Skyline College
Disabled Students Program & Services (DSPS)
Program Review
Executive Summary

Short Summary of Findings

The Disabled Students Program and Services (DSPS).serves the needs of Skyline College's students with disabilities by facilitating and ensuring academic and physical accessibility to college-wide instructional and non-instructional programs, activities and campus facilities. Access is provided through determination of eligibility for services, academic accommodations, assistive technology, auxiliary aids, information in alternative formats, mobility access, and an array of various support services. Faculty and staff work cooperatively with the college's 504 Coordinator to ensure that campus policies or practices are not discriminatory on the basis of disability. Components of the program include Disabilities Counseling, the Differential Learning Skills Program, the Assistive Technology Program and Alternative Media Services, Alternative Testing and Proctoring and Workability III, a collaborative program with the Department of Rehabilitation. The Department offers specialized classes under the Developmental Skills (DSKL) designation. An average of 450 students are served through the program each semester, approximately 5-6% of Skylines student population, a number in keeping with national statistics.

Nation wide awareness of post-secondary programs supporting students with disabilities, and the increasing success of such programs to retain and graduate students at the same, or higher, rates as non-disabled peers, (especially with the advent of assistive technology and electronic aids), has lead to a steady increase in students seeking to enter such programs. This is true for Skyline College. At the same time, changing population trends and the technological complexities involved in serving student needs have resulted in many more hours devoted to individual students than ever before. For example, students' demand for electronic versions of their textbooks has increased significantly such that once students are introduced to this accommodation they continue to request their textbooks in alternate format in subsequent semesters. Thus, it has become increasingly difficult to meet needs for services under present staffing limitations. This is compounded by the fact that DSKL classes for assessment eligibility and instruction in assistive technology are not able to expand due to number of staff hours and number of computer available. Adequacy of present facilities is also of concern.

Three Strengths of the Program

- **Student satisfaction with Disabled Students Programs and Services is consistently high.** Students note the energy and dedication of the faculty and staff and express appreciation for support and assistance in becoming successful in their educational and future career endeavors. On a stretched budget and limited man hours, the program routinely goes out of its way to **focus on students first**. Everyone in DSPS including our student workers are strong advocates for the rights of students with disabilities for equal access to instruction, the web, and buildings and grounds (especially with the ongoing construction!)

- **The Differential Learning Skills Program has been a pioneer in developing an effective and efficient model for delivering assessment services** (DSKL 811/821) that results in higher completion rates, more numbers served per student/staff ratio than reported for most schools and that includes development of related self-advocacy skills and an understanding of personal learning profiles. (The model has been presented at the annual statewide CAPED Convention in fall of 2008.

- **Skyline College's Assistive Technology Program/Alternate Media services is unique in the depth and breadth of the services it offers**, always staying on the leading edge of new advancements in assistive and mainstream technology and its application to students' learning/physical needs. DSKL Assistive Technology classes not only offer extended opportunity to teach the features of Kurzweil 3000 and Dragon NaturallySpeaking but also provide students with practical strategies for using the assistive technology software applications with their textbooks and written

assignments for other classes and students' use of assistive technology, anytime, anywhere through Kurzweil 3000 Loan Program. An **Assistive Technology Scholarship** also awards requested software/electronic aids to students applying for individual ownership.

Three Suggestions for Improvement

- Restructuring of temporary test proctoring facilities

- Increased staffing to meet needs in assessment and assistive technology areas

- Increased funding for electronic equipment needs

Full-Time Faculty Signatures

_____   _____   _____
Linda Van Sciver,   Judy Lariviere,
DSPS Coordinator/Counselor   Assistive Technology Specialist

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Lynne Douglas,   Rick Wallace,
Learning Disabilities Specialist   Dean Counseling, Advising & Matriculation

Submitted on: April 1, 2009

PART A: Overview of Program

1. State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.

Program Focus and Goals

Under Section II B of the Title 5 Regulations and AB 803, each community college district has a primary responsibility to provide access to its services, classes and programs, to all persons without regard to physical or mental disabilities.

To carry out the college's obligation to determine whether it's policies or practices are discriminatory on the basis of disability, a close working relationship between the Section 504 Coordinator and the Coordinator and staff of the Disabled Students Program and Services (DSPS) is encouraged. Both Coordinators and DSPS staff must stay current in responding to compliance issues which touch upon every area of the college's programs and services: recruitment and admissions, matriculation and placement testing, dissemination of information – prominent display of access and appeals procedures, financial assistance, program and nonacademic program accessibility – physical and academic, employment and more, all requiring an active familiarity with the federal, state and case laws involved.

Specifically in support of students, "The DSPS program provides support, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. A student Educational Contract (SEC) is developed for each student which links each student's goals, curriculum program, and academic accommodations to his/her specific disability related educational limitation." (System Office website)

Therefore, the overall goals of the DSPS program are two fold:

- In coordination with the Section 504 Coordinator, to ensure that the college carries out it's nondiscriminatory obligations under the law, and that the rights of Skyline students with disabilities include support toward maximum independence and integration within all aspects of college life. (Title 5-56000)

- To provide specific programs and services to eligible students with disabilities that both ensure equal educational opportunity and enhance the ability to complete desired educational goals.

Examples of DSPS support services, programs and specialized instruction at Skyline College include the following:

Support Services

- Determination of eligibility: verification of disability/need for services
- Specialized counseling, including Student Educational Contract (SEC) specifying regular and special classes and identified support
- Registration assistance
- Adapted placement testing
- Assessment to determine specific disabilities: verification, functional educational levels, processing limitations and recommended accommodations/services
- Facilitation of classroom accommodations
- Access to assistive technology/equipment loan
- Alternative test taking,
- Test Proctoring
- Note-taking alternatives
- Access to alternative media/Readers
- Adapted classroom furniture and equipment

- Interpreter services
- Mobility services
- Adapted Physical Education
- Access to participation in co-curricular activities
- Agency liaison: Department of Rehabilitation, others
- Community outreach
- Disabled parking

Specialized Programs and Instruction.

       Counseling Services
              Specialized SEC
              Counseling 100 (DSPS)

       Differential Learning Skills Program
              DSKL 811
              DSKL 821
              Support services

       Assistive Technology Program
              DSKL 825
              DSKL 820
              Alternate Media Services

       Workability III Program

Contribution of DSP&S to the mission and priorities of the College and District

AB 803 supports "participation of students with disabilities in educational activities consistent with the mission of the community colleges." By promoting equal opportunity for students with disabilities to participate in all areas of college life, DSPS contributes directly to the mission and priorities of the college and district. Through the provision of *a range of student services to assist in attaining their educational and career goals*, including access and support in using appropriate accommodations and ever increasing advances in assistive technology, DSPS students engage in a *breadth of educational opportunities and experiences*, complete degrees and *transfer to baccalaureate institutions* along with their college peers. Through the use of these tools they are not only better able to participate in *developmental and remedial education*, but to acquire information previously inaccessible to them, thus opening the door to successive classes and greater educational opportunity. In terms of *celebrating the community's rich cultural diversity*, they, themselves, are representatives of this diversity, and as such, have much to teach and share with others. Their experiences constitute an equally important component of what makes for a *campus climate that supports student success.*

2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.

In relation to the broad reach of the program as initially discussed, DSPS interacts and coordinates with a wide range of campus programs, and has a direct impact on each. Examples include:

- Administration: dissemination/access to information/outreach/Section 504, ADA and Section 508 compliance issues campus-wide
- Instruction: facilitation of academic accommodations/awareness of need for accessible content/information/online courses/production of alternate media/test proctoring/physical access
- Placement testing: Assistive Technology/proctoring
- Counseling and matriculation: Priority Enrollment Program/PEP
- Financial aid: Ability to Benefit/DSPS Scholarships
- EOPS: full-time student load status
- TRIO/STARRS/TLC: coordination of DSPS student needs/counseling
- Career and Transfer center: referrals/WA III
- Psychological Services: referrals/temporary accommodations
- Disabilities Awareness Week: campus films/activities
- Collaboration with district DSPS and Assistive Technology/Alternate Media counterparts

- Participation in shared governance: Senate/Ed. Policy/Student Success Committee
- Participation in the Fresh Look: Website Redesign Project including Section 508 Testing of the website's new templates to ensure that the new website not only met the Section 508 standards for accessibility but also passed usability testing to ensure it worked as smoothly as possible with industry-standard assistive technology software.
- Participation in Skyline College's Technology Advisory Committee and contributing to the development of Skyline College's Technology Plan in the areas of Assistive Technology and the need for ongoing training and support for faculty, staff and administrators about the need to ensure that technology hardware and software applications used in the classrooms and lab (and those purchased for new campus construction) are accessible as well as the electronic materials and content available to students through the web.
- Participation in Skyline College's Academic Adjustments Committee (course substitutions)
- Facilities: access to buildings and grounds
- Disabled parking
- Fundraising

3. If the program utilizes advisory boards and/or professional organizations, describe their roles.

- The DSPS Coordinator attends regular state sponsored Regional Coordinators Meetings which act as an advisory body to the DSPS unit of the System Office. Each of 10 regions meets on a quarterly basis with each Regional Coordinator serving as a conduit of information from the field to the System Office and from the System Office to the field. Workgroups or sub-committees can be formed to address issues that arise.

- The Learning Disabilities Specialist attends the regularly scheduled LD Regional Coordinators meetings which similarly serve as a conduit between each of the 10 regions and the System Office's LD Advisory Committee. The Advisory Committee oversees issues and guidelines relative to the implementation of the California Community College Learning Disabilities Eligibility Model (LDEM). Skyline's Learning Disabilities Specialist has takes an active part in these meetings, and has filled in for the Region III representative to the Chancellor's Advisory Committee meetings on occasion. Skyline College has also twice been host to the biannual Regional meetings.

- Both the Assistive Technology Specialist and Alternate Media Specialist attend trainings offered by California's High Tech Center Training Unit (HTCTU) on a regular basis. In previous years, Skyline College's Assistive Technology Specialist served a two-year term on the HTCTU's Technology Advisory Board.

- Skyline College's Alternate Media Specialist uses the services from California's Alternative Text Production Center (ATPC) for electronic textbook requests which the ATPC receives from textbook publishers for students with a verified print disability.

- DSPS' Assistive Technology Specialist has been an active member of the District's Distance Education Advisory Committee (DEAC) since Fall 2007. Skyline College's Assistive Technology Specialist, in conjunction with College of San Mateo's Assistive Technology Specialist, have developed and provided accessibility training to participants in the Structured On-line Teaching Training (STOT) to help to ensure that instructors design and incorporate accessible content in their online classes.

- Workability III staff participate in quarterly meetings with Department of Rehabilitation staff and San Mateo County community partner organizations to discuss goals and program updates. Staff members also participate in the San Mateo Employment Coalition Committee. This committee includes members from the Department of Rehabilitation and community organizations that serve adults with disabilities and meets to share resources and best practices. The Workability III Program has a goal to develop a business advisory group to develop stronger program/business relationships and to better address their business needs and the strengths and abilities of our clients to meet those needs.

4. Explain how this program meets the needs of our diverse community.

According to the National Center for Educational Statistics, 6% of undergraduate college students nation wide disclose their need for disability services. These numbers have been steadily increasing since the enactment of the Rehabilitation Act of 1973 and the subsequent authorization of the ADA of 1990. With the onset and possible wind down of the wars in Iraq and Afghanistan it is anticipated that the population of returning vets with disabilities may again bring about a new serge in growth to our programs.

Since the implementation of support programs and services to postsecondary students with disabilities across the nation, (even the world) there has been near universal recognition that students with disabilities can and do achieve their educational goals given appropriate supports and accommodations. As such, the government has recognized these individuals as a protected class under the law and ensured their rights to an equal opportunity to pursue goals in higher education. Skyline's students with disabilities represent not only a diverse learning community of their own, but are themselves representative of the breadth of cultural diversity at Skyline College as a whole.

Skyline College currently meets the needs of approximately 450 students with disabilities through the Disabled Students Program and Services each semester. As reported by the Skyline College Office of Planning and Research, DSPS students average about 5.6% of Skyline College's population – very close to the national norm.

In terms of the make-up of the DSPS population, gender and ethnicity statistics have held relatively steady over the last five years. Compared to the Skyline general population, DSPS students appear to vary only slightly by serving fewer students under 18 and by serving a slightly older population, especially as it is skewed toward those over 50 (many being those taking Adaptive Physical Education classes.)

Ethnically, again, DSPS students generally mirror the general Skyline College's population – serving a slightly larger group of Black, White, Hispanic/Latino students, and relatively fewer Asian and Filipino students. DSPS students also appear more likely to report themselves as "Other" or decline to state their backgrounds.

Gender statistics are basically split between male and female, with some years serving more females and others more males.

Based on data from the Skyline Office of Planning and Research , Degree and Certificate counts covering the school years 2004-5 through 2007-8 are significant. It DSPS students reflect an average 5 to 6% of all student count (as reported above), then they are clearly holding their own in Certificates awarded by maintaining rates of from 4.4 to 6.4% of all awardees, and by earning a greater number of degrees than would be expected – making up 7.6% to 9.3% of Skyline Degrees earned.

5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

A district wide DSPS self-study was completed a number of years ago. However, no known previous self-study has been completed at Skyline College.

The Workability III Program did have a Program Review conducted by state representatives of Department of Rehabilitation in May, 2008. This resulted in an excellent report with few minor issues to be addressed. To date, all minor issues have been corrected and no further corrective action is necessary.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

The Counseling/Coordinator Component offers the follows course and services:

COUN 100 (DSPS)
Offered from fall 2006 to the present, Counseling 100 shares the same course outline with the Counseling Department but provides a focus specific to the extra challenges of disability and advocacy issues, and the importance of accommodations and tutoring to college success. Student responsibilities in relation to disability rights are emphasized.

Over the last 5 semesters**, 112 DSPS students have completed the class.**

The program Counselor provides counseling/advising services and completes a specialized Student Educational Contract with each DSPS student, evaluates outside documentation, arranges for needed documents, recommends appropriate accommodations for those having other than LD/learning related profiles, and refers students to related services depending upon need.

In addition, the DSPS Counselor/Coordinator conducts staff meeting and works cooperatively with administration in identifying and responding to compliance issues in relation to physical and academic access for individuals and students with disabilities under Section 504, the ADA and Section 508. This may involve arranging for sign-language interpreters, mobility specialists, Redi Wheels etc., facilitating adjustments to classroom locations, parking, serving on advisory committees related

to current and future campus facilities and grounds, and, coordinating services with the Department of Rehabilitation, Mental Health Associations, Golden Gate Regional Center and others.

- DSPS Faculty also work cooperatively with campus faculty to educate them about rights and responsibilities of accommodations and overall access issues. The department invites itself to the various divisions on campus to provide in-services to new faculty. Because the college has no formal structure for staff-development/in-service training related to mandated disabilities rights and responsibilities, faculty awareness and application of responsibilities is inconsistent. Unfortunately, students who are unable to advocate effectively for themselves are not always successful in getting their needs or requests implemented. Because many of these students accept this situation passively, DSPS faculty often do not learn of their needs for advocacy support until after the fact.

- In the effort to support students for whom assistive technology software, and electronic aids have been recommended, and those in need of support funds for books and supplies, DSPS implemented a scholarship program directly related to these needs. To date, DSPS has awarded **over $25,000** in software programs and cash to qualified students in the past seven years.

- Students are also referred to tutoring services, especially as they may qualify for Skyline Colleges' TRIO program where math tutoring and be provided one on one on a consistent basis. (As discussed under PART C – development activities.)

- A large percentage of the DSPS population consists of students referred to Adapted Physical Education classes offered through the Physical Education Division. Approximately 70 students, those with physical and cognitive injuries, and the elderly make up these referrals per semester. These students account for the larger percentage of students over 50 years old served by DSPS in relation to the general college distribution.

Test Proctoring

The demand for test proctoring has increased significantly over the past four years with more students requesting and using test accommodations for tests and exams and the increase in the relationship of these requests to assistive technology. Thus a similar number of students making requests now requires double or triple the amount of time to implement each request. With more students making more complex requests an increasing amount of DSPS Program Assistants' time is dedicated to the process associated with test proctoring.

An idea of this change is reflected in the table below which shows the increase in the number of tests proctored over the past four years. It is important to recognize that these numbers do not reflect the hours involved in either setting up for the tests or the proctoring times for each test which would even more accurately demonstrate increased need for additional staffing. It also does not reflect the expanding demands on the Alternate Media Specialist's time in terms of converting tests to a format that can be used with the requested Assistive Technology or the time involved in proofreading and editing the converted tests for any optical character recognition errors. In addition, over the past year, DSPS Program Assistants have been proctoring make-up tests for faculty on the third floor of Building 2 and a few from the math division for a total of **93 make-up exams** for a few instructors.

Academic Year	Number of Proctored Tests
2004-05	323
2005-06	665
2006-07	917
2007-08	1,085

The Differential Learning Skills Program offers the following courses and services:

DSKL 811: Differential Learning Skills Assessment
All students requesting DSPS services must present documentation that demonstrates both the presence of a disability and the need for specific services – including access to assistive technology. The California Community College System Office has developed a standardized set of criteria, the Learning Disabilities Eligibility Model (LDEM), for determining student eligible for services. Students requesting services in relation to learning disabilities may submit documentation that is either out-of-date or incomplete, or may present themselves with needs and have no prior documentation. Following document review, students may meet directly with the Learning Disabilities Specialist to determine appropriate accommodations and services, or they may choose to enroll in a class that offers them the opportunity to either meet criteria or determine eligibility for the first time.

At Skyline College, opportunity to meet LD criteria is offered as a 4-week modular class in which students can choose a mixed classroom and individual appointment schedule or complete the entire process by arrangement (specifically for evening students). The present model has evolved over several years, each adaptation requiring Curriculum Committee approval, and has significantly cut rates of student attrition by nearly 100% - a common problem with other school models. Almost all students beginning DSKL 811, complete the class/assessment process. However, because of the number of hours required to complete each student assessment, only a limited number of students can be served in each 4 week period. Prior to 2006, the model could accommodate 12 students per section, (at an average of 105 student/class contact hours per section) thereby meeting the needs of 96 students per year based on one faculty FTE @ 371/2 hours/week and one clerical/program assistant for the same number of hours. However, with a reduction in faculty hours to 30 hours/week and the attrition of the clerical/program support to less that half-time, the maximum number of students currently served per section in DSKL 811 is 9 (at an average of 51 student/class contact hour per section) for a yearly total of 72. This has resulted in an upsurge to the waiting lists and unmet need.

According to Skyline College's Office of Planning & Research, *594 students have enrolled in DSKL 811* during the school years 2004-2005 to 2007-2008,

Refer to PART G: Student Satisfaction Survey for comments and demonstrating high degree of satisfaction with program services as a whole..

DSKL 821: Development of Self-advocacy Skills: Personal Empowerment for students with disabilities

DSKL 821 is a pre/co-requisite for students taking DSKL 811. It can be taken before or after DSKL 811 or concurrently. It is also appropriate for any DSPS student as a stand-alone course. The purpose of the class is to prepare eligible students to understand the rights and responsibilities inherent in the academic accommodations request process and to advocate effectively for implementation of accommodations in both academic and employment situations. It includes issues related to disabilities/differences, self-esteem and development of intra/interpersonal skills. Students participate in small group activities including role-play. The Director of the LRC gives one guest presentation and a mini-field trip is taken to the Assistive Technology Lab.

DSKL 821 was initially approved as an experimental course: DSKL 883. More recently, in order to meet the pre//co-requisite requirement for DSKL 811, a one day Saturday class option was added to DSKL 821for evening students and those with other conflicts.

According to Skyline College's Office of Planning & Research, **223** students have enrolled in DSKL 883/821 during the school years 2004-2005 to 2007-2008

As part of a final DSKL 883/821 take-home exam, students are asked to complete an anonymous open-ended class evaluation. The last two questions of the questionnaire can be tabulated objectively.

The following data is available from spring 2005 to fall 2008:

Asked of students from spring 2005 to fall 2007:

"Would you recommend this class to another LD or DSPS student?", of 84 respondents: **Yes=79,** No=2 and 3= did not respond.

Asked of students from spring 2005 to fall 2008

"Will you be more likely to use your accommodations because of this class?", of 130 respondents, **Yes=121**, No=1 and 8= did not respond.

In addition to specialized courses, the Differential Learning Skills Program conducts review and eligibility determinations based on outside documentation, offers students accommodations/related advising/facilitation, responds to requests for temporary accommodation and written reports, coordinates with other district/community professionals/programs sharing responsibilities to meet the needs for the same students, and provides classroom, staff development or community presentations by invitation. In the past, this included participation in annual training for TLC tutors.

The Assistive Technology Program incorporates Assistive Technology classes, the delivery of textbooks in alternate format to students upon request, and various other services to students with disabilities. Classes are taught in the Assistive Technology Classroom/Lab (Rom 2309) on computers that are equipped with up-to-date versions of Assistive Technology software to meet the needs of students with various disabilities including those with learning differences, physical disabilities including repetitive strain injury, low vision, blindness, and cognitive disabilities resulting from a closed brain injury and/or stroke. Various mainstreamed labs on campus are equipped with computer stations that have Assistive Technology software applications installed on them to ensure students have access to appropriate technology for completing their coursework and conducting on-line research outside of the Assistive Technology Classroom/Lab.

The following represent the classes taught through the Assistive Technology Program:

DSKL 825: Assistive Computer Technology – Kurzweil 3000 & Dragon NaturallySpeaking
Over the past six years, the Assistive Technology Class (DSKL 825) have undergone several revisions and submissions to Curriculum Committee as these changed from being experimental to permanent courses (DSKL 880: Assitive Computer Access became DSKL 817: Assistive Computer Access for 0.5 units; then DSKL 880: Assistive Computer Technology became DSKL 825: Assistive Computer Technology which is a 1.0 unit class). Previously DSKL 825 was offered as DSKL 817 which was a ½ unit by arrangement, lab-based course. As classes grew in size from 3 to 4 students to up to 12 students in one class, it became important to have designated sections for students needing to learn Kurzweil 3000 and those needing to learn Dragon NaturallySpeaking. DSKL 825 is now a 1.0 class with 16 hours of lecture and 16 hours of lab by arrangement during which students can use the application to read and study their textbooks and complete written assignments for their other classes while using the assistive technology.

According to Skyline College's Office of Planning &Research, **468 students have registered for/completed Assistive Technology Classes** during the school years 2004-2005 to 2007-2008.

DSKL 820: Computer-based Cognitive Retraining
DSKL 820 (formerly DSKL 881) was developed in response to an identified community need for a class designed for individuals recovering from a traumatic brain injury that focused on improving attention, memory, problem-solving within a supportive atmosphere. When college level students experience a traumatic brain injury, they need a means of re-entry into college following their physical recovery. Limited to no resources exist that focus on cognitive deficits which need to be addressed prior to a student's return or entry to college post-injury. Since this class was introduced in the semester of Fall 2003, 30% of the students have progressed to taking DSKL 825: Assistive Computer Technology as the next step in their education. Former students of DSKL 820 class have also progressed in pursuing and successfully completing their degrees.

DSKL 880SC: Universal Access to Electronic Text (to be introduced in Fall 2009 as an Experimental Course)
In this online class, students will learn how to use Kurzweil 3000 and other text-to-speech applications as tools for reading and studying text in electronic format. This course is open to all students who struggle with reading comprehension and are interested in technology options to assist them with reading and studying text. (Units do not count toward the Associate Degree).

<u>*Kurzweil 3000 Loan Program*</u>

Skyline College's Assistive Technology Specialist has developed and runs one of the largest loan programs for Kurzweil 3000 across California's Community Colleges. It is often referred to as a model by Cambium Learning/Kurzweil Educational System's Sales Consultants. This loan program was established through a President's Innovation Fund in 2003-2004 with five licenses of Kurzweil 3000 LearnStation to loan to students each semester for use on their laptops or computers at home. The Kurzweil 3000 Loan Program has grown such that on average, 25 to 30 students participate in the program each fall or spring semester. The Kurzweil 3000 Loan Program gives students a means for using technology as a tool anytime, anywhere that they learn how to use in the course, DSKL 825: Assistive Computer Technology – Kurzweil 3000, for reading and studying electronic versions of their textbooks for the other courses they take at Skyline College. The Assistive Technology Program also coordinates and provides training for students on the use of digital recorders for loan and more recently on Pulse SmartPens.

<u>*Alternate Media Services*</u>

The Assistive Technology Program also includes Alternate Media Services which focus on providing students with textbooks in electronic format that are compatible with industry standard text-to-speech software that is available on campus.

Electronic text production represents a time consuming process that begins with a student's initial request for an electronic version of his/her textbook and progresses to requesting it from California Community College's Alternate Text Production Center (ATPC) in Ventura, CA or directly from publishers to converting the media, once it is received, into a format that is compatible with AT software and then editing the electronic version of the textbook so that it represents a functional version a student can use.

Over the past six years, there has been a steady increase in the number of students who have taken DSKL 825 and use Assistive Technology, particularly Kurzweil 3000 to access, read and study electronic versions of their textbook. The increase in the number of students who have learned how to use Kurzweil 3000 has had a significant impact on the demand for Alternate Media Services.

Spring Semesters
The **number of students who requested alternate media** for their textbooks **has grown by 24%** with 56 students requesting textbooks in **Spring 2009** as compared to 45 in **Spring 2005**. The **number of textbooks students requested in alternate format increased by 86%** with 227 electronic versions of textbooks being requested in Spring 2009 as compared to 122 textbooks in Spring 2005.

Fall Semesters
The increased demand for Alternate Media Services is even more dramatic when one examines the changes in the fall semesters. **The number of students who requested alternate media for their textbooks increased by 201%** with 86 students requesting alternate formats for their textbooks in **Fall 2008** as compared to 28 in **Fall 2004**. The **number of textbooks students requested in alternate format increased by 265%** with 325 electronic versions of textbooks being requested in **Fall 2008** as compared to 89 textbooks in **Fall 2004**.

In terms of comparing semesters, Fall semester always tends to have a higher volume of students requesting textbooks with the incoming flux of high school students, in addition to existing students requesting and using their textbooks in alternate format (i.e., electronic versions of their textbooks).

When the Alternate Media Specialist position was first created as an Instructional Aide II position and filled in June 2002, the job responsibilities were split between those relating to production of textbooks in alternate format and those associated with providing assistance to students during Assistive Technology classes and open lab hours. With the significant growth in the number of students requesting electronic versions of their textbooks for use with text-to-speech programs, such as Kurzweil 3000, there has been increasingly less time for the Alternate Media Specialist to assist students during classes. This increased demand for Alternate Media Services reached a critical point in Fall 2005 and Spring 2006 based on the increased number of students using this service and students getting more textbooks converted into electronic format. As might be expected, this growth also coincided with an increase in the number of students borrowing licenses for Kurzweil 3000 for use on their home computers each semester. In Spring 2008, DSPS received Board approval to hire an Instructional Aide II for the Assistive Technology Program for 11 hours/week while classes were in session for Spring and Fall semesters. This was increased to 18 hours/week in Fall 2008 and was approved as a permanent position. With continued growth of the classes and anticipated expansion of the Assistive Technology Classes with accessible on-line offerings, it is anticipated that this Instructional Aide II position will need to be full-time. Currently DSPS relies on Work Study student workers to help students in using the Assistive Technology software during open lab hours under the supervision of the Assistive Technology Specialist. The availability and schedules of student workers change each semester and they are not always able to cover the lab. The Instructional Aide II does not have sufficient hours during the week to assist students during class time, coordinate and manage the Kurzweil 3000 Loan Program (including assisting students in configuring Kurzweil 3000 on their computers), trouble-shoot and configure Assistive Technology software on DSPS computers, and assist students in the lab during open lab time.

The Workability III Program offers the following Services:

The Workability III Program is a cooperative program between Skyline College and the California State Department of Rehabilitation. The program serves Skyline students and other community members who are clients of the Department of Rehabilitation with disabilities who face challenges finding or keeping employment, and assists them in meeting their employment and educational goals. Once individuals are referred by a DOR counselor, they receive a wide range of services provided by the Workability III staff, DSPS and Career Center staff. Services are determined on an individual basis by the DOR counselor, the WAIII staff, and the participants.

The Workability III Program primarily works one-on-one with individuals, and does not offer classes, it does offer a weekly Jobs Club workshop. This is a group format for preparing for employment and provides instruction in pre- and post-

employment skills as well as group support.

Other services include Employment Preparation (resume writing, cover letter writing, completion of applications, interview skills, networking skills, job search techniques); Jobs Club (a group format for teaching and practicing employment-related skills); Job Development and Placement; Job Retention Skills training; and Career Guidance. When appropriate, WAIII staff work collaboratively with Skyline's career center to assess individuals, guide them in their job search and provide information and opportunities.

The Workability III Program has developed cooperative goals in conjunction with the Department of Rehabilitation which are clearly stated in a cooperative agency contract. For the fiscal years 2007-2008, 2008-2009 and 2009-2010, the program is to provide employment preparation services to 40 DOR students/clients and of those 40 clients, 18 should be placed in competitive employment and 12 will retain employment for 90 days or longer (considered a closure). Progress toward these goals is assessed informally through regular meetings with clients and Department of Rehabilitation staff, and formally through quarterly reports and presentations.

From the programs inception in fall 2006 to date, the program has received 143 referred, placed **51** students/clients and achieved **48** closures (stability in the job for a minimum of 90 days.)

2. State how the program has remained current in the discipline(s).

DSPS faculty and staff stay current in the disciplines through participation in various professional societies such as Association for Higher Education and Disability (AHEAD), California Association for Post-Secondary Education & Disability (CAPED), California's High Technology Center Training Unit (HTCTU) and SM ECC by attending and/or presenting at annual state conferences and conventions sponsored by these organizations and others, such as the California State University Northridge's annual Technology & Persons with Disabilities Conference (CSUN), and various local workshops opportunities as they occur. Faculty and staff may also participate in Regional/advisory board meetings as described under Part A, question 3. Faculty and staff are also active participants in related System Office professional listservs, the Job Developer listserv, well as others, and subscribe to professional journals in the field(s.) Several faculty have presented papers and/or workshops at some of the conferences mentioned above

The Learning Disabilities Specialist recently completed a two year term as the elected N. California Chair of the CAPED Learning Disabilities CAPED Interest Group (CIG) which involved conducting meetings, and arranging for workshops and conference presentations.

WAIII staff will be hosting on campus an upcoming conference in April that is co-sponsored by the Department of Rehabilitation on current work with people on the autism spectrum and employment, and staff will attend a Job Development training in April.

The Assistive Technology Specialist has received several grant awards through the Trustees Fund and President's Innovation Fund over the past six years in relation to developing a model of web accessibility, multimedia tutorials for creating universal web accessibility, implementing a loan program for DSPS students using Kurzweil 3000 software, and developing interactive assistive technology tutorials for students with disabilities

The Assistive Technology Lab, the Media Services Office and the Learning Disabilities Specials all use state-of-the-art equipment and materials. As the improvements in specialized software such as the Kurzweil 3000 and Dragon NaturallySpeaking occur regularly, there is constant need to upgrade and train with such programs. In the areas of assessment, new instruments to the field must be purchased and mastered in order to maintain currency and validity in testing.

DSPS' Assistive Technology remains current within the field of Assistive Technology. In terms of classes, students receive instruction on using the most recent versions and/or releases of Assistive Technology software so that students have improved access to web-based content for their content-based college classes. In addition, features are typically integrated into new versions of software, primarily a text-to-speech program (Kurzweil 3000), voice recognition software (Dragon NaturallySpeaking), screen magnifier (ZoomText) and a screen reader (JAWS) that provide solutions to inaccessible formats of electronic text (i.e., PDF documents that have not been created in an accessible format; PowerPoint slides, content posted in Course Management Systems for online classes or as class materials for students to download and read/study, etc.).

WAIII staff utilize the knowledge of other professionals in the DSPS program, for example**,** training with the Assistive

Technology Specialist on current accommodative equipment. All WAIII staff participate in the professional Job Developer listserv and we maintain contact with and visit other Workability III programs in the bay area.

Faculty have also taken leadership roles mentoring graduate internships for candidates new to the field of post-secondary counseling and learning disabilities assessment and monitoring student workers.

In addition, Skyline DSPS faculty consistently collaborate together on various projects with district counterparts throughout the year.

3. If the student population has changed, state how the program is addressing these changes.

Several factors impact changes in population trends. First, continued increase in numbers of students with disabilities attending post-secondary institutions nation-wide continues to create demand on service programs striving to keep up with both growing numbers of students and expanding opportunities to meet need. Second, with the largest numbers of these students having print-limiting disabilities enrolling at a time when assistive technology is offering a revolution to these students in access to information though by-pass strategies as never before, demand for specialized services and equipment is growing beyond ability to meet need. Third, population shifts are represented by increasing requests for math disabilities assessments, more students on the autistic spectrum seeking services, and an expanding population of returning war veterans wanting a college education and needing services for psychological, cognitive and learning issues.

All of these impacts have placed a strain on the ability to meet needs. Class wait-lists have become common and the number of hours relative to meeting the needs of each student has increased exponentially as discussed in previous narratives. When growing numbers of students request ever-more specialized accommodations for alternative testing, proctoring staff and facilities can not keep up with demand and complaints increase.

Specific Needs and Actions Taken/Needed in Relation to Changing Populations:

- Increased student need for overall DSKL 811 LD assessment in the face of fewer staff hours: Wait lists
- Increase in students seeking DSKL 811 for math assessment/math substitutions: Wait lists
- Need for student advocacy information: Development of DSKL 821
- Increased enrollment in fall DSKL 825 due to influx of entering high school students unfamiliar assistive technology support for reading and comprehension of college-level text: 2-week summer class offered as a "jump start"
- Increased need for assistive technology/increased options: Wait lists for equipment loan, computer access
- Incoming vets with cognitive retraining, learning issues needs: Wait lists and future development of an on-line cognitive retraining class either as a hybrid or fully online to limit transportation costs and time involved with delays and mix-ups with RediWheels and to reach out to more vets and individuals with disabilities who are not able to attend classes on-campus
- Increased need for adaptive technology for placement tests: Increasing coordination with Placement Center
- Increased need for proctoring and faculties: Requests for facilities modifications, relocation, staff increases
- Increased need for support with online classes and in accessing instructor materials posted on the web: Increased need for Assistive Technology accessibility/universal design support workshops in coordination with District's Structured On-line Teaching Training (STOT) to assist instructors in designing and incorporating accessible content in their online courses.
- Increased need for access to text-to-speech program off campus for accessing electronic versions of textbooks: Loan and scholarship opportunities
- Increased textbook requests: Increased need for Alternative Media Specialist's time
- Increased editing of textbooks to improve usability with assistive technology: Request for additional staff support through Test Proctoring position
- Increased assistance in Assistive Technology classes with increased enrollment in individual sections; hired 18-hour Instructional Aide II
- Increased need for coordination-personal counseling/WAIII stats
- Development of DSPS' Assistive Technology scholarship to meet the needs of students having lifelong access to assistive technology: ownership for use in transfer or the workplace.

4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.

All DSPS DSKL courses have been reviewed and modified over the last six years more than once. Since prior years of trial as experimental classes went into offering these courses, all have been through curriculum review for every model change and or modification up to the present date. This includes more recent inclusion of SLOs.

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

The California Community College Chancellor's Office requires that Learning Disabilities Specialists working in DSPS programs be certified on the Learning Disabilities Eligible Model (LDEM). Skyline College's LD Specialist was certified in 1998.

6. Discuss plans for future review and program modification.

As a program directly related to federal and state mandates, each of the state's community college DSPS programs has been monitored for program compliance periodically over the years on a rotating schedule. More recently, over the past years, with cutbacks to the System Office, program review teams have been cut back, and routine monitoring curtailed. When Skyline College's DSPS program is scheduled to be reviewed is currently unknown.

PART C: Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

In terms of faculty/staff development, see self-development activities completed by faculty and staff as addressed under Part A: Advisory boards and/or professional organizations, and Part B: How the program has remained current in the discipline.

DSPS would like to see some restructuring of staff development/in-service training opportunities in which administrators, full time and adjunct faculty, and campus staff could participate in an overview of federal and state compliance issues in relation to accommodations rights and responsibilities for both students and instructors – perhaps every other year presentations to various divisions and annually for new faculty orientations.

In terms of DSPS program development, the department has long wished to collaborate with the TLD in offering specialized tutoring to DSPS students, increasing the number and types of TLC tutors and tutoring models to include regularly scheduled sessions with an assigned peer tutor 2 to 3 times per week per subject per semester. TLC/DSPS tutors would be trained to work with students in 4 goal areas: knowledge of subject (traditional model), strategies for learning differences, modeling of good study strategies, and accommodations support. Such a model would require allocation of funding for staffing needs.

Workability III is somewhat limited in program development by the contract it operates under. This fiscal year the contract was amended to include the option for the job developers to job coach clients who are starting new jobs - a client can continue to work with a Workability III staff member (at the job site) all the way through the early phase of employment as a way to ensure a smooth transition for both the employee and employer, and as a way to increase the likelihood of long-term employment success. Additionally, we developed the opportunity for our clients to do limited coached volunteer work as the first step toward learning necessary skills and how interact positively with people in the workplace.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

New staff such as those holding the Assistive Technology Instructional Aide II and Job Developer positions are oriented to DSPS and their prospective programs primarily by shadowing current staff members, attending trainings (examples mentioned previously), and regularly scheduled department or interdepartmental meetings.

Student workers receive orientation from the DSPS Program Coordinator and relevant training from immediate supervisors.

The DSPS program also has a responsibility to provide timely program and compliance information to all new incoming full and adjunct faculty. DSPS works cooperatively with Instruction to provide materials and presentations to new faculty in the fall.

3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.
        Not applicable at this time.

PART D: Facilities, Equipment, Materials and Maintenance

1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.

<u>Effectiveness of facilities</u>

In Spring 2007, the DSPS program was moved from the main floor of the Counseling Department in Building Two, the main floor of The Learning Center and the main floor of Building One and consolidated on the third floor of the Building Two in the space vacated by the old cafeteria. The move was an effort to create proximity for the various components of the program, to facilitate access for students and to address ever increasing test proctoring needs. The plan was presented as "temporary" and not all faculty were in favor of the plan. In fact, since losing its high level of visibility and connectedness to the Learning Center programs, the Differential Learning Skills component has seen a fall-off in student walk-ins and faculty referrals.

Because the move was considered temporary, funds allotted to create space for a proctoring center and office staff needs were minimal and staff worked out various ways to accommodate needs. The hope was that with future planning, a campus-wide Assessment Center would absorb DSPS proctoring needs and DSPS students would be served with the general population in the least restrictive environment. However, continued District-wide budget cuts and revisions to spending plans have resulted in the need to consider a temporary facility a semi-permanent facility for the foreseeable future. This creates a stress between temporary status and the need to allot funds to create workable and compliant spaces related to program needs.

Specific needs for modification to the current proctoring/office staff are directly related to student success and accessibility. Students requesting accommodated testing in a separate setting need to have access to a distraction-reduced environment. Students rightfully complain that the door, which is shared with the general office, and the testing space, also shared with the general office is distracting when people come and go, when phones ring, and other students are trying to conduct office business. In turn, Program Assistants are forced to talk on the phone and with students in whispers, which is ineffective and off-putting at best.

Finally, in relation to location, the third floor has proved problematic for students with mobility impairments. Although two elevations come to the floor, one is basically independently inaccessible, and the other is frequently temporarily out of service for maintenance problems. In general, programs serving larger than average numbers of individuals with mobility limitations are located on ground floors easily accessible from parking lots.

<u>Effectiveness of Equipment/Equipment Maintenance.</u>

Refer to #3 in this section for information about Technology.

<u>Effectiveness of Program Materials</u>

Instructors for DSKL classes generate their own materials and use a lot of consumable materials. Since students do not purchase separate textbooks for these classes, each class has a materials fee related to the costs of materials per student per class. The funds generated by these fees are used to replace the consumables used. These specialized materials have contributed to both student access and success.

2. List projected needs.

Personnel:
- Full time Instructional Aide II position for proctoring needs – would need to be experienced with assistive technology and assist with Alternate Media production of tests and textbooks (Position would shift to campus-wide assessment center)
- Half time IA II position to cover 16 hours/week evening proctoring needs (Position would shift to campus-wide assessment center)
- Full time Instructional Aide II position for Differential Learning Skills program/DSKL 811 & 821: Increase access to numbers of students able to enroll in DSKL 811 - assist with achievement testing, score checking, limited CARS-W input and materials development
- Increase current Assistive Technology Instructional Aide II position from 18 hours/week in Spring and Fall semesters to full time year-round to meet increased need for classroom/lab and support overflow of Alternate Media services.
- Program Coordinator/Counselor retiring 2010: prepare for recruitment
- Addition of .5 counselor FTE to meet increased needs

- If the project is renewed, as the present Workability III budget, contractually agreed upon, it might include certified time by other DSPS staff members and staff members of other Skyline College departments (for example, the Career Center).

Equipment:
- Additional computers for classroom (currently have 12; could accommodate 15 computers) and mainstreamed computer labs on campus.
- Immediate need for three computers in Microcomputer Lab in Building 2. DSPS students have not had access to this computer lab for almost one year as the computers can no longer run the Assistive Technology software. Previously there were 3 computers in this lab that were accessible to students with disabilities that were shared with the Microcomputer Lab. DSPS provided larger monitors and the licenses for the Assistive Technology software. The three computers in the Microcomputer Lab will no longer run the Assistive Technology software, specifically Dragon NaturallySpeaking and Kurzweil 3000 so DSPS students have not had access to computers in this location which is easily accessible to Red-Wheels drop offs and the bus stops, particularly for those with mobility impairments. In addition, the Microcomputer Lab is well supervised and has fewer distractions than the location of the DSPS computers in the Learning Center. Given the increased demands for DSPS Test Proctoring and use of Assistive Technology as accommodations on tests, DSPS can no longer provide Assistive Technology for ensuring mainstreamed computer labs on campus are accessible. Over the past four years, DSPS has been preparing Instructional Equipment Funding requests which have justified the need for upgrades to networked based software. With the budget issues in 2008-2009, Instructional Funds have not been approved for purchasing these 3 computers, along with Kurzweil 3000 licenses and a flatbed scanner.
- Additional Assistive Technology licenses (particularly software used most frequently for accommodations which includes Kurzweil 3000 and Dragon NaturallySpeaking) in response to demand for classes and increased access to Assistive Technology software on campus in different locations
- Ongoing updating of Computers and software: Computers optimally replaced every 2 to 3 yrs as RAM and processor demands increase for running Assistive Technology software; major Assistive Technology upgrades are released every 2 years which allow for improvements in accessibility and universal design

Facilities:
- Move DSPS to a irst floor central campus location
- Create dedicated campus wide assessment center used for placement testing, accommodated testing, instructor make-up testing and challenge testing.
- Temporary: Restructure current test proctoring/office space to reduce distractions, expand/enclose testing area and install security cameras to enhance test monitoring.

2. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

Technology is used extensively in the DSPS program. The 12 computers in the classroom are currently 3 years old. DSPS just increased the RAM on 5 of these computers to extend the life of them given Dragon NaturallySpeaking was not working existing computers. Due to the system requirements needed by the Assistive Technology software to have it function properly, new computers will be needed in the next two years for the classroom to continue teaching classes. The 10 computers in the DSPS Test Proctoring area are between one to five years old with 3 computers needing to be replaced in the next year.

With the increased number of students using Assistive Technology, we are limited in the number of computers in mainstreamed campus labs that are accessible to students with disabilities given the computer requirements for running the Assistive Technology software. Although an Instructional Equipment Fund request was submitted and initially approved in the amount of $10,000 for 3 new computers for the Microcomputer Lab along with a flatbed scanner, and a Lab-pack for Kurzweil 3000 licenses given all of DSPS' Kurzweil licenses are used, the purchase of these items have been placed on hold pending further information about the budget.

At this point in time, DSPS is current with our software licenses for Kurzweil 3000, Dragon NaturallySpeaking, ZoomText (screen magnifier), a version behind on JAWS (screen reader).

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

The DSPS program does not receive support from industry. However, during a recent meeting with representatives from Cambium Learning/Kurzweil Educational Systems, it was revealed that we may be able to get a better discount on Kurzweil 3000 software. If it is possible to count the Kurzweil 3000 licenses the three colleges have as a district given we purchase through the district, we may be able to get a better pricing structure for future purchases.

PART E: Budget Request

1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?

Personnel
- Full time IA II position for proctoring needs – would need to be experiences with assistive technology (Position would shift to campus-wide assessment center) - ***$80,000.***
- Half time IA II position to cover 16 hours/week evening proctoring needs (Position would shift to campus-wide assessment center) ***- $40,000.***
- Full time Instructional Aide II for Differential Learning Skills program/DSKL 811 & 821: Increase access to numbers of students able to enroll in DSKL 811 - assist with achievement testing, score checking, limited CARS-W input and materials development - ***$80,000.***
- Increase current Assistive Technology Instructional Aide II position from 18 hours/week in Spring and Fall semesters to full time year-round to meet increased need for classroom/lab and support overflow of Alternate Media services - ***$80,000.***
- Program Coordinator/Counselor retiring 2010: prepare for recruitment - unknown
- Addition of .5 Counselor FTE to meet increased needs - ***$60,000.***
- If the project is renewed, the present Workability III budget, contractually agreed upon. might include certified time by other DSPS staff members and staff members of other Skyline College departments (for example, the Career Center) - unknown

Equipment
- Immediate need for 3 new computers for the Microcomputer Lab along with a flatbed scanner, and a Lab-pack for Kurzweil 3000 licenses - ***$10,000***
- Additional computers and Assistive Technology licenses (particularly software used most frequently for accommodations which includes Kurzweil 3000 and Dragon NaturallySpeaking) in response to demand for classes and increased access to Assistive Technology software on campus in different locations - ***$40,000***
- Ongoing updating of Computers and software: Computers optimally replaced every 2 years as RAM and processor demands increase for running Assistive Technology software; major Assistive Technology upgrades are released every 2 years which allow for improvements in accessibility and universal design ***- $60,000 - $80,000***

Facilities
- First floor central campus location - ***unknown***
- Dedicated campus wide assessment center used for placement testing, accommodated testing, instructor make-up testing and challenge testing - ***unknown***
- Restructure current test proctoring/office space to reduce distractions, expand/enclose testing area and install security cameras to enhance test monitoring - ***$25,000.***

2. If appropriate, discuss methods the program could share resources with other programs in the College and District.

- A campus wide Assessment Center to accommodate placement testing, accommodated testing, and faculty make-up testing and challenge exams could be used by all divisions
- Text-to-speech applications (e.g., networked license-to-go and/or web-based licensing of Kurzweil 3000 which enabled students to also use the application on their home computers) could be made universally accessible and available to all students who would benefit from these applications, specifically students involved in the Basic Skills Initiative, students taking classes in the Language Arts Division, and ESOL students in addition to those students with disabilities.
- Currently two Assistive Technology applications (specifically JAWS and ZoomText) have been converted to networked versions so that accessible computer workstations are available in computer labs across campus rather than exclusively in Buildings 2 and 5. This also represents a more cost effective alternative to using stand-alone licenses in anticipation of where students with disabilities will need access.
- It has been suggested in Technology Advisory Meetings that having two or three laptops equipped with the industry standard Assistive Technology software for various disabilities represents a more cost-effective alternative to site-licenses for all Assistive Technology applications.

PART F: Access

1. Discuss how and to what extent has this program contributed to expanding access to students.

The primary focus of the DSPS program is to expand student access as described throughout. Because of increased access, more students seek to be assessed, more students seek alternative media services, more students are arranging to take tests with accommodations and obtain the use of electronic aids that can assist them to succeed in their classes. Given the statistics above, ultimately, increasing numbers of students are meeting their goals to earn certificates and degrees.

PART G: Student Satisfaction Survey

1.   Summarize the findings of the student satisfaction survey for programs in Student Services.

Over the last month, 33 student surveys have been received. Of these, using a 5 point rating scale, with 1 being the weakest rating and 5 being the strongest, **a compilation of 4 and 5 point scores for the six questions yields a overall satisfaction rate of 98%**

An analysis of 5 point responses reflects the following levels of satisfaction for each of the six questions:

- **76%** of respondents felt their program questions were answered "**Adequately or Completely**".
- **76%** stated they were "**Completely**" able to understand the services and resources available to them through the program.
- **91%** felt program services were "**Definitely**" a good use of their time.
- **76%** were "**Very Satisfied**" with the overall quality of the services received.
- **79%** rated the basic service area environment as "**Very User-Friendly".**
- **97%** felt services were "**Very Helpful and Responsive**" to their needs.

Only 4 single responses (related to questions 2,3 and 5) received a rating less that 4.

A sample of student comments include the following:

- Staff has consistently been extremely friendly, accessible and accommodating.
- Everything is good
- Keep up the good work and reorganize the system as needed in the future to accommodate more incoming students
- I think that this program has been the best thing ever and I'm glad you have it! ☺
- It's very great service that really help me a lot in the future (sic)
- Saved may futer (sic)
- Staff always very helpful and kind
- Sometimes hard to concentrate in area during testing when student/faculty come in and out
- I love everyone here and my accommodations are awesome. Thanks for everything. This is a great program. Heard the phone one time. I like having the testing over the computer reading the test for me.
- Like the new testing room
- The staff at DSPS are very helpful and nice most of the time. I just wish the computer lab is opened more after 3 - a white board be made available in the lab for DSPS students
- The DSPS program is well organized and very committed to the success of each student reaching their academic goals – thank you!
- Thank you
- Skyline DSPS has helped me receive school accommodations helpful to my success here at skyline College! ☺
- The service in DSPS is excellent! Thanks to the friendly staff willing to help me understand unclear directions or material – it puts my nerves to rest. As you may understand for some of us it is difficult to ask questions because we feel we should know the answers.
- Without DSPS I would not be able to be a college student. Ever since I got tested and I was told I was not dumb (contrary to my belief at the time) I've been given the tools to succeed in school. My GPA went from 2.5 to 3.4. Thank you for all that you do.

2. *Indicate areas of improvement for the program.*

See previous discussion related to proctoring and expanding program needs.

3. *Outline a plan for responding to student needs.*

See Part D: Projected Needs

NOTE: There is confusion and lack of understanding regarding how classes are offered in DSPS and the way in which data is captured. A meeting will be arranged with Rob Johnstone, Kristen Abel, Rick Wallace and the DSPS team during the week of April 13, 2009.

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	20	20	20
WSCH			

Please comment on program enrollment and expected tends.
(Counseling classes only)

FTE and WSCH/FTE (LOAD)

Report the previous 3 Fall semesters with the most recent on the right

	20	20	20
FTE			
WSCH/FTE			

Please comment on the comparison of this program to College trends.
(Counseling classes only)

Total Program Contact Hours

Report data on program retention and success rate with the most recent on the right.

	20	20	20
Total Contact Hours			

Student/Staff Ratios

Report data on program retention and success rate with the most recent on the right.

	20	20	20
Ratios			
Total Student Headcount			

Retention and Success

Report data on program retention and success rate with the most recent on the right. Have these rates broken down by student types (i.e. age, ethnicity, gender)

	20	20	20
Retention			
Success			

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

Program Review
Course Outline & Prerequisite Checklist

Discipline: DSP&S - DSKL Classes   Semester: Spring 2009

<div style="border:1px solid black; text-align:center;">

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

</div>

If there are no changes made to the course outline, use the Program Review date to update the course outline**. *Please note that all course outlines must now include the title of a representational text with its publication or revision date* and follow the current Title V format**. Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (http://www.smccd.net/accounts/skycurr/).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

Column 1:   What is the course prefix and number?
Column 2:   What is the course title?
Column 3:   What date was the course outline last reviewed or updated?
Column 4:   If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.
Column 5:   If this course satisfies a GE (General Education) requirement, place a check mark in the column.
Column 6:   Please list all course prerequisites, corequisites, and/or recommendations.
Column 7:   Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
Column 8:   Does the course have SLOs on the official course outline of record?
Column 9:   Does the course have assessment plans?
Column 10:   Has the course implemented their assessment plans?
Column 11:   When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

1	2	3	4		5	6	7	8	9	10	11

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implemen-tation	Reviewed
			CSU	UC & CSU							
DSKL 825	Assistive Computer Technology – Kurzweil 3000	May 2007				None		Yes	Yes	Spring 2009	Not yet
DSKL 825	Assistive Computer Technology – Dragon NaturallySpeaking	May 2007				None		Yes	In progress		
DSKL 820	Computer-based Cognitive Retraining	April 2006				None		Yes	In progress		
DSKL 811	Differential Learning Skills Assessment	April 2006				DSKL 821 must be completed as pre or co-requisite	X	Yes	Yes	Fall 2009	
DSKL 821	Development of Self-advocacy Skills: Personal Empowerment for Students with Disabilities	April 2006				None		Yes	Yes	Spring 2006	Spring 2006

	COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST										
1	**2**	**3**	**4**		**5**	**6**	**7**	**8**	**9**	**10**	**11**
Prefix & Number	**Title**	**Review Date**	**Transfer**		**G.E.**	**Prerequisites, Corequisites, Recommendations**	**Validated**	**SLOs**	**Assessment Plans**	**Implemen-tation**	**Reviewed**
			CSU	**UC & CSU**							

Faculty Signatures

_____   _____   _____
Linda Van Sciver   *Lynne Douglas*   *Judy Lariviere*
DSPS Coordinator/Counselor   *Learning Disability Specialist* *Assistive Technology Specialist*

Date Submitted: *April 1, 2009*   ***Division Dean:*** _____

(Additional faculty signature lines may be added to this form as needed.)

Program Review - Resource Needs Summary Table

Program: Disabled Students Program & Services

	Needs	Notes
Personnel	1. Full time IA II position for proctoring needs – would need to be experienced with assistive technology - ***$80,000.***	Current Program Assistants and DSPS staff attempt to cover alternative testing and proctoring needs which compete with other program/office needs. This results in problematic monitoring and inability to carry out primary program/office responsibilities. This position would shift to a Dedicated campus-wide Assessment Center in the future.
	2. Half time IA II position to cover 18 hours/week evening proctoring needs) ***- $40,000.***	Skyline students taking evening classes need access to alternative test proctoring. Currently, staff limitations in meeting evening hours result in inconvenient scheduling for both students and instructors. This position would shift to a Dedicated campus-wide Assessment Center in the future.
	3. Full time Instructional Aide II for Differential Learning Skills program/DSKL 811 & 821: ***$80,000***	Will increase numbers of students able to enroll in DSKL 811 for determination of eligibility of LD services (currently limited by reduction in LD Specialist hours and attrition of Program Assistant's duties) IA II will assist with achievement testing, score checking, limited CARS-W input and materials development
	4. Increase current Assistive Technology Instructional Aide II position from 18 hours/week in Spring and Fall semesters to full time year-round - ***$80,000.***	Necessary to meet increased demand for assistive technology services and assist with overflow of Alternate Media service requests throughout the academic year.
	5. Addition of .5 Counselor FTE to meet increased needs - ***$60,000.***	To cover increased student needs, evening and summer coverage.
	6. Program Coordinator/Counselor retiring 2010: prepare for recruitment - unknown	Need to prepare for transition and determine nature of future combined position.

Program Review - Resource Needs Summary Table

Program: Disabled Students Program & Services

	Needs	Notes
Equipment	1. Immediate need for 3 new computers for the Microcomputer Lab along with a flatbed scanner, and a Lab-pack for Kurzweil 3000 licenses - ***$10,000***	3 existing computers in Microcomputer Lab in Building 2 previously used by DSPS students will now no longer run Kurzweil 3000 and Dragon NaturallySpeaking. As a result, this mainstreamed lab is not accessible to students with disabilities when it had been previiously. Although originally approved for Instructional Equipment funding, this may not be available.
	2. Additional computers - ***$40,000***.	DSKL 821 and 825 are only able to grow to meet expanding need for instruction in assistive technology as numbers of computers are available to run assistive technology software programs and teach applications
	3. Ongoing updating of Computers and software – ***$60-80,000.***	Computers are optimally replaced every 2 yrs. Frequent upgrades in assistive technology software used for DSKL 821 and 825 classes require ongoing purchase, reinstallation, and licensing fees.
Facilities	1. First floor central campus location	DSPS wishes to have it kept in mind that current location and facilities are of a temporary nature irrespective of the fact that permanent changes may be well off in the future. Therefore, budget consequences cannot be estimated at this time.
	2. Dedicated campus wide assessment center	Such a campus-wide Center would used for placement testing, accommodated testing, instructor make-up testing and challenge testing. Comments and budget consequences as above.
	3. Restructure current test proctoring/office space to reduce distractions, expand/enclose testing area and install security cameras to enhance test monitoring - ***$25,000.***	Current temporary facilities are not conducive to either meeting expanded test proctoring demands or mandates for a reduced distraction environment. Proposed adjustments would meet need until such time as a Dedicated Assessment Center can be constructed.

Program Review - Resource Needs Summary Table

Program: Disabled Students Program & Services