

Annual Program Review 2011-2012 - STUDENT SERVICES

Division - Program

CENTER FOR STUDENTS with DISABILITIES

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the appropriate area manager or Dean.

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Date Received by Program Review: January 12, 2012

Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

Disabled Student Programs & Services (DSPS) provide a comprehensive spectrum of services and accommodations to students with verified disabilities. Sections 504 and 508 of the Rehabilitation Act, Title II of the ADA, as well as Title 5 and AB422 are the federal and state regulations that define and mandate services for students with disabilities.

Please list the most significant achievement accomplished since your last program review.

DSPS faculty developed and implemented "Options and Opportunities", an interactive online training program for faculty/staff regarding working with students with disabilities. This online inservice became available to faculty and staff in late November 2010 and over 70 faculty/staff members have completed at least one of the sections. This training program was also presented at the October 2011 convention of the California Association on Post-secondary Education and Disabilities (CAPED). To date, five other community colleges have requested access to these materials for use on their campuses.

List the current major strengths of your program

- 1. Our highly dedicated and innovative DSPS team members (both faculty and staff).
- 2. Our comprehensive spectrum of services and accommodations. (GCC's DSPS is recognized as one of the best in the state.)
- 3. Ability to work effectively, collaboratively and efficiently with students, staff and faculty to meet the needs of students with disabilities.

List the current weaknesses of your program

- More students with multiple and severe disabilities are enrolling in the APE classes.
 Currently the ratio of APE instructor and instructional aide to student is as high as 1:6.
 There are valid concerns regarding student safety and the ability of students with complex disabilities to perform optimally without increased support.
- 2. Decreased staffing has hampered our ability to efficiently serve students. For example:
 - A. Budget cuts have forced us to decrease our staff by 2 adjunct Learning Specialists, resulting in a significant decrease in our ability to provide Learning Disability assessments and other services to our students in a timely manner.
 - B. The retirement of our Associate Dean, Joy Cook, and her subsequent replacement has resulted in additional decreases in our ability to serve students due to decreases in staffing the equivalent of one FT High Tech Specialist and one part-time Counselor.
 - C. Unless arrangements for a replacement can be made, the December 2011 retirement of Michelle Bertelsen will **significantly** decrease the availability and level of intensive tutoring DSPS can provide to our students.
 - 3. The High Tech and Instructional Assistance Centers are both critical for the success of students with disabilities, yet they are wholly inadequate to meet the demand for their services. The Categorical Site Review Team identified Americans with Disabilities Act (ADA) code violations citing over-crowding and inadequate space to accommodate students in wheelchairs. These violations put the college in a precarious situation with the very high potential for Office of Civil Rights (OCR) complaints. The program proposed remedies as secondary effects of the planned Student Services/Lab Building. Realistically, they might not break ground until 2015 for this project. Solutions are required now.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

	Academic		
Service/Function	Year	Service Contacts	NOTES
Counseling	2007-2008	2715	A. Student access to specialized
Contacts	2008-2009	2635	counseling was reduced when the
	2009-2010	2940	Assoc. Dean retired in June 2011.
	2010-2011	2458	
			B. A glitch in reporting MIS data in PeopleSoft was identified and is currently being addressed. This glitch resulted in approximately 2,100 counseling contacts NOT BEING reported for 2010-11 and will likely have a negative impact on GCC's share of the categorical funding allocation.
Disability Eligibility	2007-2008	519	
Assessment	2008-2009	476	
Contacts	2009-2010	459	
	2010-2011	452	

	Academic		
Service/Function	Year	Service Contacts	NOTES
High Tool Control	2227 2222	0.405	
High-Tech Center	2007-2008	6485	
Services Contacts	2008-2009	6139	
	2009-2010	5966	
	2010-2011	5429	
In a torrest to a sel	2027 2000	4504	
Instructional	2007-2008	4564	
Assistance Center	2008-2009	5313	Demond for IAC complete increased by
Tutoring Contacts	2009-2010	8158	Demand for IAC services increased by nearly 50% in 2009-2010.
	2010-2011	8646	Demand for IAC services increased an additional 6% in 2010-11. The continually expanding use of this facility intensifies the accessibility issues related to staffing and space.
Interpreting Services			
Hours	2007-2008	7997.65	
TIVUIS	2008-2009	10030.56	
	2009-2010	9673.94	
	2010-2011	8632.26	
Alternate Media	2010-2011	E-Text 123 Aux Mtls 185	
Production	2007-2008	Audio 132 Braille 11	
(Educational materials in alternative formats for		E-Text 107 Aux Mtls 200	
students with print	2008-2009	Audio 106 Braille 5	
disabilities)	2009-2010	E-Text 111 Aux Mtls 187 Audio 113 Braille 6	
	2010-2011	E-Text 97 Aux Mtls 330	
		Audio 109 Braille 7	
Adapted Physical	2007-2008	125 students enrolled	
Education Classes	2008-2009	134 students enrolled	
	2009-2010	136 students enrolled	One Adapted PE class, PE135, was not offered in Sp 2010 due to instructor on maternity leave – so numbers would likely have increased by a minimum of 15.
	2010-2011	160 students enrolled	Enrollment in Adapted PE classes increased nearly 18% in 2010-11.
Job Placement (WAIII Grant)	2007-2008	1) Dept Of Rehab Referrals 33 2)GCC DSP&S Referrals 12 3) Drop-Ins 25	
	2008-2009	1) Dept Of Rehab Referrals 332)GCC DSP&S Referrals 153) Drop-Ins 30	
	2009-2010	1) Dept Of Rehab Referrals 332)GCC DSP&S Referrals 103) Drop-Ins 83	
	2010-2011	1) Dept Of Rehab Referrals 23 2)GCC DSP&S Referrals 10 3) Drop-Ins 33	This project was completely revised and re-staffed beginning in July 2011. As a result of these efforts, we anticipate a much higher level of participation in the future.

STAFFING	FTEF	Mgmt.	Classified	Hourly *(# of employees)*	Student Workers Hrs.
2007-2008	9.6	1	10	Adapted P.E. Aides: 3	18,251.37
				ASL Interpreters: 20 Learning Specialists: 2	
2008-2009	9.8	1	10	Adapted P.E. Aides: 3	6,052
				ASL Interpreters: 20 Learning Specialists: 2	
2009-2010	9.5	1	10	Adapted P.E. Aides: 3	5,320.5
				ASL Interpreters: 20	
				Learning Specialists: 2	
2010-2011 <mark>*</mark>	9.3	1	10	Adapted P.E. Aides: 3	8,980
				ASL Interpreters: 20	
				Learning Specialists: 2	

*Please note: Decreased staffing (previously referenced in "current weaknesses" section) will be reflected in 2011-12 report.

1.1. Describe how these trends have affected student achievement and/or student learning:

Demand for DSPS service provision remains steady and high. The following are considerations associated with each program/department:

Counseling: Counseling contacts continue to increase as we see increased in the interest in programs for students with disabilities. The counseling staff is burdened, but we have been able to handle the load. With the retirement of the Associate Dean in July 2011, more counseling staff may be required as she serviced a caseload of students along with the CSD counselors.

High Tech and Instructional Assistance Center Contacts: As previously stated, these centers are both critical for the success of students with disabilities, yet they are wholly inadequate to meet the demand for their services. The Categorical Site Review Team identified Americans with Disabilities Act (ADA) code violations citing over-crowding and inadequate space to accommodate students in wheelchairs. These violations put the college in a precarious situation with the very high potential for Office of Civil Rights (OCR) complaints. The program proposed remedies as secondary effects of the planned Student Services/Lab Building. Realistically, they might not break ground until 2015 for this project. Solutions are required now.

Although we were able to obtain funding from the Oakmont Club and ASGCC to replace the inadequate student seating in the High Tech Center (HTC), the on-going technology/software maintenance needs remain. Drastic cuts to categorical funds from the State have severely impeded DSPS's ability to fund the software maintenance agreements (SMAs) needed to keep our assistive software for students with visual impairments and learning disabilities and our computer hardware up to date. Therefore, we will need to seek funds from our district in order to ensure that our students with disabilities have equal access to the same mainstream software programs and computer hardware available to their non-disabled peers.

Students continue to rely heavily on the tutoring provided in the Instructional Assistance Center (IAC). In the Fall 2011 semester, there were 150 people enrolled in SD 143, which translates to 300 to 400 hours of tutoring performed each week; all by two tutors. Due to the nature of their disabilities, most of these students require in-depth direct instruction, frequent repetition, and sustained guided practice. Oftentimes the room is filled to capacity; during these times, students are increasingly required to wait until a tutor becomes available. Negative effects on student success are, fortunately not evident. However, the need for additional space and personnel grows

in relation to the increased number of students utilizing the services of the IAC. When asked how the IAC could improve their services, the most frequent response on the DSPS Student Survey was to hire more tutors.

Alternate Media Production: The demand for alternate media is increasing exponentially. Currently we have one full-time media production technician. Serious consideration needs to be given to adding another technician to ensure materials are delivered in a timely manner. Note: the provision of Alternate Media is not an option for the college.

Adapted Physical Education Program: This program has been seriously under-staffed for many years. Students with the most severe physical, psychological and developmental disabilities attend these classes as the severity of their disabilities precludes their participation in mainstream activity classes. For 16+ years, the program has employed hourly Student Assistants to support the one 60% permanent DSPS Student Assistant. Due to increased demand and for health/safety reasons, additional permanent staff is a critical need. The program will make this request via the CHAC process.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

In the spring of 2011, 142 students participated in the 2010 DSPS Student Survey. Participants rated their level of satisfaction in all the areas of DSPS they used: Center for Students with Disabilities (CSD), IAC, HTC, and Adapted PE. Overall, the survey participants expressed a high level of satisfaction in our services. For example, no more than five students expressed dissatisfaction in any category, with three exceptions: parking (6), tram (6) and referral to community services (9).

2.0. Student Service Learning and Program Outcomes

Please provide the following information for each SLO/SAO within this area (add rows as needed).

Program Service/Function	SLO / SAO	Have program outcomes been assessed? Yes or No	Has the assessment data been analyzed? Yes or No	Has the data been used for program improvement?
Provide a comprehensive spectrum of services and accommodations to students with verified disabilities.	PLO 1 DSP&S will maintain a well-developed program of interactive communications and mutual support with faculty and staff, in order to maximize learning opportunities for students with disabilities.	Yes, for one of two cycles.	Yes, analysis was completed for the first cycle (Spring 2008) and is in progress for the second.	Yes

Program Service/Function	SLO / SAO	Have program outcomes been assessed? Yes or No	Has the assessment data been analyzed? Yes or No	Has the data been used for program improvement?
Provide a comprehensive spectrum of services and accommodations to students with verified disabilities.	PLO 2 As a result of interacting with the DSP&S program, students will be able to identify and utilize effective accommodations, including technology, to complete their goals.	Yes, in Spring 2010.	Yes	Yes
Provide a comprehensive spectrum of services and accommodations to students with verified disabilities.	PLO 3 As a result of interacting with the DSP&S program, students will be able to demonstrate the importance of physical activity in the promotion of personal well-being.	No, data is being gathered and SLOAC is scheduled to be completed in Spring 2012.		
Provide a comprehensive spectrum of services and accommodations to students with verified disabilities.	PLO 4 As a result of interacting with the DSP&S program, students will be able to devise and implement courses of study that effectively move them toward realistic and purposeful life goals.	No, data is being gathered and SLOAC is scheduled to be completed in Spring 2013.		

2.1. Please comment on your answers above.

<u>PLO 1</u>: After analysis was completed for the first cycle (Spring 2008), DSPS concentrated on increasing the availability of support materials for faculty and staff regarding working with students with disabilities (Fall 2009). In the fall of 2010 we launched Options and Opportunities; an online inservice to increase disability awareness in faculty and staff.

<u>PLO 2</u>: Results from the 2010 DSPS Student Survey indicated that; students' awareness of the various services available, remains in need of improvement. The percentages of students who responded they did not know about each of our service areas follows:

CSD 18%

HTC 44.3%

APE 18%

IAC 41.2%

2.2. If available, please provide a *link** to any program <u>assessment reports/timelines</u> here. This link could be to your program/department website, eLumen, etc.

http://glendale.edu/Modules/ShowDocument.aspx?documentid=12950

2.3 Does the evidence from assessments show that students are achieving the desired outcomes?

The 2011 Campus Profile documents that students with disabilities showed a Completer Persistence rate that was higher than the college average. Additionally, our students earned GPAs equivalent to the college average, while attempting and completing units equal to the average.

In the first year of offering our online faculty in-service, 72 faculty completed at least one of the five modules. Pre- and post test measures indicated a significant increase in participants' knowledge of all of the topics covered in the in-service.

2.4 Briefly summarize any elements of your program/services that have been changed or will be changed as a result of assessments.

Efforts will be made toward increasing students' awareness of the various DSPS services available to them.

DSPS-based curriculum will continue to be modified and "tweaked" to remain current with trends in demand, changes in technology and developments in accommodation strategies.

2.5 Based on the program assessment timeline and/or evidence you have gathered, please comment briefly on how far along your department/program is in the assessment process.

DSPS is making good progress in the assessment process.

3.0. Reflection and Action Plans

3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student service outcomes or improved program/division processes?

As previously stated, in the first year of offering our online faculty in-service, 72 faculty members completed at least one of the five modules. Pre- and post test measures indicated a significant increase in participants' knowledge of all of the topics covered in the in-service.

In an effort to better address student needs, substantive changes were made to 3 of our DSPS-based classes. These changes included changes to course content and changing the length of those courses (eg: CABOT 92 was changed from an 8-week course to a late-start 13-week course).

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please <u>briefly</u> describe your plans and/or modifications for program improvements.

Plans or Modifications	Anticipated Improvements
Continue offering the online faculty in-service on DSPS while also exploring and implementing further outreach and increased-awareness strategies.	Increase faculty, staff and students' awareness of the services available to them through DSPS.
Continue modify DSPS-based curriculum to remain current with trends in demand, changes in technology and developments in accommodation strategies.	Increased student success, independence and empowerment.

Format Rev. 9.19.11

2011 PROGRAM REVIEW

Student Services - DSPS DSPS Student Assistant

S: DS-1

Section 4: CHAC REQUEST

	f this is a repeat request,	please list the	year(s) requested:	2010-11
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4.1. Describe the position including the complete description used to advertise for the position. Also include the division/department/program or service and full-time percentage for the position.

10-month 0.6 FTE DSPS Student Assistant (Class Code 1966) for the Adapted Physical Education (APE) Program. Link to job description posted by Human Resources:

http://agency.governmentjobs.com/gccedu/default.cfm?action=viewclassspec&classSpecID=799315&agency=2193&viewOnly=YeS

4.2 Criteria:

a) Are there state or federal mandates particular to this program/service?
 If so, please describe.

Sections 504 and 508 of the Rehabilitation Act, Title II of the ADA, as well as Title 5 and AB422 are the federal and state regulations that define and mandate services for students with disabilities, which are provided by DSPS.

b) How does this position support the objectives and functions of the college in regards to the Mission Statement, EMP goals, annual college goals and/or student need?

This position supports our Mission Statement, EMP Strategic Goal 1: "Students Awareness, Persistence and Success" and Core Competency #6 Personal Responsibility_(Self Management, Self Awareness, & Physical Wellness) because it will help to address significant safety issues related to student-to-staff ratios for our students with severe and complex disabilities as they avail themselves of "the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals."

c) Please provide quantitative data to support your request (such as program review, research office reports, surveys, etc.)

Enrollment in Adapted PE classes has steadily increased each year, with an increase of nearly 18% in 2010-11 (please see table below). Additionally, the number of students with multiple and severe disabilities has increased.

Adapted Physical	2007-2008	125 students enrolled
Education Classes	2008-2009	134 students enrolled
	2009-2010	136 students enrolled
	2010-2011	160 students enrolled

d) Is this request related to compliance with a collective bargaining agreement? If so, please explain.

No.

e) Are there industry standards that directly relate to this position? If so, please explain.

APE classes are "Special Instruction Classes" under Title 5 Sec. 56028. Although this section does not define the appropriate student-staff ratio, sub-section (d) states that the following three factors must be considered when determining appropriate student/instructor ratios:

- The educational/functional limitations of students with disabilities
- Each student's ability to make measurable progress must not be impeded
- The well-being and safety of the students and staff must not be endangered

4.3 Additional Information

a) What implications does the addition of this position have on: budget, staffing, facilities

This position will add a 10-month 0.6 FTE DSPS Student Assistant to the DSPS APE Program at an estimated cost of \$20,000.

b) Discuss any benefits your program may have lost from not receiving this requested position.

There are health/safety concerns that make this position a critical need.

c) Are there any special concerns that are not addressed in this request? If so, please explain.

Currently the ratio of APE instructor and instructional aide to student is as high as 1:6. There are valid concerns regarding student safety and the ability of students with complex disabilities to perform optimally without increased support.

d) Describe how this position enhances student success and/or program outcomes.

The addition of this position will help to address significant safety issues related to student-tostaff ratio for our APE students with severe and complex disabilities. It also supports our Mission Statement, EMP Strategic Goal 1 and Core Competency #6.

4.4 Please attach data from Human Resources on new classified hires in your program during the past five years, including the full-time percentage of each new hire.

DSPS has not hired any new classified employees within the last five years. A copy of the PeopleSoft-generated report is available upon request.