

# Disabled Students Programs and Services



Non-Instructional Program Review

Spring 2009



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**Prepared by**

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## DSP&S

### IV. Effective Practices and Opportunities for Improvement

#### A. What is working well?

After the alternate media specialist left DSP&S, the duties of the position were split and distributed among two positions: the 49% educational advisor position was increased to 100% and some of the alternate media specialist position duties were added to the reorganized position. Additionally, the current instructional lab technician II position was reorganized to include the more technical aspects of the alternate media specialist position. The reorganization of the alternate media specialist position has greatly improved student satisfaction with assistive technology (e.g., e-text and Braille) because of the individual contact and follow-up. The reorganization allows for the coordination of production of alternate media with student contact which elicits feedback about the how, when, where, and what in the use of electronic text works.

The DSP&S 075 Individual Assessment of Learning Strengths and Weaknesses course has provided an opportunity to capture funding for students who are assessed but do not qualify for services.

#### B. What areas need to be addressed more effectively?

Educating faculty on the process for accommodating students with disabilities is critical to ensure students receive classroom accommodations in a timely and efficient manner. In the past, DSP&S has provided Flex Day workshops to address such issues. However, these workshops did not generate much attendance.

DSP&S is in dire need for another DSP&S counselor who not only can provide LD assessments but also provide ADD/ADHD assessments. We are continually referring students out to the community for ADD/ADHD assessment and they almost never return because it is too costly and most of our students do not have insurance. These students are left unassisted to continue suffering academically and personally.

We are also in critical need of an instructor to teach students how to use assistive technology. There is a tremendous need for the students to have a user friendly, instructional setting in which to explore solutions to their personal learning shortcomings while at the same time learning all of the options available to them.

The Technical Assistance Lab (DSP&S 103L) needs to revamp its curriculum in order to truly benefit students new to assistive technology and for those needing to learn updated assistive technology. Additionally, DSP&S plans to create a DSP&S 085 Basic E-text course and to develop a transferable DSP&S 105 Assistive Technology course that trains students how to use a wide variety of assistive technology (e.g. adaptive software, hardware, and equipment).

Even though the furniture in the campus computer labs is compliant with ADA standards, DSP&S receives numerous complaints from wheelchair-bound students who cannot access monitors and computer keyboards.

The effectiveness and efficiency of DSP&S would be improved if there were weekly meetings between the DSP&S counselors and the educational advisor to discuss students who have a multitude of needs due to their disability(ies).

#### C. Any exemplary practices and services that may be replicated by other colleges?

As a result of the aforementioned reorganization of the alternate media specialist position, our in-house system for providing e-text and Braille has developed into a timely and efficient process.

#### D. Any successful pilot projects implemented by your program

N/A

## V. Planning Agenda

New Plans – Evaluate why there are discrepancies in reporting from what DSP&S reports to Tec Services and what Tec Services reports to the Chancellor's Office.

- *Timeline* – Spring 2008
- *Resources Needed* – Banner student information system and collaboration and communication with the Director of TeC Services
- *Person Responsible* – Coordinator of DSP&S and Director of TeC Services

New Plans – Get approval from FNIC to hire one additional full-time DSP&S counselor who can provide ADD/ADHD evaluations, as well as Learning Disabled (LD) assessments.

- *Timeline* – Fall 2008
- *Resources Needed* – Buy-in from faculty outside of DSP&S as well as administration
- *Person Responsible* – Coordinator of DSP&S

New Plans – Hire an adjunct instructor (eventually a full-time instructor) for the High Tech Center to increase students' knowledge on accessing assistive technology and to improve student success.

- *Timeline* – Fall 2009
- *Resources Needed* – Approval from administration
- *Person Responsible* – Coordinator of DSP&S

New Plans – Develop a Math Strategies course for students with disabilities to improve Basic Skills Math course success rates.

- *Timeline* – Spring 2009
- *Resources Needed* – Input from other DSP&S programs who offer such a course
- *Person Responsible* – Coordinator of DSP&S in collaboration with the LD Specialists

New Plans – Develop a course on how to use e-text to improve students' effectiveness and success with its use.

- *Timeline* – Spring 2008
- *Resources Needed* – Collaborative input from Coordinator of DSP&S, the Educational Advisor with Alternate Media duties, and the Instructional Lab Technician II with Alternate Media duties.
- *Person Responsible* – Coordinator of DSP&S

New Plans – Develop a course on how to use various type of assistive technology that will be a degree applicable/transferable course to increase awareness and knowledge of assistive technology and its use.

- *Timeline* – Spring 2009
- *Resources Needed* – Input from other DSP&S programs as well as input from the Computer Science and Information Systems department
- *Person Responsible* – Coordinator of DSP&S

New Plans – Develop a course for providing ADD/ADHD assessments (similar to the course for providing LD assessments)

- *Timeline* – Spring 2008
- *Resources Needed* – Input from other DSP&S programs
- *Person Responsible* – Coordinator of DSP&S

New Plans – Have DSP&S included in the New Faculty Orientations/Workshops to educate faculty on the process for effectively and efficiently accommodating students with disabilities.

- *Timeline* – Fall 2008
- *Resources Needed* – Buy-in from Administration
- *Person Responsible* – Coordinator of DSP&S

New Plans – Revamp the curriculum for DSP&S 103L Technical Assistance Lab so that students with disabilities in order to truly benefit students with disabilities that are new to assistive technology and for those needing to learn updated assistive technology.

- *Timeline* – Spring 2008
- *Resources Needed* – Collaborative input from Coordinator of DSP&S, the TAL Instructor, the Educational Advisor with Alternate Media duties, and the Instructional Lab Technician II with Alternate Media duties.
- *Person Responsible* – Coordinator of DSP&S

New Plans – Implement weekly meetings between the DSP&S counselors and the DSP&S educational advisor to discuss students who have a multitude of needs due to their disability(ies).

- *Timeline* – Spring 2008
- *Resources Needed* – An agreed upon day and time to maximize attendance and for the DSP&S Specialist to schedule these meetings a semester out.
- *Person Responsible* – Coordinator of DSP&S and DSP&S Specialist

## VI. Implementation and Technical Assistance

### A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- Finding someone who can come on campus to fix our captioning equipment would be very helpful.
- It would be helpful to have employees from the Audio-Visual, Distance Education (DE) and the TeC Services departments attend training at the High Tech Center Training Unit (HTCTU). This could help bring the campus together to address institutional-wide dilemmas regarding Section 508 compliance.
- DSP&S would like technical assistance from Paul McKinley, the adaptive computer lab instructor/coordinator at Fullerton College. We would like him to assist and help us to implement appropriate coursework for our Technical Assistance Lab (DSP&S 103L).

### B. Are there any laws, regulations, or other requirements that you find problematic in implementing any of these categorical programs to your college?

- N/A