DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&S) STUDENT SERVICES ANNUAL PROGRAM REVIEW 2015-2016 AND PLAN 2016-2017

Committee Members:

Shellyn Aguirre	Brandy Davis	Laks Floriano
Michelle Hernandez	Kya Lisum	Emmy Madrid
Jennifer McLeod	Flora Yee	

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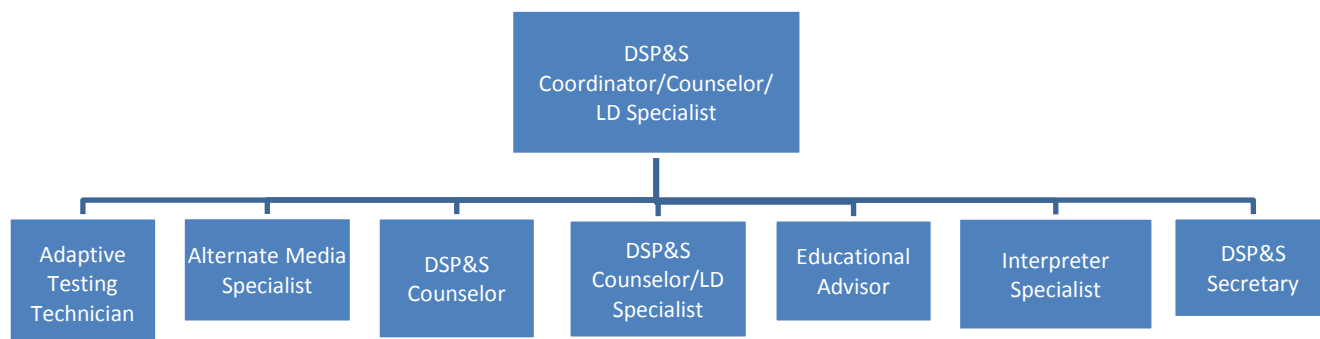
Program Description:
DSP&S serves as the District's mechanism for providing access to students with disabilities and for implementing accommodations as mandated by Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and Title 5 of the California Code of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

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                    │ DSP&S               │
                    │ Coordinator/Counselor/│
                    │ LD Specialist       │
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| Adaptive Testing Technician | Alternate Media Specialist | DSP&S Counselor | DSP&S Counselor/LD Specialist | Educational Advisor | Interpreter Specialist | DSP&S Secretary |

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.	This is the sixth year (since 2010/2011) that DSP&S administered the Citrus College DSP&S Self-Advocacy/Self-Efficacy Needs Assessment, 2nd Edition (a modified format of Janet Shapiro's Self-Advocacy Needs Assessment). The self-advocacy portion of the assessment contains quantitative measures. See Appendix A for assessment details of the Student Learning Outcomes from 2011 to 2016.	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: 67.3%), communication (Q13: 77.2%) and assertiveness skills (Q16: 53.5%), interpersonal skills (Q20: 67.3%); thinking others understand them (Q8: 66.3%), effectively expressing themselves in the classroom (Q9: 70.3%) and being able to say what they mean (Q11: 72.2%). Student reports indicate that the self-advocacy area of demonstrating assertiveness skills needs the most work (Section 2).	The creation of workshops to address each area of self-advocacy was completed April 2016. Implementation began April 2016. The next SLO cycle will include a full year of workshop implementation.
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	This is the sixth year that DSP&S administered the Citrus College DSP&S Self-Advocacy/Self-Efficacy Needs Assessment, 2nd Edition (a modified format of Janet Shapiro's Self-Advocacy Needs	In analyzing the data, responses to Q1-Q4 met the 80% criteria for success (Q1 84.2%; Q2 99%; Q3 89.1%; Q4 87.1%). The majority of responses articulated how using	Increase the success criteria scores for Self-Efficacy Q1 – Q4 from 80% to 90%.

Community Colleges' Chancellor's Office that will compensate for academic challenges to create success in the academic environment. See Appendix A for a more comprehensive evaluation of the SLO results ranging from 2011 to 2016.	Assessment). The self-efficacy portion of the assessment contains both quantitative and qualitative measures. See Appendix A for assessment details of the Student Learning Outcomes from 2011 to 2016.	DSP&S accommodations has increased their self-efficacy (Q5). The majority of responses reflected the positive impact that DSP&S accommodations has had on students' self-efficacy.	

4. Previous Recommendations/Goals:

	Previous Recommendation/ Goals 2015-2016	Person(s) Responsible	Status/ Progress	Completed
1	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	DSPS 085 is offered for the first time as a late start, short-term class during the spring 2016 semester.	June 2016
2	Individualized workshops addressing student needs based on SLO results. CCSP 2.2.4 and 2.2.5	Coordinator, Counselor/LD Specialist, and Educational Advisor	All five SLO workshops are completed and will be offered beginning spring 2016 semester.	April 2016
3	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	The Testing Center continues to use Lab Supervisors to read/scribe for eligible students with disabilities.	Not completed
4	Provide quality and up-to-date services to students with disabilities in a timely manner. CCSP 2.2.4, 2.2.5, and 2.3.3	DSP&S Staff	DSP&S continues to provide quality and up to date services to students with disabilities in a timely manner.	June 2016

5. New Recommendations/Goals:

	New Recommendation/ Goals 2016-2017	Person(s) Responsible	Estimated Completion	Budget Priority
1st	Increase referrals to the new Self-Advocacy workshop series and offer the workshops throughout the year. AIP 5.2.2, 5.5.2	Coordinator, Counselors, and Educational Advisor	June 2017	3
2nd	Acquire District funding to adequately support the current and projected growth of DSP&S testing. The funding will pay for one additional full-time classified staff to schedule and process adapted tests and 40 hours per week of lab supervisor floor coverage (costs of this goal are detailed in the resources requested section of this document). AIP 5.2.2, 5.5.2; EFMP pg. 310	Coordinator, Learning Center Programs Supervisor, and Director of Finance	July 2017	1
3rd	Reinstate the $150,000 District Effort towards the DSP&S budget to cover the costs of serving students with disabilities (e.g., lab supervisors for testing accommodations, student workers, note takers, adjunct counselors, supplies, etc.). For over 20 years, DSP&S received $150,000 District Effort annually. During the economic downturn, District funding was removed and is now needed to support the program. AIP 5.2.2, 5.5.2; EFMP pg. 310	Coordinator, Learning Center Programs Specialist, and Director of Finance	July 2017	1
4th	Increase the ability to provide quality and up-to-date educational accommodations to students with disabilities in a timely manner. AIP 5.2.2, 5.5.2	Coordinator, Counselors/LD Specialists, Alternative Medial Specialist, Educational Advisor, Interpreter Specialist and Secretary.	June 2017	1

Program Projections contained in the Educational & Facilities Master Plan 2011-2020		Progress toward completion: (please check one)		
Disabled Students Programs and 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:

Disabled Students Programs and Services (DSP&S)

Certificated Personnel (FNIC)

Position	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
Lab Supervisors (Reader/Scribes)	Goal: Hire adjunct lab supervisors in the Testing Center to provide 20-30 hours per week of reading/scribing services to students with disabilities. Impact: The increased usage of testing accommodations by student with disabilities has resulted in the increased use of reading/scribing accommodations. The lab supervisors will allow students with disabilities to be accommodated and accommodated in a timely manner. New recommendation #3	Salary $ 60,000 Benefits $ 2,040 Health $ -0- Total: $ 62,040	1	AIP 5.2.2, 5.5.2; EFMP pg. 310
4-Adjunct Counselors/Learning Disabilities Specialists	Goal: Hire four adjunct Counselors/Learning Disabilities Specialists. Impact: 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. New recommendation #4	Salary $72,679 Benefits $ 2,471 Health $ --0- Total: $75,150	1	AIP 5.2.2, 5.5.2; EFMP pg. 341

Classified Personnel

Position	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
Instructional Lab Technician III – 100% (Learning Center/ DSP&S)	Goal: Hire a full-time Instructional Lab Technician III (Learning Center/DSP&S). Impact: This position serves to maintain and enhance current Learning Center standards and services by providing DSP&S students	Salary $50,272 Benefits $10,782 Health $23,000 Total: $84,054	1	AIP 5.2.2, 5.5.2; EFMP pg. 310

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
	with appropriate testing accommodations. This position is needed to stay in compliance with Ed Code-Title 5, 56026.Support Services; 56027.Academic Accommodations. New recommendation #2			
Instructional Lab Assistant II – 100% (DSP&S High Tech Center)	Goal: Hire an Instructional Lab Assistant II for the High Tech Center. Impact: It is critical the Alternate Media Specialist has support in the High Tech Center. This position is needed to stay in compliance with Ed Code-Title 5, 56026.Support Services; 56027.Academic Accommodations. New recommendation #4	Salary $39,273 Benefits $ 8,264 Health $23,000 Total: $70,537	1	AIP 5.2.2, 5.5.2; EFMP pg. 341
3 Student Workers – Front Office	Goal: Hire three student workers to assist the DSP&S Secretary in the front office. Impact: Assists the DSP&S Secretary during all hours of operation resulting in fully functioning front office and to increase access to DSP&S services. This position is needed to stay in compliance with Ed Code-Title 5, 56026.Support Services; 56027.Academic Accommodations. New recommendation #4	Salary $20,000 Benefits $ 380 Health $ -0- Total: $20,380 ($10/hour X 40 hours/week = $400 per week X 50 weeks max)	1	AIP 5.2.2, 5.5.2; EFMP pg. 341
3 Student Workers – High Tech Center	Goal: Hire three student workers to assist the Alternate Media Specialist in the High Tech Center. Impact: 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. New recommendation #4	Salary $20,000 Benefits $ 380 Health $ -0- Total: $20,380 ($10/hour X 40 hours/week = $400 per week X 50 weeks max)	1	AIP 5.2.2, 5.5.2; EFMP pg. 341

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	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. Impact: The CAPED conference allows for DSP&S professionals to collaborate with other DSP&S professionals and to participate in	$4,000	2	AIP 3.2.3, 5.2.1, 5.2.2

	professional development that promotes and models equal access and educational opportunities for students with disabilities in California higher education. New recommendation #4			
Interpreter Exposition (TerpExpo) or Registry of Interpreters for the Deaf (RID) conference	Goal: To have the Interpreter Specialist attend the annual TerpExpo conference or the RID conference. 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. New recommendation #4	TerpExpo: $1,000 RID: $1,800	2	AIP 5.2.1, 5.2.2
Region 8 and CAPED Interest Group (CIG) meetings	Goal: To have DSP&S staff attend relevant meetings within the Citrus College region, in addition to relevant CIG business meetings. 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. New recommendation #4	$500	2	AIP 5.2.1, 5.2.2
Deaf Community Advocacy Network (Deaf CAN) meetings	Goal: To have the Interpreter Specialist attend quarterly CAN meetings. Impact: These meetings keep the doors of collaboration open among the interpreting community. New recommendation #4	$200	2	AIP 5.2.1, 5.2.2
High Tech Center Training Unit (HTCTU) trainings	Goal: To have the Alternate Media Specialist and Instructional Lab Assistant II (as requested) attend relevant HTCTU trainings. Impact: Provide the Alternate Media Specialist, Instructional Lab Assistant II (as requested) and the DSPS 085 E-Text Basics professor with necessary knowledge and skill development related to assistive technology, alternate media and web accessibility. New recommendation #1, 4	$200	2	AIP 5.2.2
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	$250	2	AIP 5.2.2

	professionals, and to receive membership costs for the annual CAPED conference and other CAPED sponsored events. New recommendation #4			
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	AIP 5.2.2
Annual On Course National Conference	Goal: To have the DSP&S Counselors attend the annual On Course National Conference when located in California. The next conference is located in Anaheim, CA on April 20 through 22, 2017. Impact: The On Course National Conference allows counselors from across the nation to exchange best practices in student success. This includes immediately usable instructional and counseling strategies and campus-wide programs that increase retention and student academic success. New Recommendation #1	$595 per person	2	AIP 3.2.3

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
JAWS (software for the visually impaired). Upgrade and Service Maintenance Agreement (Freedom Scientific)	Goal: Upgrade JAWS software for the visually impaired) and purchase the Service Maintenance Agreement (SMA). Impact: The upgrade will provide High Tech Center and other campus lab computers with current JAWS software and the maintenance agreement will allow for servicing the software when needed. JAWS is necessary for blind students to access computer software. New recommendation #4 Upgrade JAWS Professional Version 16.0 to	Upgrade JAWS Professional Site License for 20 Users: $2,200 SMA on JAWS Professional Version 17.0 Site License for 20 Users: $2,409 Upgrade JAWS Professional Version 17.0	1	AIP 5.2.2; EFMP pg. 341

	Version 17.0 Site License for 20 Users SMA on JAWS Professional Version 17.0 Site License for 20 Users (Good for Versions 18.0 and 19) Upgrade JAWS Professional Version 16.0 to Version 17.0 Single User Licenses Sn#482291, Sn#482292, and Sn#482293 SMA on JAWS Professional Version 16.0 Single User License, Sn#482291, Sn#482292, Sn#482293 Good for Versions 18.0 and 19.0 (Quantity 3 @ $200 each) Sales Tax: 9.0% $523 Shipping & Handling via Fed Ex Ground: $13	Single User: $600.00 SMA on JAWS Professional Version 16.0 Single User 3 @ $200 each= $600 Sales Tax: 9.0% $523 Shipping & Handling via Fed Ex Ground: $13 **Total: $6,345**		

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. 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	AIP 5.2.2

Supplies

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

Appendix A

2016 DSP&S Department
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 – 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: **2016:** 100 continuing DSP&S students **(2015:** 73; **2014:** 30; **2013:** 25; **2012:** 17; **2011:** 21)

NOTE:
1) Approximately 90 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) 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 (Q5).

RESULTS
1) **SELF-ADVOCACY: Understanding Own Strengths and Weaknesses 2016**
Q1. There was not a significant change in the number of students reporting that they agree or strongly agree that they know what academic skills they possess (2016: 88.2%; 2015: 88.4%; 2014: 76.7%; 2013: 92% 2013).
A1. This result meets the 80% criterion for success.

Q2. There was not a significant change in the number of students reporting that they agree or strongly agree that they know what academic skills they need to work on (2016: 89.2%; 2015: 88.4%; 2014: 83.3%; 2013: 91.7%).
A2. This result meets the 80% criterion for success.

Q3. There was not a significant change in the number of students reporting that they agree or strongly agree that they know what they do well (2016: 87.1%; 2015: 88.4%; 2014: 76.7%; 2013: 88%).
A3. This result meets the 80% criterion for success.

Q4. There was not a significant change in the number of students reporting that they agree or strongly agree that they know what they do not do well (2016: 84.2%; 2015: 84.5%; 2014: 80%; 2013: 87.5%).
A4. This result meets the 80% criterion for success.

Q5. There was not a significant change in the number of students reporting that they agree or strongly agree that they understand how their disability affects their ability to learn (2016: 83.2%; 2015: 80.6; 2014: 86.7%; 2013: 92%).
A5. This result meets the 80% criterion for success.

Q6. There was not a significant change in the number of students reporting that they believe it's important or very important to understand their strengths and weaknesses (2016: 96.1%; 2015: 94.8%; 2014: 93.3%; 2013: 95.6%).
A6. This result meets the 80% criterion for success.

Q7. There was an **increase** in the number of students reporting that they frequently or always demonstrate their understanding of their strengths and weaknesses (2016: 67.3%; 2015: 61.1%; 2014: 70%; 2013: 73.9%).
A7. This result *does not meet* the 80% criterion for success.
It is interesting to note that in 2016, 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.

2) **SELF-ADVOCACY: Communication Skills 2016**
Q1. There was a **significant decrease** in students reporting that they agree or strongly agree that they think people understand them (2016: 66.3%; 2015: 76.6%; 2014: 83.3%; 2013: 72%).
A1. This result *does not meet* the 80% criterion for success.

Q2. There was not a significant change in students reporting that they agree or strongly agree that they are able to effectively express themselves in the classroom (2016: 70.3%; 2015: 72.8%; 2014: 63.3%; 2013: 72%).
A2. This result *does not meet* the 80% criterion for success.

Q3. There was not a significant change in the number of students reporting that they agree or strongly agree that they are able to effectively express themselves in their instructors' offices (2016: 81.2%; 2015: 85.7%; 2014: 90%; 2013: 79.1%).
A3. 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 (2016: 72.2%; 2015: 79.3%; 2014: 73.4%; 2013: 75%).
A4. This result *does not meet* the 80% criterion for success.

Q5. There was a **significant increase** in the number of students reporting that they think it is either important or very important to communicate effectively (2016: 98.0%; 2015: 88.3%; 2014: 70%; 2013: 95.9%; 2012: 100%).
A5. This result meets the 80% criterion for success.

Q6. There was a slight **increase** in students reporting that they frequently to always are able to say what they mean (2016: 77.2%; 2015: 72.8%; 2014: 73.3%; 2013: 68%).
A6. This result *does not meet* the 80% criterion for success. It is interesting to note that in 2016, 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%). These results are similar to previous years.

3) **SELF-ADVOCACY: Assertiveness Skills 2016**
Q1. There was a slight **increase** in the number of students reporting that they agree or strongly agree that they confront issues in a courteous and forthright manner (2016: 85.1%; 2015: 80.5%; 2014: 73.4%; 2013: 81%).
A1. This result meets the 80% criterion for success.

Q2. There was a slight **decrease** in the number of students reporting that they agree or strongly agree that they stand up for themselves in a respectful manner (2016: 83.1%; 2015: 89.7%; 2014: 76.7%; 2013: 80%).
A2. **This result meets the 80% criterion for success.**

Q3. There was not a significant change in the number of students reporting that they think it is important to very important to be assertive (2016: 86.1%; 2015: 83.2%; 2014: 73.4%; 2013: 80%). **This result meets the 80% criterion for success.**

Q4. There was not a significant change in the number of students reporting that they frequently or always demonstrate their assertiveness skills (2016: 53.5%; 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.

4) **SELF-ADVOCACY: Interpersonal Skills 2016**

Q1. There was not a significant change 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 (2016: 83.2%; 2015: 85.7%; 2014: 83.3%; 2013: 81%).
A1. This result meets the 80% criterion for success.

Q2. There was not a significant change in the number of students reporting that they agree or strongly agree that they use eye contact and other body language appropriately (2016: 83.2%; 2015: 88.4%; 2014: 93.4%; 2013: 95.3%).
A2. This result meets the 80% criterion for success.

Q3. There was not a significant change in the number of students reporting that they think it is important to very important to utilize appropriate interpersonal skills (2016: 95.1%; 2015: 93.6%; 2014: 93.3%; 2013: 100%).
A3. This result meets the 80% criterion for success.

Q4. There was not a significant change in the number of students reporting that they frequently or always demonstrate their interpersonal skills well (2016: 67.3%; 2015: 72.8%; 2014: 76.6%; 2013: 57.9%).
A4. This result *does not meet* the 80% criterion for success. It is interesting to note that student responses to Q4 have consistently demonstrated significant deficit in demonstrating interpersonal skills well since 2011.

5) **SELF-ADVOCACY: Requesting Accommodations 2016**

Q1. There was not a significant change 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 (2016: 88.1%; 2015: 85.8%; 2014: 83.4%; 2013: 90.5%).
A1. This result meets the 80% criterion for success.

Q2. There was not a significant change in the number of respondents reporting that they agree or strongly agree that they request educational accommodations in a timely manner (2016: 85.1%; 2015: 88.3%; 2014: 86.7%; 2013: 80.9%).
A2. This result meets the 80% criterion for success.

Q3. There was not a significant change in the number of students reporting that they agree or strongly agree that they make full use of their counselor recommended accommodations (2016: 89.1%; 2015: 87.1%; 2014: 73.6%; 2013: 80.9%).
A3. This result meets the 80% criterion for success.

Q4. There was not a significant change in the number of students reporting that they think that it is important to very important to request appropriate educational accommodations at appropriate times (2016: 98.0%; 2015: 97.4%; 2014: 93.3%; 2013: 100%).
A4.This result meets the 80% criterion for success.

Q5. There was a significant increase in the number of students reporting that they frequently to always demonstrate their requests for accommodations at appropriate times (2016: 84.1%; 2015: 78%; 2014: 96.6%; 2013: 75%).

A5. This result meets the 80% criterion for success. It is interesting to note that there was an increase in the percentage of students reporting that they demonstrate their requests for accommodations at appropriate times when compared to 2015. Unlike 2015, the 2016 criterion for success was met for Q5.

6) **SELF-EFFICACY 2016**

Q1. There was not a significant change in the number of students reporting that they meet with a DSP&S counselor/advisor to discuss their academic goals (2016: 84.2%; 2015: 85.7%; 2014: 83.3%; 2013: 88%). **This result meets the 80% criterion for success.**

Q2. There was not a significant change in the number of students reporting that they believe that achieving their academic goals is realistic for them (2016: 99%; 2015: 100%; 2014: 70%; 2013: 96%).
This result meets the 80% criterion for success.

Q3. There was not a significant change in the number of students reporting that they use educational accommodations regularly (2016: 89.1%; 2015: 87%; 2014: 86.7%; 2013: 96%).
This result meets the 80% criterion for success.

Q4. There was a **decrease** 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 (2016: 87.1%; 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 (2016: 88%; 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. Additionally, the vast majority of responses reflected positive comments related to their increased self-efficacy.