



DISABLED STUDENT PROGRAMS and SERVICES STUDENT SERVICES ANNUAL PROGRAM REVIEW 2013-2014 AND PLAN 2014-2015

Committee Members: (Alphabetized by last name)

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1. Program Mission/Description:

Program Mission:

The Disabled Students Program and Services (DSP&S) is committed to providing student 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.

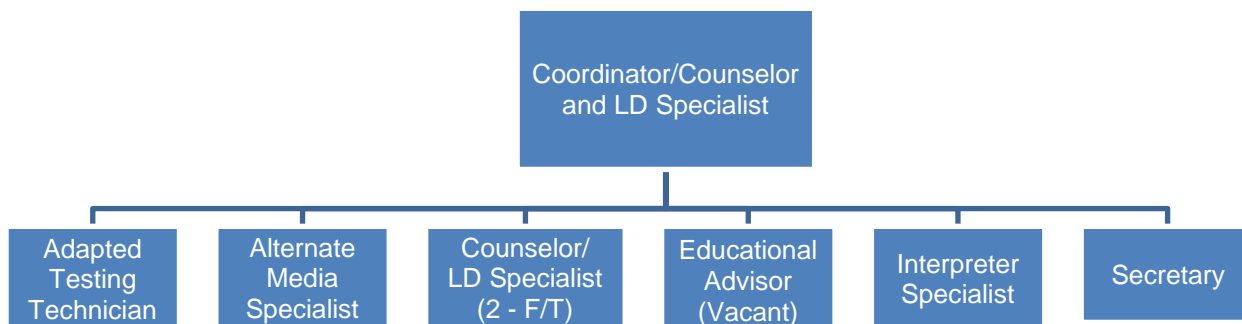
DSP&S is specially funded by the state to provide direct services to students and to guide other campus professionals in matters of educational accommodations and accessibility. The program offers services and instruction, which assist students with disabilities to fully participate in activities, programs,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

2. Key Functions/Goals:

Key Functions/Goals Include:

- DSP&S courses: Empowerment, Technical Assistance Lab, and E-Text Basics
- Adapted testing accommodations
- Campus and community liaisons
- Specialized academic counseling
- Alternate media
- Electronic text and Braille
- Closed captioning
- Computers with adaptive technology
- Adaptive equipment
- Deaf and hard of hearing services including sign language interpreting
- Equipment loans such as recorders, smart pens, and other adaptive equipment
- Telecommunication Device for Deaf (TDD) public telephones and video relay service (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 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 fourth year that DSP&S administered the Citrus College DSP&S Self-Advocacy/Self-Efficacy Needs Assessment, 2nd Edition (a modified version of Janet Shapiro's Self Advocacy Needs Assessment).</p> <p>This is a self-report needs assessment that contains both quantitative and qualitative measures.</p> <p>See Appendix A for assessment details of the Student Learning Outcomes from 2011 to 2014.</p>	<p>Detailed quantitative and qualitative results are included on Appendix A.</p> <p>See Appendix A for assessment results of the Student Learning Outcomes from 2011 to 2014.</p>	<p>Increase the number of DSP&S counselors so students have an opportunity to learn about their strengths and weaknesses.</p> <p>Strive for a larger sample size by offering it year round, in the DSP&S 090 course and online through the DSP&S website.</p> <p>Get approval to begin offering DSP&S 090 during both fall and spring semesters.</p> <p>Hire additional adjunct Learning Disabilities (LD) Specialists to complete assessments and to increase the number of feedback appointments aimed at helping students understand their strengths and weaknesses, the importance of communicating effectively and demonstrating assertiveness skills. DSP&S created a LD feedback packet to assist students with the aforementioned skills.</p>

<p>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.</p> <p>See Appendix A for a more comprehensive evaluation of the SLO results ranging from 2011 to 2014.</p>	<p>This is the fourth year that DSP&S administered the Citrus College DSP&S Self-Advocacy/Self-Efficacy Needs Assessment, 2nd Edition (a modified version of Janet Shapiro's Self Advocacy Needs Assessment).</p> <p>This is a self-report needs assessment that contains both quantitative and qualitative measures.</p> <p>See Appendix A for assessment details of the Student Learning Outcomes from 2011 to 2014.</p>	<p>2014 Sample Size: 30 continuing DSP&S students (2013: 25 continuing DSP&S students; 2012: 17 continuing DSP&S students)</p> <p>Note: 60 continuing DSP&S students is an adequate sample size for the number of continuing DSP&S 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. Continuing DSP&S student means that the student has used DSP&S services for more than more term.</p> <p>Detailed quantitative and qualitative results are included on Appendix A.</p> <p>See Appendix A for assessment results of the Student Learning Outcomes from 2011 to 2014.</p>	<p>Within DSP&S counseling appointments, train students to better demonstrate academic self-efficacy by helping them to better understand and demonstrate the importance of making full use of their counselor recommended services and accommodations.</p> <p>DSP&S added the new priority registration regulations to the Semester Planning Guide (SPG) form and to the DSP&S page of the Citrus College website.</p> <p>DSP&S has emphasized the importance of completing a Student Educational Plan (SEP) at Intake and, as a result, has seen an increase in SEP appointments.</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	Green file project – in order to be in State compliance with organized documentation and verifiable paperwork in the event a file is sequestered and/or audited; and to ensure files are easily locatable. CCSP 2.3.3	Coordinator/Counselor and Secretary	All new DSP&S students have files that follow the new protocol.	June 2014
2	Educate and collaborate with Citrus College departments regarding disability related issues. CCSP 2.2.3, 4.1.1, and 4.1.2	Coordinator/Counselor, Educational Advisor with Alternate Media Duties, Alternate Media Specialist and Counselor/LD Specialists	DSP&S has been collaborating with other departments regarding disability related issues on a case by case basis. DSP&S has not had the time to provide more comprehensive collaboration given the limited number of staff in our department.	Fall 2013

5. New Recommendations:

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 st	Faculty training booklet CCSP 2.2.3, 4.1.1, and 4.1.2	Coordinator, Counselors/LD Specialists and Alternate Media Specialist	Spring 2015	1
2 nd	Increase outreach and collaboration with high schools.	Coordinator and Educational Advisor	Spring 2015	3
3 rd	Begin administering the newest revision (4th edition) of the Woodcock-Johnson (WJ) achievement and cognitive tests, effective January 2015.	Coordinator and Counselors/LD Specialists	Winter 2015	1
4 th	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 and Counselor/LD Specialists	August 2014	3

Program Projections contained in the Educational & Facilities Master Plan 2011-2020	Progress toward completion: (please check one)		
Department or Program Name	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 recommendations in section 5 (above).

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

Position	Discuss impact on goals / SLOs	Cost	Priority
Full-time, tenure track Counselor/Learning Disabilities (LD) Specialist	<p>Goal: Hire one additional full time, tenure track DSP&S Counselor/LD Specialist to support the district in serving students with disabilities in a timely manner.</p> <p>Impact: More DSP&S faculty to provide specialized counseling for students with disabilities; DSP&S students have a greater likelihood of being served in a timely manner; more support to campus faculty and staff when questions or concerns arise; more DSP&S faculty available to serve on campus committees to ensure the needs of students with disabilities are being met.</p> <p>This position is needed to stay in compliance with Ed Code-Title 5, 56026.Support Services; 56027. Academic Accommodations.</p>	Salary \$51,732 Benefits \$6,027 <u>Health \$21,909</u> Total: \$79,668	1
3-Adjunct Counselors/LD Specialists	<p>Goal: Hire the equivalent of three adjunct counselor/LD specialists.</p> <p>Impact: Provides more DSP&S faculty trained to assist students with disabilities; disabled students have a greater likelihood of being served in a timely manner; more support to campus faculty and staff when questions or concerns arise. This position is needed to stay in compliance with Ed Code-Title 5, 56026.Support Services; 56027. Academic Accommodations.</p> <p>(Annual cost calculated @ \$45.80 per hour x 17.50 hours per week x 50 weeks per year = \$44,744 per adjunct)</p>	Salary \$40,075 Benefits \$4,669 <u>Health -0-</u> Total: \$44,744 each x 3 Annual cost for three positions: \$134,232	1

Classified Personnel

Position	Discuss impact on goals / SLOs	Cost	Priority
Educational Advisor - 100%	<p>Goal: Replace the Educational Advisor (50%) with Alternate Media Duties (50%) who retired August 1, 2014.</p> <p>Impact: DSP&S has less staff to provide services to students with in a timely manner and the Alternate Media Specialist has lost his support that helped him to provide alternate media services to students in a timely manner. A replacement of this position would restore the lost appointment availability and would restore the lost support to the Alternate Media Specialist. This position is needed to stay in compliance with Ed Code-Title 5, 56026.Support Services; 56027. Academic Accommodations.</p>	Salary \$47,851 Benefits \$10,069 <u>Health \$21,909</u> Total: \$79,829	1
Instructional Lab Assistant II (DSP&S High Tech Center) - 100%	<p>Goal: Hire an Instructional Lab Assistant II for the High Tech Center. This assistant should have prior knowledge and skills working with software and hardware typically used by students with disabilities.</p> <p>Impact: Since 2010, DSP&S has not been able to hire a worker to assist the Alternate Media Specialist in the High Tech Center. Students working in the lab often need technical</p>	Salary \$37,381 Benefits \$7,866 <u>Health \$21,909</u> Total: \$67,156	1

	assistance which takes the Alternate Media Specialist and other DSP&S faculty and staff away from performing their assigned job duties. It is critical that the Alternate Media Specialist have support in the lab 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.		
Student Worker - Front Office (1 more)	<p>Goal: Hire one more student worker to assist the DSP&S Secretary in the front office.</p> <p>Impact: Daily workflow is significantly negatively affected due to lack of front office support. As a result, the accumulation of filing and recordkeeping are interfering with the daily workflow and the ability to assist students in a timely manner. Also, answering and returning phone calls has been a huge issue with the DSP&S department in which we have received multiple complaints from staff, students, parents, and outside agencies. An additional student worker is needed to assist the DSP&S Secretary with the day to day operations of the office. One student would be available to work the morning shift and the other student would work the afternoon shift. This position is needed to stay in compliance with Ed Code-Title 5, 56026.Support Services; 56027. Academic Accommodations.</p>	<p>Salary \$9,000 Benefits -0- <u>Health -0-</u> Not to exceed \$9,000 annually</p> <p>(\$9/hour X 20 hours/week = \$180 per week X 50 weeks max)</p>	1

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
California Association for Postsecondary Education and Disability (CAPED) conference	<p>Goal: To have two DSP&S Counselor/LD Specialists attend the fall 2014 CAPED conference.</p> <p>Impact: The CAPED conference allows for DSP&S professionals working to collaborate with other DSP&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>\$1,500 estimate</p> <p>(\$750 per counselor for 2 counselors)</p>	2
Interpreter Exposition (TerpExpo) conference or Registry of Interpreters for the Deaf (RID) conference	<p>Goal: To have the Interpreter Specialist attend either the January 2015 TerpExpo conference or the June 2015 RID conference.</p> <p>Impact: Attending the TerpExpo or RID conferences enables the Interpreter Specialist to participate in collaboration with other sign language interpreters and gain professional development that promotes and models equal access and educational opportunities for deaf students in higher education.</p>	<p>TerpExpo: \$980 estimated</p> <p>RID: \$1,750 estimated</p>	2
Region 8 and CAPED Interest Group (CIG) meetings	<p>Goal: To have DSP&S staff attend relevant meetings within their region, in addition to relevant CIG meetings.</p> <p>Impact: These meetings keep the doors of collaboration open among community colleges, University of California and California State Universities in terms of serving DSP&S students.</p>	\$500 estimated	2
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>	\$215 estimated	2

High Tech Center Training Unit (HTCTU) trainings	Goal: To have the Alternate Media Specialist and Instructional Lab Assistant II attend appropriate HTCTU trainings. Impact: Provide the Alternate Media Specialist and Instructional Lab Assistant II with the necessary knowledge regarding assistive computer technology, alternate media, and web accessibility.	\$100 estimated (meals only)	1
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Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Priority
Turn SS 125 into a counseling office	Goal: To have an additional office for counseling, advising and providing LD assessments. Impact: An extra office will provide DSP&S with critically needed space to see students for counseling, advising and LD testing.	SS 125	2
Create a space in High Tech Center SS 135 to store confidential student files	Goal: To have a secure space to store confidential student files. Impact: Moving the files from the office SS 125 into SS 135 will free up our extra office for badly needed office space for counseling, advising, and LD assessments. There is space in the High Tech Center (SS 135) to relocate active files, but DSP&S staff will need to Optical Character Recognition (OCR) all inactive files for the active files to fit in SS 135. OCR is software that converts an image into text.	SS 135	2

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Priority
Cord boxes (11)	Goal: Order 11 cord boxes. Impact: To organize and protect the cords for each computer in the High Tech Center because students often kick them, step on them, etc.	\$20 per box (estimated)	3
Embossing repair	Goal: Have broken embosser repaired. Impact: The embosser is a tool used by the Alternate Media Specialist to produce Braille and tactile graphics.	\$125/hour to diagnose Repair cost unknown	1
Perkins Braille repair	Goal: Have broken Perkins Braille repaired. Impact: This type of Braille allows blind students who prefer using Braille to take their own notes in class and to write their assignments outside of class in their preferred format.	\$40/hour to repair \$20-\$30 for parts	1
Tablets/iPad's, keyboards and 3-carrying cases	Goal: Order three tablets for digital note taking. Impact: Since AlphaSmarts and NeoSmarts are no longer made, this is our only other option for note takers to take digital notes.	\$1200	1

Equipment

Item	Discuss impact on goals / SLOs	Cost	Priority
TV monitor	Goal: To install a TV monitor in the DSP&S front office, SS 133. Impact: Provide an effective means of informing students of	\$3,059.30	3

	urgent news, upcoming workshops, dates to schedule appointments for registration planning, etc.		
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Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
Braille paper (American Thermaform)	Goal: Order four boxes. Impact: To be able to have paper in which to print Braille for blind students who request Braille	\$175 plus tax and shipping	1
WAIS-IV response booklets and record forms (PsyCorp: Pearson)	Goal: Order 150 WAIS-IV response booklets and record forms. Impact: For students to complete the WAIS-IV test as part of the learning disability assessment process as prescribed by the Chancellor's Office Learning Disabilities Eligibility and Scoring Model (LDESM).	\$1,549.12	1
Nelson-Denny (N-D) test record forms G and H (Houghten Mifflin Harcourt)	Goal: Order 150 N-D test record forms G and H. Impact: For students to complete the N-D timed reading comprehension test as part of the learning disability assessment process as prescribed by the LDESM.	\$204 plus tax and shipping	1
WJ-IV test kits, scoring programs, response booklets and record forms (Houghten Mifflin Harcourt)	Goal: Order two Achievement Form A/Cognitive with Case and two Achievement Form A with Case. Impact: Will enable LD Specialists to administer the newest edition of the WJ test. We will no longer be permitted to use the old edition in 2015.	\$4,660.88 plus tax and shipping	1
SmartPens, protective carrying cases and paper (Amazon)	Goal: Order 30 additional SmartPens, 30 protective cases and extra paper. Impact: SmartPens have become the recording method of choice for the majority of students who qualify for this type of educational accommodation. Therefore, DSP&S needs to expand recording options for more students and to stay up to date with technology. The carrying cases protect the SmartPens from being lost and/or damaged.	\$4,510 plus tax and shipping	2
Reprographics	Goal: Order appropriate DSP&S forms as needed for new and continuing DSP&S students, DSP&S created faculty handbooks, DSP&S created student handbooks. Impact: Having the appropriate forms for new and continuing DSP&S students is necessary for the effective functioning of the DSP&S program in serving students with disabilities. Also, this enables DSP&S to stay in compliance with Chancellor's Office requirements.	\$3,000	1
Office Depot	Goal: To order office supplies and folders for intake packets as needed. Impact: Having needed office supplies and folders for intake packets is necessary for the effective functioning of the DSP&S program in serving students with disabilities.	\$1,500	1
Owl Bookshop	Goal: To purchase office supplies and the occasional textbook (as needed) to convert to electronic text. Impact: Having needed office supplies and a place to purchase a textbook in a timely manner is necessary in effectively serving students with disabilities.	\$250	1

APPENDIX A (P.9 to P.19)



2014 – SLO Results and Recommendations Disabled Student Programs and Services

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 – 2nd 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: 2014: 30 continuing DSPS students (**2013:** 25 students; **2012:** 17 students; **2011:** 21 students)

NOTE: 1) 60 continuing DSPS students is an adequate sample size for the number of continuing DSPS students served by the DSPS department. Sample size is based on 10% of the continuing DSPS students served by the DSPS department; 2) 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) 2014 SELF-ADVOCACY: Understanding Own Strengths and Weaknesses

Q1. There was a **decrease** in the number of students reporting that they agree or strongly agree that they know what academic skills they possess (2014: 76.7%; 2013: 92% 2013). **This result does not meet the 80% criterion for success.**

Q2. There was a **decrease** in the number of students reporting that they agree or strongly agree that they know what academic skills they need to work on (2014: 83.3%; 2013: 91.7%), **but this result does meet the 80% criterion for success.**

Q3. There was a **decrease** in the number of student reporting that they agree or strongly agree that they know what they do well (2014: 76.7%; 2013: 88%). **This result does not meet the 80% criterion for success.**

Q4. There was a **decrease** in the number of students reporting that they agree or strongly agree that they know what they do not do well (2014: 80%; 2013: 87.5%), **but this result does meet 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 (2014: 86.7%; 2013: 92%), **but this result does meet the 80% criterion for success.**

Q6. There was a **decrease** in the number of students reporting that they believe it's important or very important to understand their strengths and weaknesses (2014: 93.3%; 2013: 95.6%), **but this result does meet the 80% criterion for success.**

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

It is interesting to note that in 2014, students self-reports of understanding their own strengths and weaknesses decreased in each area of understanding own strengths and weaknesses.

- a. **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).
- b. **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).
- c. **2011:** Almost half (47.6%) reported only sometimes demonstrating their understanding of their strengths and weaknesses, communication skills, and assertiveness skills well.

2) 2014 SELF-ADVOCACY: Communication Skills

Q1. There was an **increase** in students reporting that they agree or strongly agree that they think people understand them (2014: 83.3%; 2013: 72%). **This result meets the 80% criterion for success.**

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

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

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

Q5. There was a **decrease** in the number of students reporting that they think it is either important or very important to communicate effectively (2014: 70%; 2013: 95.9%; 2012: 100%). **This result does not meet the 80% criterion for success.**

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

It is important to note that there was a significant increase in the number of students reporting that they agree or strongly agree that they think people understand them (11.3% increase) and an increase in students reporting they are able to effectively express themselves in their instructors' offices (10.9% increase). On the other hand there was a steep decrease in the number of students reporting that they think it is important or very important to communicate effectively (25.9% decrease).

- a. **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%).
- b. **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).
- c. **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) **2014 SELF-ADVOCACY: Assertiveness Skills**

Q1. There was a **decrease** in the number of student reporting that they agree or strongly agree that they confront issues in a courteous and forthright manner (2014: 73.4%; 2013: 81%). **This result does not meet the 80% criterion for success.**

Q2. There was a **decrease** in the number of students reporting that they agree or strongly agree that they stand up for themselves in a respectful manner (2014: 76.7%; 2013: 80%). **This result does not meet the 80% criterion for success.**

Q3. There was a **decrease** in the number of students reporting that they think it is important to very important to be assertive (2014: 73.4%; 2013: 80%). **This result does not meet the 80% criterion for success.**

Q4. There was a **decrease** in the number of students reporting that they frequently or always demonstrate their assertiveness skills (2014: 53.4%; 2013: 57.9%). **This result does not meet the 80% criterion for success.**

This last finding was a new finding in 2012 (42.9%), improved in 2013 (57.9%), but decreased (53.4%) in 2014.

- a. **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%).
- b. **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) **2014 SELF-ADVOCACY: Interpersonal Skills**

Q1. There was an **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 (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 (2014: 93.4%; 2013: 95.3%), **but this result does meet the 80% criterion for success.**

Q3. There was a **decrease** in the number of students reporting that they think it is important to very important to utilize appropriate interpersonal skills (2014: 93.3%; 2013: 100%), **but this result does meet the 80% criterion for success.**

Q4. There was an **increase** in the number of students reporting that they frequently or always demonstrate their interpersonal skills well (2014: 76.6%; 2013: 57.9%), **but this result does not meet the 80% criterion for success.**

It is interesting to note the significant increase for Q4 in 2014 (76.6%) compared with previous years (2013: 57.9%; 2012: 60%; 2011: 42.9%).

- a. **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.
- b. **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).
- c. **2011:** 42.9% of the students reported only sometimes demonstrating their interpersonal skills well.

5) 2014 SELF-ADVOCACY: Requesting Accommodations

Q1. There was a **decrease** 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 (2014: 83.4%; 2013: 90.5%), **but this result does meet the 80% criterion for success.**

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

Q3. There was a **decrease** in the number of students reporting that they agree or strongly agree that they make full use of their counselor recommended accommodations (2014: 73.6%; 2013: 80.9%). **This result does not meet the 80% criterion for success.**

Q4. There was a **decrease** in the number of students reporting that they think that it is important to very important to request appropriate educational accommodations at appropriate times (2014: 93.3%; 2013: 100%), **but this result does meet the 80% criterion for success.**

Q5. There was an **increase** in the number of students reporting that they frequently to always demonstrate their requests for accommodations at appropriate times (2014: 96.6%; 2013: 75%). **This result meets the 80% criterion for success.**

It is interesting to note that there was a significant increase (2014: 96.6%; 2013: 75%) in respondents reporting that they frequently to always demonstrate their requests for accommodations at appropriate times.

- a. **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.
- b. **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).
- c. **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) 2014 SELF-EFFICACY

Q1. There was a **decrease** in the number of students reporting that they meet with a DSP&S counselor/advisor to discuss their academic goals (2014: 83.3%; 2013: 88%), **but this result does meet the 80% criterion for success.**

Q2. There was a **decrease** in the number of students reporting that they believe that achieving their academic goals is realistic for them (2014: 70%; 2013: 96%). **This result does not meet the 80% criterion for success.**

Q3. There was a **decrease** in the number of students reporting that they use educational accommodations regularly (2014: 86.7%; 2013: 96%), **but this result does meet the 80% criterion for success.**

Q4. There was an **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 (93.3%; 2013: 88%). **This result meets the 80% criterion for success.**

Q5. There was a **decrease** in the number of students who were able to clearly articulate how the use of DSP&S accommodations has increased their self-efficacy (2014: 66.7%; 2013: 76%). **This result does not meet the 80% criterion for success.**

It is interesting to note that there was a significant decrease in the number of students who believe that achieving their academic goals is realistic for them (26% less than 2013).

- a. **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%).
- b. **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%).
- c. **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

Quantitative:

Understanding Own Strengths and Weaknesses

Likely reasons contributing to an overall decrease in students reporting that they understand their strengths and weaknesses in 2014 compared with 2013 reports include:

- DSPS does not have enough staff, and therefore, not enough time to provide all DSPS students with adequate support services and guidance. Thus, students often do not fully understand their own strengths and weaknesses because they have not had the opportunity to get an appointment to discuss these factors.

Communication Skills

Likely reasons contributing to a 26% decrease in students reporting that they think it's important or very important to communicate effectively include:

This is unclear – it could partly be due to a limited sample size; although, our sample size has increased each year.

Assertiveness Skills

Likely reasons as to why assertiveness skills continue to remain low according to the 2014 results (this has been a continuous finding since 2012) include:

- In addition to the same reason given to explain students' responses to understanding their own strengths and weaknesses, another likely factor is due to the lack of training in this area.
 - We were able to offer the DSPS 090 Empowerment course this past fall 2013 semester for the first time in several years. After the success of the fall 2013 course and high demand, our goal was to begin offering the course both fall and spring semesters. This course is an excellent platform for teaching assertiveness skills (see SLO results from Fall 2013 DSPS 090).

Interpersonal Skills

Likely reasons as to why there was a significant increase (18.7%) in the number of students reporting that they frequently or always demonstrate their interpersonal skills well include:

- Likely related to an increased number of students requesting their accommodation in a timely manner, thus running into less difficulties with instructors and the DSP&S department

Requesting Accommodations

Likely reasons as to why there was a significant increase (21.6%) in students reporting that they frequently or always demonstrate their requests for accommodations at appropriate times include:

- Included on Application for DSPS Services

Self-Efficacy

Likely reasons as to why there was a significant decrease (26%) in the number of students who believe that achieving their academic goals is realistic for them include:

- New legislation resulting in the Student Success and Services Plan (SSSP)
- Increased difficulty to transfer (higher GPA requirements, impaction, etc.)

Qualitative:

Overall, students that commented wrote positive things about DSP&S staff and services. Students stated such things as: DSP&S helped them to accomplish their goals; effectiveness of using SmartPens for lectures and for organizing notes; more awareness of support available to them; understand their challenges better; helped them to gain confidence; better academic success with test accommodations; understand a realistic timeframe to achieve educational goals; usefulness of DSPS equipment; help with organizational skills; increased motivation to be the best student they can be; usefulness of the High Tech Center; cleanliness of the High Tech Center; greater success in college because of High Tech Center provisions; increased reading comprehension using electronic text; and increased academic success from using Dragon software (and being trained by DSPS on how to use this software).

The goal for this area is to increase the number of students who can clearly articulate how using DSP&S educational accommodations has positively influenced their self-efficacy. The 2014 results indicated that 66.7% of students were able to clearly articulate how using DSP&S accommodations helped to increase their self-efficacy; however, the

criterion for success is that a minimum of 80% of will be able to clearly articulate how using DSP&S accommodation has increased their self-efficacy.

CHANGES/RECOMMENDATIONS

In response to the 2013 DSP&S department SLO results, DSP&S added the new priority registration regulations to the Semester Planning Guide (SPG) form and to the DSP&S page of the Citrus College website. The purpose of doing this was to increase DSP&S student awareness of how they can keep or lose priority registration. Additionally, DSP&S made an extra effort to emphasize the importance of completing a Student Educational Plan (SEP) at intake and, as a result, has seen an increase in SEP appointments.

Overall, the results continue to be positive, but we continue to strive for a larger sample size. An adequate sample size for our continuing DSP&S student population is 60 continuing DSP&S students. Again, a continuing DSP&S student is defined as a student who has used DSP&S services for a minimum of one full semester. DSP&S will continue to administer the survey throughout the year in hopes of achieving an adequate sample size for 2015.

Additionally, as indicated by student responses that did not meet the 80% criteria for success, DSP&S students appear to need additional counseling and education in the following areas:

Self-Advocacy

Understanding Own Strengths and Weaknesses

Increased awareness of what academic skills they possess
 Increased awareness of what academic skills they need to work on
 Increased awareness of what they do well

Communication Skills

Better understand the importance of communicating effectively
 More frequently demonstrate their communication skills well
 More effectively express themselves in the classroom
 Better able to say what they mean

Assertiveness Skills

Better confront issues in a courteous and forthright manner
 Better stand up for themselves in a respectful manner
 Increase awareness of the importance of being assertive
 More frequently demonstrate their assertiveness skills

Interpersonal Skills

More frequently demonstrate their interpersonal skills well

Requesting Accommodations

Better demonstrate making full use of their counselor-recommended accommodations

Self-Efficacy

Increase the belief that achieving their academic skills is realistic for them.



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?**

2014	
1	N/A
2	N/A
3	Since I have been using DSPS 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 SmartPens have 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

2013	
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 DSPS, 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 DSPS. ☺
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 DSPS 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 DSPS staff, especially Nancy for doing her best to help me in every possible way. By the way, I do not regularly meet with a DSPS 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 DSPS 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 DSPS 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 DSPS 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.
2012	
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.
2011	
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	DSPS helped me very much through my goals and requirements.

