was an **increase** in the number of students reporting that they agree or strongly agree that they frequently or always demonstrate their communication skills well (2015: 79.3%; 2014: 73.4%; 2013: 75%). **This result does not meet the 80% criterion for success.**

**Q5.** There was an **increase** in the number of students reporting that they think it is either important or very important to communicate effectively (2015: 88.3%; 2014: 70%; 2013: 95.9%; 2012: 100%). **This result meets the 80% criterion for success.**

**Q6.** There was a slight **decrease** in students reporting that they frequently to always are able to say what they mean (2015: 72.8%; 2014: 73.3%; 2013: 68%), **but this result does not meet the 80% criterion for success.**

**It is interesting to note that in 2015, students' self-reports of the various areas related to their communication skills revealed that four of the six areas did not meet the 80% criterion. These areas include: Q1 (76.6%); Q2 (72.8%); Q4 (79.3%); Q6 (72.8%).**

- a. **2014:** The 2014 findings revealed there was an increase in those reporting they think others understand them (2014: 83.3%; 2013: 72%), are able to effectively express themselves in their instructors' offices (2014: 90%; 2013: 79.1%) and are able to say what they mean (2014: 73.3%; 2013: 68%); however, there was a decrease in those reporting that they effectively express themselves in the classroom (2014: 63.3%; 2013: 72%), demonstrate their communication skills well (2014: 73.4%; 2013: 75%), and think it's important to communicate effectively (2014: 70%; 2013: 95.9%; 2012: 100%).
- b. **2013:** There was a significant increase in the number of students reporting that they think they are able to effectively express themselves in the classroom (2013: 72%; 2012: 58.8%; 2011: 61.9%). Another interesting finding is that there was a significant decrease in the number of students reporting that they are able to say what they mean (2013: 68%; 2012: 82%).
- c. **2012:** 100% of respondents reported that it is important or very important to communicate effectively. The majority of respondents reported that they frequently or always (70.6%) demonstrate their communication skills. Additionally, the majority of respondents reported that they agree or strongly agree that people understand them (70.6%), they are able to effectively express themselves in the instructors' office (70.6%), and that they are able to say what they mean (82%); however, only 58.8% of respondents reported being able to effectively express themselves in the classroom (this was an important finding last year, too).
- d. **2011:** The majority of the respondents (61.9%) reported that they agreed or strongly agreed that they were able to effectively express themselves in the classroom, but the remaining respondents reported strongly disagreeing, disagreeing, or being undecided about whether they effectively express themselves in the classroom.
- 3) **2015 SELF-ADVOCACY: Assertiveness Skills**
- Q1.** There was an **increase** in the number of students reporting that they agree or strongly agree that they confront issues in a courteous and forthright manner (2015: 80.5%; 2014: 73.4%; 2013: 81%). **This result meets the 80% criterion for success.**
- Q2.** There was an **increase** in the number of students reporting that they agree or strongly agree that they stand up for themselves in a respectful manner (2015: 89.7%; 2014: 76.7%; 2013: 80%). **This result meets the 80% criterion for success.**
- Q3.** There was an **increase** in the number of students reporting that they think it is important to very important to be assertive (2015: 83.2%; 2014: 73.4%; 2013: 80%). **This result meets the 80% criterion for success.**
- Q4.** There was an **increase** in the number of students reporting that they frequently or always demonstrate their assertiveness skills (2015: 58.5%; 2014: 53.4%; 2013: 57.9%). **This result does not meet the 80% criterion for success.**
- This last finding has been consistently and significantly below the 80% criterion for success since DSP&S first began measuring it in 2012.**
- a. **2014:** The 2014 findings revealed that there was a decrease in students reporting that they confront issues in a courteous and forthright manner (2014: 73.4%; 2013: 81%), they stand up for themselves in a respectful manner (2014: 76.7%; 2013: 80%), they think it is important to be assertive (2014: 73.4%; 2013: 80%) and they demonstrate their assertiveness skills (2014: 53.4%; 2013: 57.9%). It is interesting to note that all areas of self-reported assertiveness skills decreased to some extent in 2014 when compared to 2013.
- b. **2013:** There was a significant increase of 15% from 2012 in students reporting that they frequently or always demonstrate their assertiveness skills. Another important and very positive finding is that there was a significant increase in the number of respondents reporting that they confront issues in a courteous and forthright manner (2013: 81%; 2012: 57.2%).
- c. **2012:** The majority of respondents reported agreeing or strongly agreeing that they stand up for themselves in a respectful manner (71.5%) and that they think it is important to very important to be assertive (85.8%); however, only 57.2% of respondents reported that they agree or strongly agree that

they confront issues in a courteous and forthright manner, and only 42.9% of respondents reported that they frequently or always demonstrate their assertiveness skills (this is a new finding this year).

4) **2015 SELF-ADVOCACY: Interpersonal Skills**

**Q1.** There was a slight **increase** in the number of students reporting that they agree or strongly agree that they use emails, voice mail or office hours to meet with their instructors (2015: 85.7%; 2014: 83.3%; 2013: 81%). **This result meets the 80% criterion for success.**

**Q2.** There was a **decrease** in the number of students reporting that they agree or strongly agree that they use eye contact and other body language appropriately (2015: 88.4%; 2014: 93.4%; 2013: 95.3%). **This result meets the 80% criterion for success.**

**Q3.** There was a very slight **increase** in the number of students reporting that they think it is important to very important to utilize appropriate interpersonal skills (2015: 93.6%; 2014: 93.3%; 2013: 100%). **This result meets the 80% criterion for success.**

**Q4.** There was a **decrease** in the number of students reporting that they frequently or always demonstrate their interpersonal skills well (2015: 72.8%; 2014: 76.6%; 2013: 57.9%). **This result does not meet the 80% criterion for success.**

**It is interesting to note that although there was a significant increase for Q4 in 2014 (76.6%) compared with previous years (2013: 57.9%; 2012: 60%; 2011: 42.9%), students' 2015 reports indicate that only 72.8% demonstrate their interpersonal skills well. This result continues to not meet the 80% criterion for success.**

- a. **2014:** The 2014 findings revealed an increase in students reporting they use emails, voice mail or office hours to meet with their instructors (2014: 83.3%; 2013: 81%) and they demonstrate their interpersonal skills well (2014: 76.6%; 2013: 57.9%); however, there was a decrease in students reporting they use eye contact and other body language appropriately (2014: 93.4%; 2013: 95.3%) and they think that it's important to use appropriate interpersonal skills (2014: 93.3%; 2013: 100%).
- b. **2013:** The majority of respondents reported agreeing or strongly agreeing that they use emails, voice mail, or office hours to meet with their instructors (81%) and that they use eye contact and other body language appropriately (95.3%). The majority of respondents also reported that they think it is important to very important to utilize appropriate interpersonal skills (100%); however, only 57.9% of respondents reported that they frequently or always demonstrate their interpersonal skills well.
- c. **2012:** The majority of respondents reported agreeing or strongly agreeing that they use emails, voice mail, or office hours to meet with their instructors (71.5%) and that they use eye contact and other body language appropriately (85.8%). The majority of respondents also reported that they think it is important to very important to utilize appropriate interpersonal skills (83.3%); however, only 60% of respondents reported that they frequently or always demonstrate their interpersonal skills well (this was an important finding last year, too).
- d. **2011:** 42.9% of the students reported only sometimes demonstrating their interpersonal skills well.

5) **2015 SELF-ADVOCACY: Requesting Accommodations**

**Q1.** There was a slight **increase** in the number of respondents reporting that they agree or strongly agree that they make appointments ahead of time or arrange time to discuss their needs with their instructors (2015: 85.8%; 2014: 83.4%; 2013: 90.5%). **This result meets the 80% criterion for success.**

**Q2.** There was a slight **increase** in the number of respondents reporting that they agree or strongly agree that they request educational accommodations in a timely manner (2015: 88.3%; 2014: 86.7%; 2013: 80.9%). **This result meets the 80% criterion for success.**

**Q3.** There was an **increase** in the number of students reporting that they agree or strongly agree that they make full use of their counselor recommended accommodations (2015: 87.1%; 2014: 73.6%; 2013: 80.9%). **This result meets the 80% criterion for success.**

**Q4.** There was an **increase** in the number of students reporting that they think that it is important to very important to request appropriate educational accommodations at appropriate times (2015: 97.4%; 2014: 93.3%; 2013: 100%). **This result meets the 80% criterion for success.**

**Q5.** There was a **decrease** in the number of students reporting that they frequently to always demonstrate their requests for accommodations at appropriate times (2015: 78%; 2014: 96.6%; 2013: 75%). **This result does not meet the 80% criterion for success.**

**It is interesting to note that there was a decrease (2015: 78%; 2014: 96.6%; 2013: 75%) in respondents reporting that they frequently to always demonstrate their requests for accommodations at appropriate times. The 2015 finding is similar to the 2013 finding.**

- a. **2014:** The 2014 findings revealed that there was an increase in students reporting that they request accommodations in a timely manner (2014: 86.7%; 2013: 80.9%) and they demonstrate their requests for accommodations at appropriate times (2014: 96.6%; 2013: 75%); however, there was a decrease in students reporting that they make full use of their counselor recommended accommodations (2014: 73.6%; 2013: 80.9%) and they request appropriate educational accommodations at appropriate times (2014: 93.3%; 2013: 100%).
- b. **2013:** The majority of respondents agree or strongly agree that they make appointments ahead of time or arrange time to discuss their needs with their instructors (90.5%), request educational accommodations in a timely manner (80.9%), and make full use of their counselor recommended accommodations (80.9%). The majority of respondents also think that it is important to very important to request appropriate educational accommodations at appropriate times (100%). Additionally, 75% of respondents report frequently to always demonstrating their requests for accommodations at appropriate times.
- c. **2012:** The majority of respondents agree or strongly agree that they make appointments ahead of time or arrange time to discuss their needs with their instructors (71.5%), request educational accommodations in a timely manner (100%), and make full use of their counselor recommended accommodations (100%). The majority of respondents also think that it is important to very important to request appropriate educational accommodations at appropriate times (100%). Additionally, 71.5% of respondents report frequently to always demonstrating their requests for accommodations at appropriate times (this is an increase from last year's findings).
- d. **2011:** Although the majority of students (66.7) agreed or strongly agreed that they request educational accommodations in a timely manner, 33.9% reported that they were undecided if they requested their accommodations in a timely manner.

#### 6) **2015 SELF-EFFICACY**

**Q1.** There was an **increase** in the number of students reporting that they meet with a DSP&S counselor/advisor to discuss their academic goals (2015: 85.7%; 2014: 83.3%; 2013: 88%). **This result meets the 80% criterion for success.**

**Q2.** There was an **increase** in the number of students reporting that they believe that achieving their academic goals is realistic for them (2015: 100%; 2014: 70%; 2013: 96%). **This result meets the 80% criterion for success.**

**Q3.** There was a slight **increase** in the number of students reporting that they use educational accommodations regularly (2015: 87%; 2014: 86.7%; 2013: 96%). **This result meets the 80% criterion for success.**

**Q4.** There was a slight **increase** in the number of students reporting that they use DSP&S staff as a resource when they have questions or experience difficulties in the classroom (2015: 94.8%; 2014: 93.3%; 2013: 88%). **This result meets the 80% criterion for success.**

**Q5.** There was an **increase** in the number of students who were able to articulate in writing how the use of DSP&S accommodations has increased their self-efficacy (2015: 81%; 2014: 66.7%; 2013: 76%). **This result meets the 80% criterion for success.**

**It is interesting to note that overall student responses to each of the self-efficacy items meet the 80% criterion for success.**

- a. **2014:** The 2014 findings revealed there was an increase in students reporting that they use DSP&S staff as a resource when they have questions or experience difficulties in the classroom (2014: 93.3%; 2013: 88%) and who were able to articulate in writing how the use of DSP&S accommodations has increased their self-efficacy (2015: 81%; 2014: 66.7%; 2013: 76%); however, there was a decrease in students reporting that they meet with a DSP&S counselor/advisor to discuss their academic goals (2014: 83.3%; 2013: 88%), they believe that achieving their academic goals is realistic for them (2014: 70%; 2013: 96%) and they use educational accommodations regularly (2014: 86.7%; 2013: 96%).
- b. **2013:** The majority of respondents report believing that achieving their academic goals is realistic for them (96%), that they use DSP&S staff as a resource when they have questions or experience difficulties in the classroom (88%), that they meet with a DSP&S counselor/advisor to discuss their academic goals (88%), use educational accommodations regularly (96%) and clearly articulated how using DSP&S accommodations increased their self-efficacy (76%).
- c. **2012:** The majority of respondents report believing that achieving their academic goals is realistic for them (82.4%) and that they use DSP&S staff as a resource when they have questions or experience difficulties in the classroom (70.6%); however, only 64.7% of respondents report that they meet with a DSP&S counselor/advisor to discuss their academic goals and use educational accommodations regularly (this is a new finding this year). Additionally, there was an increase in the number of students who clearly articulated how using DSP&S accommodations increased their self-efficacy (59%).
- d. **2011:** The majority of respondents report that they regularly meet with a DSP&S Counselor/Advisor to discuss their academic goals (66.7%), believe that achieving their academic goals is realistic for them (100%), that they use their educational accommodations regularly (61.9%), use DSP&S staff as a resource when they have questions or experience difficulties in the classroom (76.2%) and who were able to clearly articulate how using DSP&S accommodations has increased their self-efficacy (52%).

## **EXPLANATION OF RESULTS**

### **SELF-ADVOCACY**

#### **Quantitative:**

#### **Understanding Own Strengths and Weaknesses**

In 2015, only 61.1% of students reported that they frequently or always demonstrate their understanding of their strengths and weaknesses. **This result does not meet the 80% criterion for success.** This is the only item in this section of the self-advocacy assessment that does not meet the 80% criterion for success.

#### **WHY ARE WE FINDING THIS RESULT?**

DSP&S did not have enough staff, and therefore, not enough time to provide all DSP&S students with adequate support services and guidance. Although, DSP&S was able to hire some adjunct counselors during the 14/15 academic year, they were addressing our backlog of students needing learning disability assessments, registration assistance, and file updates. DSP&S did get approved to hire an additional full-time counselor, but this position will not begin until the 15/16 academic year. Additionally, the DSP&S Educational Advisor retired August 1, 2014 and a replacement DSP&S Educational Advisor did not start until May, 2015 and requires time and training to become familiar with the Citrus College campus, the California Community College system, the functions of the DSP&S department and her job duties. Therefore, students often do not fully demonstrate understanding of their own strengths and weaknesses because they have not had the opportunity to get appointments or trainings to discuss their personal strengths and weaknesses in order to become more aware and to develop areas of need.

#### **Communication Skills**

Only two of the six items in this section met the 80% criterion for success. The four areas that do not meet the 80% criterion are: thinking people understand them (76.6%), being able to effectively express themselves in the classroom (72.8%), demonstrating their communication skills well (79.3%) and being able to say what they mean (72.8%).



**WHY ARE WE FINDING THIS RESULT?**

The reasons for the results in the communication skills section of self-advocacy are not that much lower than the 80% criterion for success, but DSP&S continues to work to meet the 80% criterion for success. Likely reasons are due to the same factors stated above in the Understanding Own Strengths and Weaknesses section.

**Assertiveness Skills**

In 2015, only 58.5% of students reported that they frequently or always demonstrate their assertiveness skills. **This result does not meet the 80% criterion for success and has been a consistently low finding since we first started measuring it in 2012.** This is the only item in this section of the self-advocacy assessment that does not meet the 80% criterion for success.

**WHY ARE WE FINDING THIS RESULT?**

Likely reasons are due to the same factors stated above in the Understanding Own Strengths and Weaknesses and Communication Skills sections.

**Interpersonal Skills**

In 2015, only 76.6% of students reported that they frequently or always demonstrate their interpersonal skills well. **This result does not meet the 80% criterion for success.** This is the only item in this section of the self-advocacy assessment that does not meet the 80% criterion for success.

**WHY ARE WE FINDING THIS RESULT?**

The reasons for the results in the interpersonal skills section of self-advocacy are not that much lower than the 80% criterion for success, but DSP&S continues to work to meet the 80% criterion for success. Likely reasons are due to the same factors stated above in the Understanding Own Strengths and Weaknesses, Communication Skills and Assertiveness Skills sections.

**Requesting Accommodations**

In 2015, only 78% of students reported that they frequently to always demonstrate their requests for accommodations at appropriate times. **This result does not meet the 80% criterion for success.**

**WHY ARE WE FINDING THIS RESULT?**

The reasons for the results in the requesting accommodations section of self-advocacy are not that much lower than the 80% criterion for success, but DSP&S continues to work to meet the 80% criterion for success. Likely reasons are due to the same factors stated above in the Understanding Own Strengths and Weaknesses, Communication Skills, Assertiveness Skills and Interpersonal Skills sections.

**SELF-EFFICACY****Quantitative:**

In 2015, 100% of students reported that they believe that achieving their academic goals is realistic for them. This was a 30% increase compared to 2014 (70%).

**WHY ARE WE FINDING THIS RESULT?**

DSP&S began providing new DSP&S students with a folder of important information addressing what is expected of them in order to maintain good standing as a Citrus College student. Included is a flyer that explains the new legislation that resulted in the Student Success and Services Plan (SSSP).

**Qualitative:**

Overall, students that commented wrote positive things about DSP&S staff and services. Students stated such things as: I have made the Dean's List twice and I am transferring in the fall to SFSU; Access to software I didn't know about is helpful; Learning what my accommodations are and how to properly use them have given me confidence I didn't know I had. I feel more empowered as a student. I feel that I can be successful in school; I believe I will accomplish my goals that I have set for myself through DSP&S; Educational accommodations have helped me accomplish my educational goals greatly. I definitely would not be where I am today without the disability services offered by the school; It has helped me a lot. I get a better grade, I understand the class better and the teacher understands me better; It has been affected in a good way because the DSP&S counselors helped me to choose the right classes to take and to stay focused and reach my goals. There were many other positive responses, as well (see table below for a list of responses).

## **CHANGES/RECOMMENDATIONS**

It is recommended that DSP&S create workshops that address each of the areas of self-advocacy that did not meet the 80% criterion for success. Workshops should specifically address the following areas of self-advocacy:

### ***Understanding Own Strengths and Weaknesses***

Increased skill in demonstrating their understanding of their strengths and weaknesses

### ***Communication Skills***

Better able to communicating effectively so that other understand them

More frequently demonstrate their communication skills well

More effectively express themselves in the classroom

Better able to say what they mean

### ***Assertiveness Skills***

Increased skill in demonstrating their assertiveness skills

### ***Interpersonal Skills***

More frequently demonstrate their interpersonal skills well

### ***Requesting Accommodations***

Better demonstrate their requests for accommodations at appropriate times

Additionally, it is recommended that DSP&S maintain a high level of success in the area of self-efficacy. The criterion for success had been set at 80%, but it is recommended that DSP&S increase the criterion for success to 90% in all of the measured areas of self-efficacy.

## DSP&S Self-Advocacy and Self-Efficacy SLO Qualitative Responses

**Variable SE5: Since you have been using educational accommodations through DSP&S, how has your self-efficacy (e.g., belief that you can accomplish your goals/deal with challenges of life) been affected?**

2015	
1	I will ask for help when I really need it.
2	I have made the Dean's List twice and I am transferring in the fall to San Francisco State University.
3	Michelle Madrid is amazing. She is also known as Emmy.
4	Greatly.
5	It really helped me about to push me and get work done on time and the staff is always there to help.
6	Working with the DSP&S, I had achieved in all of my classes except math.
7	I've accomplished 71 credits in 2 years.
8	My self-efficacy has been affected by feeling more empowered to handle things on my own, with the help of others as well.
9	Access to software I didn't know about is helpful.
10	I try to work hard to do my goal.
11	Learning what my accommodations are and how to properly use them has given me confidence I didn't know I had. I feel more empowered as a student. I feel that I can be successful in school.
12	It has made things a bit easier.
13	It has been eye opening in the sense that I didn't know I had all of these resources available, as well as the willingness and helpfulness from that staff and counselors in achieving my academic and career goals.
14	N/A
15	I'm not struggling too much with test times and I am not distracted with the classroom surroundings.
16	Since I have been using educational accommodations through DSP&S, my self-efficacy has become more confident. I hope to accomplish my goals to deal with my challenges and life and be successful in the future. Thank you!
17	VERY WELL
18	Now I know that even though I need accommodations, I can still accomplish my educational goals. I have a better view of college and that it's not as hard as I thought it would be.
19	I often feel that I can accomplish goals without accommodations, but in certain classes I do feel I need to use it often because I feel it will help me improve.
20	If I have questions, I ask for help and schedule ahead of time so that I may concentrate on my work.
21	Love this department.
22	DSP&S is a great big help in my college education. Without them, I wouldn't be as successful and happy as I am now.
23	To help express myself
24	I believe I will accomplish my goals that I have set for myself through DSP&S.
25	I know I can make it through no matter how tough the class. Even if I fail a class, I know it's not a personal reflection on myself.
26	I don't feel that I have been affected because I have only benefitted since I've been using educational accommodations through DSP&S.
27	No
28	I love this program so much.
29	Since I have been using my educational accommodations through DSP&S, it has really helped me a lot with my classes that I am taking because I get all of the help that I need to continue to achieve all of my goals that I want to accomplish in college and the challenges in my life.
30	I have accepted that I have an issue and addressed the problem by seeking help through the DSP&S office. They have helped me feel at ease while being in a classroom setting. It is for sure a weight lifted off my shoulders to have certain accommodations being there for me.
31	It has been positive because I get extra time to do my math tests, so I don't feel like I have to rush through my tests.
32	Love them.
33	I think DSP&S is a great program. It helped out a lot, especially with picking our classes and passing my classes.
34	Educational accommodations have helped me accomplish my educational goals greatly. I definitely would not be where I am today without the disability services offered at the school.

35	Since I have been using educational accommodation through DSP&S, it makes it easier for me to know what I'm doing in classes I pick.
36	It has helped me a lot for my classes. I get a better grade. I understand the class better and the teacher understands me better.
37	So many resources provided and makes life easier.
38	Love all of them.
39	I could accomplish my goals, but I just need a little push. I could admit that I need help on a lot of things while I try and complete my goals. I am thankful for the DSP&S office. The thing I accomplish is knowing my struggles and I can bypass them. I will say I completed my goal.
40	It has been both positive and negative... Sometimes I do find it difficult to realistically approach my goals in a timely manner.
41	I believe that I have accomplished most of my goals. They have guided me to classes that work better for me and stick to when I want to do when I am done with college.
42	It has been good.
43	My skills and interactions with the staff have improved verbally as well as written.
44	It has helped me achieve my goals and get good grades.
45	With the accommodations I receive from DSP&S I am able to focus during class lecture.
46	Since one of our accommodations is extra time, and send out to the Testing Center have I been able to focus more on exams and not worry about the time running out; in addition, I don't get distracted as often as I would in the classroom. Therefore, I feel that I'm meeting my goals and I'm moving forward with my education. If it wasn't for my accommodations I don't think I would of succeeded in my classes. Thanks DSP&S!!!
47	I have used them to help me read my class textbooks. They have always been helpful when I needed help. I will be transferring in spring 2016. Thanks so much for all of your help! You guys inspire me each and every single day.
48	Yes, I couldn't have made it through some classes without my accommodations.
49	I improved with used of my accommodations.
50	Life has been a little easier using DSP&S.
51	Efficient
52	I have always believed that I can do it, but with the help and assistance that I have received, my feelings have been changed for the better about using accommodations.
53	I just need to do my part so I can be very effective with my work.
54	It has affected me in a good way because the DSP&S counselors helped me choose the right classes to take and to also stay focused and reach my goals.
55	Yes! It has helped me to be able to achieve my goals - for example, extra time on tests and taking the tests in the Testing Center. I am very grateful for my accommodations. I am able to relax while taking my test and be confident in choosing the right answer.
56	Since I have been in DSP&S, the program has helped me achieve my goals and lead me in the right direction I need to go. My educational accommodations have helped me with classes and have improved my grades tremendously.
57	I have been more productive in my goals and it feels good to know that there is someone there to have my back. ☺
58	Love them
59	Amazing.
60	My challenges have greatly reduced because of the loving and caring staff at Citrus College in the DSP&S office. Emmy, Laks and Michelle are very caring people that have helped me through the challenges that I've faced at Citrus College. They are very knowledgeable and very patient people. I am glad to be a part of DSP&S and I hope that this program continues because it has helped me in so many ways to accomplish the goals that I have set for myself at Citrus College and beyond. Thank you and have a great day.
61	Ever since I have been accepted into the DSP&S program it has been such a great pressure release for me because before DSP&S, I would never finish my exams or quizzes on time. Now with this help I am able to demonstrate that I do understand and know the materials given to me and I am able to finish and perform really well in my classes. Thank you DSP&S and its staff for helping me to get closer to my goal.
62	Everyone has been so helpful to my special accommodations.
63	Yes.
64	All the staff at DSP&S are really helpful and the lab is a huge bonus! The lab assistant "Matt" is the best! Keep up the good work.
65	Not really
66	So much better.

67	Excellent.
68	DSP&S CENTER IS ALWAYS A GREAT HELP
69	Somewhat simple to use
70	I believe that I can accomplish my goals with DSP&S. They're very helpful.
71	I have been able to receive priority registration which has helped to best suit my needs when learning.
72	N/A
73	N/A
<b>2014</b>	
1	N/A
2	N/A
3	Since I have been using DSP&S it has really helped me with the goals that I put in mind. All the services that I receive are very useful and help me accomplish my goals.
4	I believe that it's remained stable and positive.
5	N/A
6	It's been because I can tape my lectures. I can use that information for my notes.
7	It has made me more aware of my options and all the additional help there is for me.
8	This is my first semester being with DSP&S. It has helped me already understand that the reasons why things are a challenge to me are because I process things and information a lot differently than others. DSP&S has helped me gain some confidence back and has helped me reassure myself that I am okay and I am normal! I felt frustrated and confused, but DSP&S has really helped me change that for the better!
9	Slowly
10	I have been able to take my tests in a calm manner and I am able to get a higher score in my math class.
11	N/A
12	N/A
13	N/A
14	N/A
15	It has been affected by the importance of reprioritizing goals educationally. Although, in the process, it has made some goals seem unachievable in a realistic timeframe. However, the term is subjective in that sense.
16	They have been very effective to keep me on task and to reach my goals. My top priority is to pass my courses with A's and always give my best every class day exam and study hard and always ask questions.
17	I'm able to complete my work and reading assignments in a timely basis. I'm able to work alone without any help.
18	N/A
19	Yes, I believe that I can accomplish my goals of life.
20	It makes things easier for me and I am able to ask question in case I do not understand something in general. I have someone to go to, which I am grateful for, when I need assistance. I am able to use the equipment when needed when I do not have my own to use. I like that you guys help me to be a bit more organized with the course of my studies and when the time comes to register.
21	I don't feel as stressed for tests since I have more time and don't need to feel rushed. It's also great to know I can see a DSP&S counselor anytime and they can help with scheduling my classes.
22	I feel good having a great staff at the DSP&S helping me with questions I have. My counselor, Michelle Hernandez, gives me a lot of motivation in being the best student I can be. The staff and counselors here are organized and helpful.
23	I have gotten 3 degrees at Citrus College. And thanks to DSP&S, I have accomplished my educational goals.
24	The DSP&S office and staff are always very helpful. The computer lab helps me a lot with assignments that require me to go onto the internet, and it's a nice, clean, quiet place to work and think, and the printer saves me all the time with essays. The accommodations from my counselor are an extra push to do well in my classes. Without any of these, I would be lost, sad and really have a hard time experiencing college, and for sure have trouble in classes.
25	Yes
26	It makes things easier in class. It makes it easier for me to understand class.
27	I believe that if I did not have DSP&S that I would be different. Since being with them, I have done much better in all my courses. At the time of this survey, I was listening to bible because listening while reading actually helps me understand much better.
28	The SmartPen has helped me to organize my notes, like by writing important stuff because I record everything. By having class recordings, I'm not missing the details of class.
29	I've received a lot of help with computer, typing dragon and from staff which has helped me greatly to do better

	in my classes. I am glad Citrus has a great staff to help us reach our goals – Thanks –
30	N/A
<b>2013</b>	
1	N/A
2	I am pleased with the assistance which DSP&S has offered me at Citrus College.
3	I feel like I need a little more help with my school work.
4	Since I have been in DSP&S and the counselor put me with the best teacher to succeed and the best advice I get from them. They always push me to be the best I can be.
5	DSP&S can help me with what I am doing to achieve my goals. However, I have problems with most of my classes. If I ask any interpreter to appear at a tutoring appt., meeting, or office hour, any interpreter does not appear while I am here or a bit late there. So I have more concerns about my GPA, good attention/learning, or communication. I'd rather contact any interpreter if any interpreter is sick, a bit late, or others. Then I will know I can get info from my instructors.
6	I feel that the accommodations are really helpful! However, I also feel that I should do what I can on my own just to show I'm not dependent on them. For me, I feel like accommodations are a safety net and I should use them when I need them.
7	It has only been very helpful to me. I'm able to research things that I need to complete and also look up activities for me to do on my days off class (i.e., for my disability).
8	I feel DSP&S, my counselor, has helped me out tremendously. I use my accommodations when I need them. They have really helped me in my classes. If I didn't have the accommodations, I think I would be struggling with my classes. I am thankful for the DSP&S. ☺
9	Yes, very positively! Still need improvements.
10	I've been taking the time to notify my professors as possible to my self-efficacy when and where I'm taking my test and my accomplish to let my professors know about my accommodations through DSP&S. The more time, materials, and questions I ask for, the more understanding I have. My belief that I accomplished was that my professor gives me another day to take the exam so I have more time to study and ask questions before taking the quizzes, exams, and finals. The belief with the deal with challenges of life trying to relax and not try to have any anxiety to rush and panic through my tests.
11	N/A
12	I have been able to use my accommodations effectively this semester. It has given me the ability to keep up with the reading assignments in my classes. More important, by listening to my textbooks aloud, I am able to understand what I just heard read. I'm even able to help other students with questions they may have. The extended test taking time has given me the ability to take my time and really focus on the test. I don't feel rushed and in a hurry anymore.
13	N/A
14	I believe I can accomplish my goals if I keep up with what I have to do, focus more, as well as use more of the DSP&S accommodations that are given to me.
15	I believe that I am doing well in my classes, but need to find the time for study groups.
16	I only really need it for math because I don't understand it, so I can use a multiplication chart and that helps a lot. Without the help of DSP&S, I don't think I would be able to do the math correctly.
17	Very good – with confidence.
18	N/A
19	It has improved greatly. My ability to read by hearing my books has been a great help. I have been able to do well on my tests. Also, using the pulse pen and recorder in class have been very helpful – they have helped me a lot. Without these services, I really know I would not be able to pass at all. Thank you to DSP&S staff, especially Nancy for doing her best to help me in every possible way. By the way, I do not regularly meet with a DSP&S Counselor/Advisor to discuss my academic goals because I do this through EOPS/CARE.
20	I am just starting out... so far, so good.
21	I believe that DSP&S has helped me accomplish most of my goals here at Citrus College.
22	It has helped a lot by giving more time and the voice recorder helps me go over what I might have forgotten. The lab is great as well; if I need a computer there is one open. The people are nice to the people they help.
23	N/A
24	Without DSP&S help and guidance, I would not be where I am today. Having accommodations has highly benefitted me, making my study life easier despite my disability. It has affected me in a positive way, and without DSP&S and their effort to accommodate for my needs, I do not think I would have the GPA I do today. It shows that high school does not always determine your future, there is always a way to succeed if you study hard, know your strengths and weaknesses, and communicate effectively with your professors, making connections, and utilizing all the help this school offers.

25	Help me with technical problems with online classes. Also help with recorder to record lectures in class to help me at home.
<b>2012</b>	
1	No
2	Nothing really. I always work hard for my class and study more to always keep my head at school
3	Greatly. I am doing well in all my classes.
4	First semester using.
5	My first appointment. Unsure.
6	N/A
7	N/A
8	Knowing that I can get the classes I need and not having to try and add is a huge help. It makes me believe that I can get through Citrus in 2 years.
9	It has helped me to accomplish my goals really well and I feel very efficient in using the accommodations whenever I need them.
10	I believe DSP&S should be used like a safety net for challenging your disability which can prevent you from achieving.
11	It helps me meet my goals and challenges myself to do other things. I feel that I make myself work harder.
12	It is good to know I have someone in my corner. I need to meet with my counselor again before I have a chance to thrive.
13	I believe DSP&S has greatly contributed to the development of my self-efficacy. I wish they had a program like this available to me (K-12). If there was, I wasn't aware of it. By being assessed through DSP&S, I discovered I had a learning disability at the age of 21. From there, I got lots of help and discovered new ways to seek help, in and out of school. To discover one's learning disability is empowering and not a negative label as I first imagined. I embrace this program 100% and hope more students in need can find a sense of relief, understanding and empowerment here.
14	By making it so I can accomplish my goals and believe I can more often than I used to be able to. They have helped me by making it so I can work with teachers better, and I don't struggle as much as I did in my classes by helping me to keep up to pace with the class and making it so teachers have a better understanding of me.
15	Some teachers have helped me get through my struggles and some counselors have needed to help me get out of those struggles, like if a teacher won't let you retake quizzes.
16	I'm barely getting into the program.
17	The only educational accommodation I use is the recording of class lectures. I know exactly what I want to do for my career and I am determined to get to my goal. It can get very challenging at times because of my disabilities, but I do not let anything get in my way. If I need to stay up all night to understand something for a subject, I will do it.
<b>2011</b>	
1	I think I have the ability to achieve my goals. I've been doing well in my classes with the exception of math. I know with the help I will do well.
2	N/A
3	I do not believe my needs are being met. I am struggling with a subject but DSP&S and Citrus Committee is not doing enough for me to accommodate my goal for Associates Degree. I only need one more class for graduation which I hope to get a substitution. They did not grant a substitution.
4	DSP&S has helped me with useful information and also has helped me accomplish a lot of goals that I had in high school, so I believe that as a freshman, it has helped me already with class information, books and schedules.
5	My self-efficacy has been affected frequently and it has been happening always.
6	My grades have improved in some areas. This makes me feel that I can and will be able to achieve my academic goals.
7	Yes it's been very helpful to me. When I have a problem they are very helpful and I love them for being there when in times of need. I thank DSP&S – all the people that work in DSP&S – THANK YOU.
8	I have been able to complete my work more efficiently. I am very glad to have this program available to me.
9	N/A
10	When I started spring semester, I was really excited. I had a lot of confidence in myself. I was even happier when I got a chance to see and meet new friends. But, while I was at home, I had to deal with individuals who were totally discouraging. Around the middle of the term, I literally burned out. I was broke most of the time so I would have to walk from Covina all the way to Glendora and that alone affected me tremendously.
11	I feel closer to my calling than I ever felt before.
12	Haven't used them yet. We'll see!

13	N/A
14	Getting a tutor or coming in for help with the instructors.
15	N/A
16	I am just starting out here at Citrus; but from past experience at other institutions I expect that my efficacy will improve with help from the C-DSP&S.
17	I think since I have been using accommodations through DSP&S I can pass my classes using all the educational accommodations and it will help me get to do the career I want to do by using them.
18	It's good DSP&S is a good place they help you with pretty much anything you need. And I believe I can accomplish any of my goals as long as I put my mind to it I can achieve anything I want to.
19	This is my first time at DSP&S
20	I believe my educational accommodations through DSP&S has helped me accomplish my goals. I have received help from DSP&S, I do however have to be more focused on class time and understanding the material from the instructor which he or she is giving out in class time.
21	DSP&S helped me very much through my goals and requirements.