



DISABLED STUDENT PROGRAMS and SERVICES NON-INSTRUCTIONAL ANNUAL PROGRAM REVIEW and PLAN 2013-2014

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1. Program Mission/Description:

Program Mission:

At Citrus College, we are 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:

Disabled Students 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.

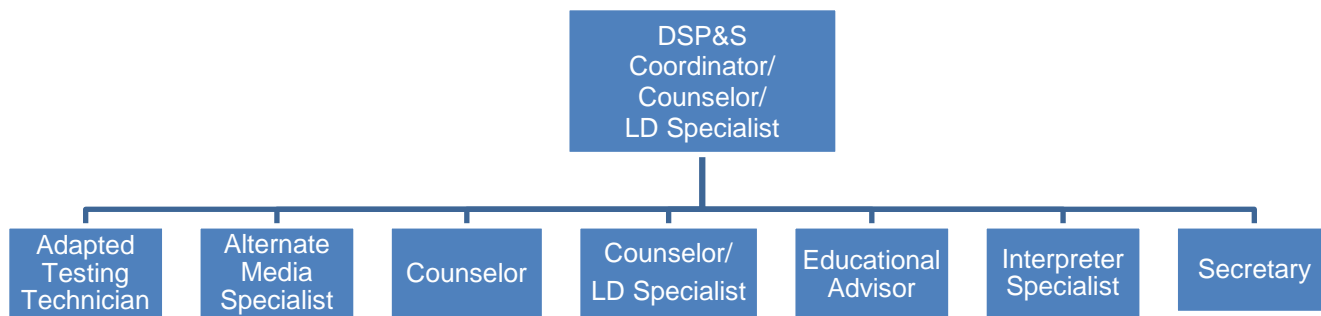
DSP&S is specially funded by the state to provide direct services to students and to guide other campus professionals in matters of educational accommodations and accessibility. The program offers services and instruction, which assist students with disabilities to fully participate in activities, programs,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

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

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

Organizational 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?

Populate with the existing Unit Outcomes			
<u>Outcome</u>	<u>Assessment</u>	<u>Result</u>	<u>Change</u>
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 third year that DSP&S administered the <i>Citrus College DSP&S Self-Advocacy/Self-Efficacy Needs Assessment – 2nd Edition</i> (a modified Version of Janet Shapiro’s <i>Self-Advocacy Needs Assessment</i>). This is a self-report needs assessment that contains both quantitative and qualitative measures. Survey Sample: 25 continuing DSP&S students	<p>Notable Quantitative Findings:</p> <p><u>Understanding Own Strengths and Weaknesses</u></p> <ol style="list-style-type: none"> The majority of respondents reported that they frequently or always demonstrate their understanding of their strengths and weaknesses (73.9%). <p><u>Communication Skills</u></p> <ol style="list-style-type: none"> There was a significant increase in the number of students reporting that they think they are able to effectively express themselves in the classroom (72%). There was a significant decrease in the number of students reporting that they are able to say what they mean (68%). <p><u>Assertiveness Skills</u></p> <ol style="list-style-type: none"> Only 57.9% of respondents reported that they frequently or always demonstrate their assertiveness skills. Although this is a significant improvement over the 2012 results (42.9%), it is still lower than what we would like to see. There was a significant increase in the number of 	<p>Overall, self-advocacy results continue to be positive, but we continue to strive for a larger sample size. DSP&S will continue to administer the survey throughout the year as well as in the DSPS 090 Empowerment course being offered Fall 2013.</p> <p>Furthermore, despite some significant improvements in students’ self-reported levels of self-advocacy, DSP&S students appear to continue to need training in how to better demonstrate the various components of self-advocacy.</p> <p>Implementation: Due to lack of attendance at the 2012/2013 self-advocacy workshops, these workshops will no longer be offered during the 2013/2014 academic year.</p> <p>Additional Issues to be Addressed</p> <p>Teaching students how to speak to their instructors about their</p>

		<p>respondents reporting that they confront issues in a courteous and forthright manner (2013: 81%; 2012: 57.2%).</p> <p><u>Interpersonal Skills</u></p> <p>1. Only 57.9% of respondents reported that they frequently or always demonstrate their interpersonal skills well. This is similar to the 2012 and 2011 findings (2013: 57.9%; 2012: 60%; 2011: 42.9%).</p> <p><u>Requesting Accommodations</u></p> <p>1. There was a significant increase in respondents reporting that they make appointments ahead of time or arrange time to discuss their needs with their instructors (2013: 90.5%; 2012: 71.5%).</p> <p>2. There was a significant decrease in the number of respondents reporting that they request educational accommodations in a timely manner and/or make full use of their counselor-recommended accommodations (2013: 80.9% 2012: 100%).</p>	<p>disabilities in a forthright and courteous manner (e.g., via role-playing activities in counseling/advisement appointments and/or the DSPS 090 Empowerment course)</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>This is the third year that DSP&S administered the <i>Citrus College DSP&S Self-Advocacy/Self-Efficacy Needs Assessment – 2nd Edition</i> (a modified Version of Janet Shapiro's <i>Self-Advocacy Needs Assessment</i>). This is a self-report needs assessment that contains both quantitative and qualitative measures. Survey Sample: 25 continuing DSP&S students</p>	<p><u>Self-Efficacy</u></p> <p>1. There was a significant increase in the number of respondents reporting that they believe that achieving their academic goals is realistic for them (2013: 96%; 2012: 82.4%).</p> <p>2. There was a significant increase in the number of respondents reporting that they use DSP&S staff as a resource when they have questions or experience difficulties in the classroom (2013: 88%; 2012: 70.6%).</p> <p>3. There was a significant increase in the number of respondents reporting that they meet with a DSP&S counselor or advisor to discuss their academic goals (2013: 88%; 2012: 64.7%).</p>	<p>Overall, self-efficacy results continue to be positive, but we continue to strive for a setting realistic goals with students and provides us with a way to track students' progress toward meeting their educational goals and to discuss how to overcome obstacles that they are facing), and DSP&S is revising the DSP&S Application for Services to include the concept of self-advocacy and self-efficacy so we can reinforce the importance of developing these skills during intake appointments.</p>

		<p>4. There was a significant increase in the number of respondents reporting that they use educational accommodations regularly (2013: 96%; 2012: 82.4%).</p> <p>Notable Qualitative Findings: One student reported that he/she needed more help with his/her homework. This is only speculation, but it is not unusual for a DSP&S student to tell a DSP&S counselor/advisor that having only two hours per class per week of tutoring is not enough for certain subjects. Additionally, it is not unusual for a DSP&S student to report that the Writing Café appointments are too short to be of necessary value. Other DSP&S students have reported that since Tutorial Services does not always offer one-on-one tutoring appointment (tutoring appointments can have up to three students per tutoring session), they struggle to gain value from the group format because they really need one-on-one tutoring.</p> <p><u>Explanation of Findings</u> Reasons contributing to significant improvements in student responses in 2013 versus prior years are likely related to DSP&S's ongoing training and reminders regarding the following:</p> <ol style="list-style-type: none"> 1. White board (reminder board) in the DSP&S front office 2. Trainings provided by the Alternate Media Specialist and others that teach students how to get into the login to their Citrus College email and Wingspan accounts 3. DSP&S email reminders regarding registration dates and deadlines 4. SEPs are now mandatory 	
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4. Recommendations/Next Steps:

	Previous Recommendations and / or Goals	Progress / Persons Responsible	Status	Est. completion
1	<p>Research guidelines, Board policies, and procedures about alternate media in order to address recommendations from the 2007 - 2008 categorical programs site visit:</p> <p>a. "Establish procedures to ensure accessibility for all students to all distance education courses." b. "Evaluate and assess campus labs for access to assistive technology (software, hardware), adaptive equipment, and furniture." CCSP 2.2.4</p>	<p>Coordinator Educational Advisor Alternate Media Specialist</p>	<p>Research continues, collaboration with distance education continues, collaboration with campus labs continues.</p>	<p>Fall 2014</p>
2	<p>Monitor videos used in courses to ensure that all include the feature of closed captions. CCSP 3.1.2, 3.1.4, and 4.1.2 EMP pg. 341</p>	<p>Interpreter Specialist</p>	<p>Some instructors continue to assign projects requiring the viewing of uncaptioned YouTube videos.</p>	<p>June 2013 Will continue to monitor</p>
3	<p>Include DSP&S in new faculty orientations CCSP 2.2.3</p>	<p>Coordinator Dean of Counseling</p>	<p>DSP&S had been a part of new faculty orientations for a time, but has no longer been included in new faculty orientations for the past couple of years.</p>	<p>Fall 2014</p>
4	<p>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. CCSP 2.2.4 EMP pg. 341</p>	<p>Coordinator Faculty</p>	<p>Given the budget situation, we have not pursued this course of action.</p>	<p>Spring 2015</p>
5	<p>Develop a policy requiring all college materials be available in alternative formats and/or media for persons with disabilities. CCSP 2.2.3 and 2.3.3 EMP pg. 341</p>	<p>Coordinator Faculty</p>	<p>Counseling faculty presented a Flex Day workshop February 2012 to highlight the needs of our students. DSP&S gave a presentation.</p>	<p>Fall 2014</p>
6	<p>Advocate for the inclusion of the installation, maintenance, and upgrading of the assistive software in the College's Technology Plan. CCSP 2.2.3, 4.1.1, and 4.1.2 EMP pg. 341</p>	<p>Coordinator Dean of Counseling TeCServices</p>	<p>Discussions continue</p>	<p>Ongoing</p>
7	<p>Collaborate with Vice President of Academic Affairs to ensure needs for accessibility are included in the online course development. CCSP 2.2.3 EMP pg. 341</p>	<p>Coordinator Dean of Counseling</p>	<p>The Vice President of Student Services, Vice President of Academic Affairs and Director of HR provided a workshop with our legal team to inform</p>	<p>Ongoing</p>

			all managers of requirements for serving students with disabilities spring 2012	
8	Collaborate with the appropriate campus leaders in Counseling and the Library to ensure that accommodations are made for disabled students as needed. CCSP 2.2.3 EMP pg. 341	Vice President of Student Services, Dean of Counseling, DSP&S Coordinator, DSP&S Educational Advisor, Alternative Media Specialist.	The Vice President of Student Services is working with Admissions, Instruction, TeCS and DSP&S to ensure that all labs are accessible for students in wheel chairs spring 2012.	Ongoing

	New Recommendations and / or Goals	Persons Responsible	Est. completion	Priority
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	DSP&S Coordinator, DSP&S Secretary	Spring 2014	1
2	Educate and collaborate with Citrus College departments regarding disability-related issues CCSP 2.2.3, 4.1.1, and 4.1.2	DSP&S Coordinator, Educational Advisor with Alternate Media Duties, Alternate Media Specialist, DSP&S Counselor, DSP&S Counselor/LD Specialist	Fall 2014	1

5. Resources requested:

Disabled Student Programs and Services

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Cost	Priority
DSP&S Counselor/ LD Specialist	Replace the current DSP&S Counselor who is retiring June 2013 with a full-time DSP&S Counselor/LD Specialist, to the program status quo and to keep our LD assessment waitlist from getting longer. Last year, when our 11-month LD Specialist retired, her position was replaced with a 10-month DSP&S Counselor/LD Specialist; therefore, we have even less help for students than we did during the 11/12 year and prior. This position is needed to stay in compliance with the law.	\$72,698 (H&W included \$51,732 + \$20,966)	1
Additional DSP&S Counselor/LD Specialist	DSP&S has an approximate four to six (depending on the time of year) month (and growing) waiting list for learning disability assessments. The number of students has doubled over the past seven years, yet DSP&S has less staff coverage than seven years ago. This position is needed to stay in compliance with the law.	\$72,698 (H&W included \$51,732 + \$20,966)	1
Adjunct LD Specialist	To alleviate the approximate 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. This position is needed to stay in compliance with the law.	\$25,648 (50 weeks x 10 hours per week @ \$45.80/hour = \$22,900 + H&W = \$2,748)	1

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. Also, the 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. 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. These positions are needed to stay in compliance with the law.	\$16,000 (50 weeks x 20 hours per week @ \$8/hour = \$16,000 unless some hours can be used as FWS or FWS/CWS)	1
2 HTC student workers	Since 2010, DSP&S has not been able to hire a student worker to assist the Alternate Media Specialist in the High Tech Center. Students working in the lab often need technical 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 the law.	\$16,000 (50 weeks x 20 hours per week @ \$8/hour = \$16,000 unless some hours can be used as FWS or FWS/CWS)	1

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
CAPED conference	It is highly recommended that the DSP&S Coordinator/Counselor/Learning Disabilities Specialist, DSP&S Counselor/Learning Disabilities Specialist, and the Alternative Media Specialist attend the Fall 2013 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.	Approximately \$1,500	2
TerpExpo conference	It is highly recommended that the Interpreter Specialist attend the fall 2013 (November 7-10) TerpExpo Conference 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.	Registration \$165; Hotel \$109/night for three nights = \$327, Meals \$120, Mileage \$183	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.	Approximately \$275	2
HTCTU Trainings	Provide the Alternate Media Specialist with the necessary knowledge regarding assistive computer technology, alternate media, and web accessibility. The Alternate Media Specialist will be attending two-day training on Transcribing Duxbury 11 and Advanced Duxbury at the High Tech Center Training Unit (HTCTU)	\$80.00 (meals)	1

	<p>from 8/8/13 to 8/9/13.</p> <p>The Transcribing Duxbury 11 training will address:</p> <ol style="list-style-type: none"> 1. beginning with e-text, an exploration of the process of transcribing Braille using Duxbury 2. exploring Duxbury program features 3. learning to use new MS Word templates that come with the program (Duxbury 11 is required in order to take advantage of all the features learned in this training) <p>By the end of the training, participants will be able to do the following:</p> <ol style="list-style-type: none"> 1. transcribe e-text into Braille using Duxbury 10.7 2. format e-text with the Duxbury Word templates 3. use styles in Word and in Duxbury 4. include print page numbers in Braille 5. create Braille books <p>The Advanced Duxbury training will address:</p> <ol style="list-style-type: none"> 1. a deeper look at specific formatting issues 2. learning how to take advantage of Duxbury's more advanced features (e.g., Duxbury's ability to transcribe math and foreign language) <p>By the end of the training, participants will be able to do the following:</p> <ol style="list-style-type: none"> 1. use more advanced Duxbury features 2. automatically create a table of contents 3. make a table 4. use Scientific Notebook with Duxbury to create math 5. use Duxbury to transcribe foreign languages 6. create Computer Braille Code (CBC) 		
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Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Priority
One (1) chair without arms	Allows a large student to sit comfortably during appointments	DSP&S offices	1
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	1

Computers / Hardware & Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Priority
Need two more student computers in the 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.	\$1,000	1
Large print keyboard (4 units white with black print and 2 units black with white print)	Increase educational access for students with visual impairments	\$240	1
Scanner (4 units)	Increase educational access for students with various disabilities	\$600-\$800	1
Trackball mouse (4 units)	Increase educational access for students with various disabilities	\$320	1
1 high speed scanner	Currently we have two large five drawer lateral cabinets, and two five drawer vertical cabinets filled with outdated	\$3,700	1

	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.		
Intellikeys (5 units) with overlays	This will make our computers accessible for students with mobility issues and will strengthen their independence.	\$1,975	1
WJ-III NU Compuscore & Profiles Program	The DSP&S Counselor/LD Specialist does not have this scoring program on her computer. It has been difficult for her to score her assessments because she has to use the DSP&S Coordinator/LD Specialist's computer to do so. This delays her ability to score student assessments in a timely manner.	\$199	1
Student Accommodation Manager (SAM)	SAM is a "web-based database application designed to help postsecondary Disability Service Providers manage student data, disabilities, accommodations, case notes, and much more. SAM is developed and hosted using Intuit's QuickBase and follows a software-as-a-service model where there is no software to install or server to manage or own. Essential functions such as system availability and backups are provided for you. Predefined reports as well as a powerful report writer allow you to quickly and easily find, filter, and transform data. SAM can also serve as a forms repository and auto-generate accommodation notification letters. For institutions lacking strong IT support, SAM offers a viable multi-user, web-based solution." http://www.amac.gatech.edu/wiki/index.php/SAM_V1	\$4,200	2

Equipment

Item	Discuss impact on goals / SLOs	Cost	Priority
Embosser (1 unit) needs to be repaired	The embosser is a tool used by the Alternate Media Specialist to produce Braille and tactile graphics	\$125/hour to diagnose – not sure what the diagnosis will be or the cost to fix the problem	1
Perkins Brailler (1 unit) needs to be repaired	This type of Brailler 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 labor \$20-\$30 for parts	1
AlphaSmart (1 unit) needs to be repaired	The manufacturer does not repair this outdated model, but they will accept a trade-in and reimburse us \$25.	\$0	1
NeoSmart (3 units)	To allow note taker for blind and visually-impaired students to take electronic notes – reduces note taker costs – if the note taker has to handwrite the notes and then type them up after class, then we have to pay more time to the note taker	\$360	1
Livescribe smartpen (5 units)	To expand recording options for more students and to stay up-to-date with technology	\$99 per unit. Excludes tax/shipping	2
iPod Shuffle (2 units)	For blind and visually-impaired students to have access to announcements as posted on the flat screen TV and as written on the white board	\$100	2
Recorders (5 units)	For students who have disabilities that necessitate an accommodation of an audio-recorder	\$300	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.	Approx. \$12,000 for flat screen monitor (includes monitor, wall mount, installation, electrical work, and Scala software)	3
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Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
Nelson-Denny Test Form H (1 unit); Houghton Mifflin Harcourt Form G (1 unit)	For students to complete the Nelson-Denny Reading Comprehension test as part of the learning disability assessment process.	\$154	1
WJ-III: Achievement Record Forms and Response Booklets (2 units) (Houghton Mifflin Harcourt)	For students to complete the Woodcock Johnson Achievement tests as part of the learning disability assessment process.	\$233	1
WAIS-IV Record Forms (2 units) and Response Booklets (2 units) (Psycorp Person)	For students to complete the Wechsler Adult Intelligence Scale test as part of the learning disability assessment process.	\$404	1
WIAT-III Test Kit (2 units) – each kit comes with 25 Response Booklets and 25 Record Forms (Psycorp Person)	For students to complete the Wechsler Individual Achievement Test as part of the learning disability assessment process. Also, this is a new edition of the test and we are no longer permitted to use the old edition.	\$1,330	1
Hanging file racks, file folders, folders, Post It Notes, printer cartridges, toner, paper, staples, etc., batteries for emergency lanterns, emergency kit supplies. (Office Depot)	To ensure functionality of the DSP&S department and to provide the means to support our new departmental work flow and filing procedures and to support the green file project.	Approx. \$1,500	1
DSP&S forms (Reprographics)	Need to have appropriate forms for new and continuing DSP&S students	Approx. \$2,000	1
DSM-V Diagnostic and Statistical Manual (Bookdepository.com)	For DSP&S counselors to be updated on current diagnoses	\$112	2
Folders and labels (Office Depot)	For the 2012-2013 academic year DSP&S conducted approximately 480 new student intakes. Folders with copies of the DSP&S Application for Services, Release of Information form, an 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.	\$200 for 300 folders \$30 for 300 labels	2
DSP&S department brochures (Reprographics)	DSP&S needs brochures to provide to students and outside agencies for program, service, and contact information.	Approx. \$100 for 200 brochures	2
DSP&S faculty pamphlets: DSP&S Faculty Guide to Accommodating Students with Disabilities (Reprographics)	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.	Approx. \$100 for 200 pamphlets	2
DSP&S table tents (Reprographics)	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	Approx. \$70 for 100 table tents	2

	about the DSP&S program.		
Faculty booklet on accessibility mandates and requesting alternate formats (Reprographics)	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 will be distributed to all Citrus College faculty (full-time and adjunct).	\$150	1
DSP&S Student Handbook (Reprographics)	The student booklet will provide DSP&S students with the necessary information related to DSP&S, self-advocacy, and self-efficacy.	\$233	2
LiveScribe A5 Single Notebooks – (12 units) (Amazon)	We are almost out of these supplies and they will be needed for 2012-2013 academic year.	\$60	2
LiveScribe ARA000008 (12 units medium-black ink; and 3 units fine red ink) (Amazon)	We are almost out of these supplies and they will be needed for 2012-2013 academic year.	\$30	2
LiveScribe Deluxe Carrying Case(20 units) (Amazon)	To protect the LiveScribe pens from loss and damage	\$500	2
Braille paper (American Thermoform)	To be able to have paper in which to print Braille for blind students who request Braille	\$682	1
Whiteboard Directional Sign	To notify students of workshops and/or program information	\$115	2