CitrusCollege

DISABLED STUDENT PROGRAMS AND SERVICES
NON-INSTRUCTIONAL
ANNUAL PROGRAM REVIEW and PLAN
2012

1. Program Description/Mission:

Disabled Student Programs and Services (DSP&S) serves as the college'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.

The mission of the DSP&S department is to provide students with documented disabilities an accessible environment that affords each student the opportunity to reach his or her academic goals and participate in the full range of campus programs and activities. Accommodations are based on requirements by Section 504 of the Rehabilitation Act of 1973, Section 508 of the Workforce Investment Act of 1998, the Americans with Disabilities Act, and Title 5 of the California Code of Regulations. Verified impairments include but are not limited to: visual impairment, mobility impairment, communication disability (i.e., speech, language, or hearing), learning disability, acquired brain impairment, developmentally delayed learner, psychological disability, and other disabilities. Once verification of a student's disability is received, support services are provided for students to compensate for his or her disability related educational limitations. Such support services are essential components of the educational program because they help students with disabilities realize their educational potential in the mainstreamed academic programs.

2. Key functions/goals of this Department/Program:

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. Program activities and services include:

- DSP&S courses: E-Text Basics, Empowerment, Technical Assistance Lab, and Individualized Assessment of Learning Strengths and Weaknesses
- Adapted testing accommodations
- Campus and community liaisons
- Specialized academic counseling
- Alternate media: Electronic text; Large print; 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
- Electronic text and adaptive equipment training/orientation

3. Assessment of Outcomes:

Outcome	Assessment	Result	Change
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. 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.	This is the second year that DSP&S administered the *Citrus College DSP&S Self-Advocacy/Self-Efficacy Needs Assessment* – Revised (a modified Version of Janet Shapiro's *Self-Advocacy Needs Assessment*). This is a self-report needs assessment.	DSP&S was unable to get the sample size the department was hoping for, but was able to collect 17 surveys. This year's self-advocacy and self-efficacy responses continue to be mainly positive, but some important findings from last year were found again this year along with some new findings also worth noting. SELF-ADVOCACY: Understanding Own Strengths and Weaknesses The majority of respondents reported that they agree or strongly agree that they know what academic skills they possess (76.5%), what academic skills they need to work on (100%), what they do well (88.2%), what they do not do well (88.2%), and that they understand how their disability affects their ability to learn (82.4%); however, only 58.8% of respondents reported frequently or always demonstrating their understanding of their strengths and weaknesses (this was an important finding last year, too). *2011:* Almost half (47.6) reported only sometimes demonstrating their understanding of their strengths and weaknesses, communication skills, and assertiveness skills well. SELF-ADVOCACY: Communication Skills All of the respondents (100%) 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). *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	During the spring 2012 semester, two Self-Advocacy workshops were offered beginning address weaknesses accounted for in the SLO survey results from 2010/11. Despite advertising, attendance was extremely low. Unfortunately, this is not atypical of DSP&S workshops as students are not required to attend. DSP&S students appear to continue to need training in how to better demonstrate the various components of self-advocacy. Specifically, training should address helping students to do the following: 1) Better demonstrate understanding of their strengths and weaknesses. 2) More effectively express themselves in the classroom. 3) Confront issues in a more courteous and forthright manner. 4) Better demonstrate their assertiveness skills. 5) Better demonstrate their interpersonal skills. 6) The importance of regularly meeting with a DSP&S counselor/advisor to discuss academic goals. 7) The importance of using educational accommodations

whether they effectively express themselves in the classroom.

SELF-ADVOCACY: Assertiveness Skills
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).

SELF-ADVOCACY: Interpersonal Skills
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).
2011: 42.9% of the students reported only sometimes demonstrating their interpersonal skills well.

SELF-ADVOCACY: Requesting Accommodations
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).
2011: Although the majority of students (66.7) agreed or strongly agreed that they

regularly.

Implementation:
The self-advocacy and self-efficacy workshops will be scheduled once a week. Each week topics will switch to address different components of self-advocacy and/or self-efficacy. Students will be required to sign up for the workshops. Students will be asked to bring issues for discussion and as a means of getting answers. A more aggressive marketing approach will be necessary to increase student attendance.

In order to establish a larger sample size of students completing the Citrus College DSP&S Self-Advocacy/Self-Efficacy Needs Assessment, the following efforts will be made:
DSP&S Counselors and the Academic Advisor will have continuing students complete the questionnaire at the end of a counseling session. The counselors and advisor will indicate that the student completed the survey in the contact note section of the student's file to prevent duplicate requests to fill out the questionnaire.
A blast email will be sent to continuing DSP&S students registered in the Fall 2012 semester and

request educational accommodations in a timely manner, 33.9% reported that they were undecided if they requested their accommodations in a timely manner. SELF-EFFICACY 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).	the Spring 2013 semester inviting them to complete the questionnaire through an online server like Survey Monkey or Student Voice. Distribute questionnaires to DSP&S students enrolled in counseling courses.	

4. Recommendations/Next Steps:

	Previous Recommendation	Progress / Persons Responsible	Status	Est. Completion
1	Develop adaptive technology courses to support students' ability to use assistive hardware and software, such as electronic text and screen reading, voice dictation, screen reading software for the blind, recording techniques, and note-taking assistance.	Coordinator and Faculty	DSP&S will begin offering e-text workshops. These workshops will be regularly available and are a precursor to classes. Changing to workshop creation as opposed to course creation due to budget constraints in offering DSP&S courses. Estimated completion of workshop development is Spring 2012.	Spring 2012
2	Advocate for a policy requiring all college materials be available in alternative formats and/or media for persons with disabilities.	Coordinator and Faculty	Counseling faculty presented a Flex Day workshop February 2012 to highlight the needs of our students. DSP&S gave a presentation.	Spring 2012
3	Advocate for the inclusion of the installation, maintenance, and upgrading of the assistive software in the College's Technology Plan.	Dean of Counseling, Coordinator, and TeCServices	The Alternate Media Specialist will attend and participate in the Campus-wide Information Technology Committee (CITC) meetings.	Spring 2012
4	Collaborate with the Vice President of Academic Affairs to ensure that needs for accessibility are included in online course development.	Dean of Counseling, and DSP&S Coordinator	The Alternate Media Specialist will liaison with Distance Education to raise awareness of accessibility issues.	Spring 2012
5	Collaborate with the appropriate campus leaders in Counseling and the Library to ensure that accommodations are made for disabled students as needed.	Dean of Counseling, Coordinator, Educational Advisor and Alternate Media Specialist	The Alternate Media Specialist and Educational Advisor with Alternate Media Duties collaborated with the Dean of Business and Technology to upgrade accessibility of three computer classrooms (i.e., LB 201, IS 108, IS 110). The Alternate Media Specialist and Educational Advisor with	Spring 2012

			Alternate Media Duties also collaborate well with the librarians when accessibility needs arise. The librarians are very proactive.	

	New Recommendation	**Progress/ Persons Responsible**	**Status**	**Est. Completion**
1	Develop adaptive technology workshops to support students' ability to use assistive hardware and software, such as electronic text and screen reading, voice dictation, screen reading software for the blind, recording techniques, and note-taking assistance. a) Develop monthly e-text workshops to encourage students to utilize assistive technology as a tool to support academic success. b) Develop bi-weekly workshops to teach students how to set up their Citrus E-mail account and reinforce the importance of checking it on a regular basis. c) Facilitate bi-weekly workshops on a variety of topics including student development in self-advocacy and self-efficacy. Aggressive marketing strategies will be implemented to promote stronger student participation. Brief questionnaires will be developed and distributed to participating students at the end of the workshops to gather data regarding learning outcomes. d) Develop a yearly workshop for DSPS Counselors and Academic Advisor regarding the use and functions of new/available adaptive software/hardware.	Coordinator, Educational Advisor with Alternate Media Duties, Alternate Media Specialist, Counselors and LD Specialist a) Alternate Media Specialist b) Alternative Media Specialist, Academic Advisor, DSP&S Counselors c) DSP&S Counselors d) Alternative Media Specialist	DSP&S will begin offering etext workshops fall 2012. These workshops will be regularly available and are a precursor to classes. A variety of other workshops will be developed and offered throughout the 2012-2013 academic year.	Spring 2013

2	Advocate for a policy requiring all college materials be available in alternative formats and/or media for persons with disabilities.	DSP&S faculty, and Alternate Media Specialist	a) The Alternate Media Specialist will attend an Introduction to Distance Education Accessibility training on 11/28/12, an Alternate Media Workflow Strategies for PDF training on 10/24/2012, and a Creating Accessible PDF documents training on 10/25/2012. b) DSP&S faculty and the Alternate Media Specialist will put together an easy to understand booklet addressing mandates related to providing instructional materials in accessible formats and an easy-to-understand process for requesting alternate formats. This booklet with be distributed to all Citrus College faculty (full-time and adjunct). c) The above (points a and b) will help to provide the foundation for advocating for a policy requiring all college materials be available in alternative formats and/or media for persons with disabilities.	a) Fall 2012 b) Spring 2013 c) Spring 2013
3	Advocate for the inclusion of the installation, maintenance, and upgrading of the assistive software in the College's Technology Plan.	Dean of Counseling, DSP&S Coordinator, Alternate Media Specialist, and TeCServices	The Alternate Media Specialist will attend and participate in the Campus-wide Information Technology Committee (CITC) meetings.	Spring 2013
4	Collaborate with the Vice President of Academic Affairs to ensure that needs for accessibility are included in online course development.	Dean of Counseling, Coordinator, Distance Education and Alternate Media Specialist	The Alternate Media Specialist will liaison with the District and DE to raise awareness of accessibility issues.	Spring 2013
5	Collaborate with the appropriate campus leaders in Counseling and the Library to ensure that accommodations are made for disabled students as needed.	Dean of Counseling, Coordinator, Educational Advisor and Alternate Media Specialist	DSP&S will continue to collaborate with Counseling and the Library to address this recommendation. Past collaboration with Counseling and the Library has been successful.	Spring 2013
6	Provide training for tutors regarding how to teach reading, writing, and math to students with learning disabilities and mental health issues.	Counselors and LD Specialist	The DSP&S Counselor/LD Specialist and DSP&S Counselor will contact Tutorial Services to schedule trainings.	Spring 2013

5. <u>Resources requested</u>

Disabled Students Programs and Services

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Cost	Priority
Adjunct LD Specialist	To alleviate the approximately six-month waitlist for students who need learning disability assessment. This will help students with disabilities to be provided educational accommodations in a timely manner. Estimate: 50 weeks x 17.5 hours per week (875 hours annually) x $45.80 per hour = $40,075 + $4,669 (benefits) = $44,744 Total	Hourly $40,075 Benefits $4,699 Health -0- Annual $44,744	2

Classified Personnel

Position	Discuss impact on goals / SLOs	Cost	Priority
Front office help (2 student workers)	Daily workflow is significantly negatively affected due to lack of front office support. As a result, filing and recordkeeping pile ups are interfering with the daily workflow and the ability to assist students in a timely manner. The two student workers are 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.	$8.50 per hour X 20 hrs/wk $170 per week X 48 weeks Total: $8,160	2
Student note takers for students with mobility and visual impairments	Student note takers are used for students with severe disabilities who are eligible for and request this service. DSP&S staff are exploring alternatives to hiring note takers, exploring incentives for note takers (other than pay), and discussing the possibility of forming a committee to define criteria for students who may receive note taker services.	$8.50 per hour X 20 hrs/wk $170 per week X 48 weeks Total: $8,160	2

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
CAPED conference	It is highly recommended that the new Alternative Media Specialist attend the Fall 2012 CAPED Conference to participate in collaboration and professional development that promotes and models equal access and educational opportunities for students with disabilities in California higher education.	$1,200	2
Region meeting attendance	Reimbursement to staff for mileage when attending region meetings which keep the doors of collaboration open among community colleges in terms of serving DSP&S students.	$400	2
HTCTU Trainings	Will provide the new Alternate Media Specialist with the necessary knowledge regarding assistive computer technology, alternate media, and web accessibility.	No charge	1

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Priority
Chairs without arms	Allows large student to sit comfortably during appointments	DSP&S offices	3
Bathroom doors hard to open for students with disabilities. No automatic	Although the SS Building is ADA compliant, several DSP&S students have been struggling with entering and exiting the SS building restrooms.	Student Services Bldg. 1st floor	2

door button.			
Health center door is too heavy to open for students with disabilities. No automatic door button.	Although the SS Building is ADA compliant, several DSP&S students have been struggling with entering and exiting the SS building Health Center.	SS 102	3
SS Building entries with automatic door buttons do not stay long open enough for student with mobility issues.	Although the SS Building is ADA compliant, several DSP&S students have been struggling with entrance to the SS building.	SS 101 and 102	1

Computers / Hardware & Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Priority
Need more than six student computers in the High Tech Center (HTC)	Increase educational access using alternative media/software in a location where can ask for assistance with technology and improve self-advocacy and self-efficacy. This will potentially include the purchasing of additional adaptive hardware and software for additional computers. Hardware price $3,225 includes hardware for three computers. Trackball mouse $80 each; Intellikeys Keyboard $395 each (discount available for orders over 4); Wide Screen Monitor/Computer $400 each; Scanner $150-$200 each. Software $1,000 each K3000 professional.	Hardware: $3,225 Software: *$3,000 Plus tax and shipping	1
GhostReader	Make E-text accessible for Mac users and improve self-efficacy and self-advocacy.	$40 Single user license (includes 4 Infovox iVox voice credits)	2
Flat screen monitor for DSP&S front office with wall mount	This will provide an effective means of informing students of urgent news, upcoming workshops, dates to schedule appointments for registration planning, etc.	$2,200 for flat screen monitor and wall mounting kit	3
1 Woodcock Johnson III Normative Update Compuscore and Profiles Program	Scoring software that will assist the new DSPS Counselor with inputting, analyzing, and interpreting the strengths and weaknesses of students being tested for Learning Disabilities.	$199	2
Nelson-Denny Answer Sheets	For students to complete the Nelson-Denny Reading Comprehension test as part of the learning disability assessment process. Cost for set of 25-Form G and set of 25-Form H answer sheets.	$77 each set =$154 plus tax and shipping	2
5 Adesso Wireless SlimTouch Mini Keyboards	To strengthen our effort of increasing students' sense of independence and self-sufficiency, this technology will allow the counselors, academic advisor, and the alternative media specialist to teach students how to navigate through the Citrus College website and learn how to register for classes independently.	Between $236 - $600l	3
5 Adesso Wireless Receivers		$15 each x 5 = $75 total	3
1 high speed scanner	Currently we have two large five drawer lateral cabinets, and two five drawer vertical cabinets filled with outdated files. The scanner will be used to scan outdated student files that will be stored in a computer hard drive. This procedure will allow us to shred old files, organize outdated files in an electronic format, and reduce clutter in the department.	$400 - $600	3

Intellikeys (4 units) & overlays	This will make our computers accessible for students with mobility issues and will strengthen their independence.	$395 per unit.	1

Equipment

Item	Discuss impact on goals / SLOs	Cost	Priority
Livescribe smartpen (10 units)	To expand recording options for more students and to stay up-to-date with technology	$120 each plus tax and shipping	2

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
DSP&S forms	Need to have appropriate forms for new and continuing DSP&S students	$1,000	1
Hanging file racks, file folders, folders, Post It Notes, cork board and office supplies for new counselor, printer cartridges, toner, paper, staples, etc.	To ensure functionality of the DSP&S department and to provide the means to support our new departmental work flow and filing procedures.	$1,000	1
DSP&S department brochures	DSP&S needs brochures to provide to students and outside agencies for program, service, and contact information.	$76 for 200 brochures	2
DSP&S faculty pamphlets: DSP&S Faculty Guide to Accommodating Students with Disabilities	This brochure will be distributed to faculty addressing key points to remember in relation to students with disabilities and accessibility of classroom materials. It also provides DSP&S contact information.	$76 for 200 pamphlets	2
DSP&S table tents	DSP&S needs table tents with updated DSP&S Secretary and DSP&S Counselor/LD Specialist position and contact information so students and staff will be better informed about the DSP&S program.	$70 for 100 table tents	2
Faculty booklet on accessibility mandates and requesting alternate formats	This will be an easy to understand booklet addressing mandates related to providing instructional materials in accessible formats and an easy-to-understand process for requesting alternate formats. This booklet with be distributed to all Citrus College faculty (full-time and adjunct).	$70 for 200 booklets	1
Livescribe A5 Single Notebooks – 4 Pk	We are almost out of these supplies and they will be needed for 2012-2013 academic year.	$20	2
Livescribe ARA000008 4 Medium Black Ink 1 Fine Red Ink	We are almost out of these supplies and they will be needed for 2012-2013 academic year.	$10	2
Citrus College Logo Folders	For the 2011-2012 academic year DSP&S conducted approximately 322 new student intakes. Folders with copies of the DSP&S Application for Services, Release of Information, Educational Accommodations form, and other relevant campus information is given to the students at the end of each intake session. Providing each new student with this folder enables DSP&S to send the message about the importance of staying organized, as well as keeping records in a safe place. These are basic skills for academic success and independence.	350 at $1.25 each at $475, taxes included	3