

Programs and Services Review Report for Disabled Students Programs and Services

1. Program/Services Description

Disabled Students' Program and Services (DSPS) is designed to open the doors of educational and occupational opportunities for disabled individuals in the community. Any student with a physical, psychological or learning disability is eligible for services. Support services are intended to level the playing field as defined in Section 504 of the Federal Rehabilitation Act of 1974. They can include, but are not limited to, registration assistance, specialized counseling, notetakers, scribes, testing accommodations, special parking, tutoring and special classes. We have assistive technology such as the phonic ear, talking calculators and dictionaries. Our adaptive computer technology equipment assists students with learning disabilities, physical/ mobility limitations and low vision. Adaptive physical education courses are also available. This program also coordinates interpreting services for the deaf and hard-of- hearing student.

Our learning disabilities resource program offers assessment to determine eligibility for services; specialized learning skills classes to develop academic skills in the basic skills area; tutoring and coaching on compensatory strategies for learning; along with disability management and assistance with vocational planning.

Goals and Objectives

The Ohlone College DSPS program shares the following goals, parallel to the goals of the college at large:

1) The promotion of appreciation for diversity through the development of Disability Awareness Week, facilitating sensitivity training for faculty/staff in regard to student's with visual and learning disabilities, faculty awareness of issues in learning for disabled students and the promotion of the World Forum within our Learning Skills Program (LSP) classes.

2) The use of the Learning College Model and methods for improving success as well the provision of continuous learning for all district personnel are demonstrated with our faculty's involvement on the Basic Skills Committee and the Student Development Task Force, involvement with a grant to promote use of the Kurzweil screen reading software within mainstream classes, facilitation of the use of Inspiration software with mainstream faculty as a writing and study skills organizer, and in-service training for faculty on the use of universal design to improve teaching success.

3) The desire to increase student success, retention and full-time status is shown by teaching our LSP classes in a cohort style which include a disability management and counseling component, specialized instructional assistant for tutoring Learning Disabled (LD) students, student educational contracts and the identification of students with learning disabilities as eligible for services.

4) DSPS promotes the vitality of the communities served through our liaison with local school districts to promote the smooth transition of special education students through speaking engagements at local events for parents of special education students, liaison with community health clinics, psychiatrists, the State Department of Vocational

Rehabilitation, Regional Center of the East Bay, Mission Valley ROP, City of Fremont Family Services and supported employment programs

5) The promotion of a clean, safe and health college environment is demonstrated through our involvement with the planning of the new Student Services Facility and the campus Safety Committee and with issues related to physical accessibility on campus.

6) We have shown our commitment to use of outside funds for educational programs through our involvement with two grant programs for assistive technology and service learning, as well as the new supplemental instruction ,our involvement with the implementation of the Title III grant activities and by maintaining the Workability III grant sponsored by the Department of Vocational Rehabilitation.

Section II. Program or Services Scope

How does the program specifically serve students, faculty, staff community.

The program serves students with disabilities of all types of learning which include physical, learning, mental, and emotional disabilities. Disabled Student Program and Services (DSPS) offers personalized counseling and program planning, learning skills instruction, adaptive physical education classes, assistive technology, and accommodations to enable students to meet their academic and career goals. In order to receive services, students need to show proof of a disability verified by a qualified professional. The following chart enumerates the services provided by DSPS to students, faculty and staff, and the community.

Students

Counseling Services	<ul style="list-style-type: none"> • Specialized academic advising and program planning • One-on-one assistance with compensatory learning strategies Career/study skill/personal counseling • Mediation with faculty and school administration • Collaboration with Department of Rehabilitation (DOR)
Accommodations	<ul style="list-style-type: none"> • Note takers • Extended time on tests • Distraction reduced environment for testing • Scribes or readers for tests/assignments • Books on tapes or e-text • Assistive technology and software
Learning Skills Program (LSP) Classes	<ul style="list-style-type: none"> • Math • Reading • Writing • Career Planning
Learning Disabilities (LD) Testing	<ul style="list-style-type: none"> • Assesses students to determine eligibility for services in higher education.
Academic Tutoring	<ul style="list-style-type: none"> • Available by appointment • Specializing in math and English

	<ul style="list-style-type: none"> • Some general education courses available
Adaptive Technology Center (ATC)	<ul style="list-style-type: none"> • Designed for DSPS students • Personal Computers with adaptive software programs • Open Monday through Friday • See below for details
Workability III	<ul style="list-style-type: none"> • Pre-employment classes • Volunteer Opportunities
Adaptive Physical Education	<ul style="list-style-type: none"> • Taught by DSPS counselor
Disabled Parking Permits	<ul style="list-style-type: none"> • Available for students and staff who are mobility impaired

Faculty/Staff

High Tech Center Training Unit (HTCTU)	<ul style="list-style-type: none"> • Training on adaptive technology software is available at Ohlone and in Cupertino.
Assistive Technology	<ul style="list-style-type: none"> • Accessible in Library, Hyman Hall, and selected classrooms
In-service	<ul style="list-style-type: none"> • Education for all staff
Accommodations Specialist	<ul style="list-style-type: none"> • Communication with faculty/staff for alternate testing and note taking
Communication with Faculty	<ul style="list-style-type: none"> • Direct communication between department and DSPS to deal with special needs
Universal Design	<ul style="list-style-type: none"> • Mainstream students benefit by teaching methods used in LSP classes
Multi-Modal Teaching	<ul style="list-style-type: none"> • Mainstream students benefit by using various learning styles
Inspiration Software	<ul style="list-style-type: none"> • Collaborated with English Department for Title III Mini-grant • Awarded 120 licenses for campus-wide distribution
Counseling Department	<ul style="list-style-type: none"> • Participation in bi-weekly department
Campus-wide Committees	<ul style="list-style-type: none"> • Basic Skills • College Council • Compliance Advisory for students with disabilities • Earth Day

Community

Outreach	<ul style="list-style-type: none">• Work closely with the Special Education Local Plan Area (SELPA) transition specialists• Visit all local high schools every spring to talk to seniors
Tours	<ul style="list-style-type: none">• Tours of the campus• Orientation to DSPS services
Department of Rehabilitation (DOR)	<ul style="list-style-type: none">• DSPS counselors serve as a liaison• Work Ability III pre-employment course offered
Spencer-Russell Grant	<ul style="list-style-type: none">• Records stories of volunteer service of disabled students and community members• Provides funding for participates of Disability Awareness Week
Disability Awareness Week	<ul style="list-style-type: none">• Provides general knowledge of disabilities

Is the program or service addressing current needs and applying current technologies?

DSPS addresses current needs of the college. As noted above, the five full-time and four part-time time employees deliver services to the students. Most students can see a counselor within one business day and can receive tutoring within a week. Students who take advantage of priority registration can enroll in learning skills, Adaptive P.E. and regular classes.

The program is applying current technologies in its Adaptive Technology Center(ATC) and throughout the campus. Here, students with disabilities have access to computers with special adaptive software and hardware. The Center is open to any student who is registered with Ohlone College Disabled Students Programs and Services (DSPS).

Adaptive software in the Center includes:

- **Dragon Naturally Speaking** - A software program that allows users to dictate and navigate on the computer using their voices.
- **Inspiration** – a software program that helps students develop ideas and organize thinking.
- **JAWS** - Reads information on the computer screen using synthesized speech.
- **Kurzweil 3000** - Helps users with reading or learning difficulties to increase reading speed and comprehension.
- **ZoomText** - Magnifies items on the computer screen for users who have visual impairments.

Special Equipment and Hardware include:

- Eleven (11) PC Computers
- Two Scanners and a Printer
- Large Print Keyboard
- CCTV/Video Magnifier
- Ergonomic Furniture and Wrist Supports

Campus-wide, DSPS provides assistive technology in the library, selected classrooms, and parts of Hyman Hall.

Discuss the impact of the program or service on the college and what impact the college and/or other college programs and services have on the program or service being reviewed.

DSPS has impacted the college by informing employees of effective techniques for communicating with and teaching students with disabilities. DSPS staff have been active in developing a basic skills program for all students. As previously mentioned, DSPS has provided individual consultation and periodic training on laws and teaching techniques specific to DSPS students. In addition, DSPS has provided expertise in multi-model learning and using assistive technology. Training has been provided in individual and group settings in Inspiration, Dragon Naturally Speaking, and Kurzweil.

III. Data Analysis

The DSPS program as it exists today is only a few years old and due to limited staffing has few official statistics. Numbers presented are based on current statistics and prior information is estimated from previous management information systems (MIS) reports.

Student enrollment and retention

As of four years ago our DSPS MIS reports to the state reflected approximately 30 students with learning disabilities. Even smaller numbers of students were reported within other categories. We served mainly students who came in with documentation from other community colleges and disability professionals. As of end of reporting this year we are serving approximately 200 students with an official "LD" classification. We are also serving an additional 200 students who have not yet been officially tested, but hold proof of special education status from high schools, as well as students with assorted learning related disabilities, psychological and physical disabilities. This semester (Fall, 2006), we project over 60 new students enrolling. This is a record number from 48 in Fall, 2005, and approx 40 in Fall, 2004. Each year, we only lose between 5-10% of our LD population due to various reasons. Many of our students persist, but only slowly progress. This causes a backlog of students and an ever-growing strain on our staff.

Course offerings (LSP) and adjunct faculty

In 2001, we began our program with one course offered through the counseling department to assess and identify students with learning disabilities. In 2002, we added two courses: one to remediate/teach compensatory strategies for math and one for language arts. In 2004, the program added two additional adjunct faculty: one to alleviate the full-time LD Specialist from an overload in teaching and one to add two more courses. The program now offered 2 writing courses, 1 reading course and the math course. In 2005, we added courses to supplement the Workability III program and an additional course to be offered in the Spring: Career Planning for Students with Special Needs. Another adjunct LD Specialist was added to teach the math course and assist with testing of students. As of this Fall, the LSP program will once again reinstate the assessment class and will offer all the courses above. Unfortunately, we have lost two out of three adjunct faculty. We have gained one full-time and one adjunct counselor. This allows the LD Specialist to concentrate again on only teaching, testing and performing duties as the DSPS Coordinator.

All the LSP classes were full with waiting lists before August 1. We are strongly in need of additional sections of our courses, but will have to wait until additional faculty can be found and hired. Everyone in the greater LSP/DSPS program is wearing at least two hats: either teaching and counseling, counseling and testing or sometimes all three. Although this has its advantages, it is in sharp contrast to the functioning of most DSPS offices, where the faculty member only performs a specific function.

Certificates and Degree and additional services

In previous years we had only one or two students advance to a four-year college or complete a program of study per year. We lost students mainly due to transfer to other community colleges or failure to succeed in school. This year saw the addition of a full-time permanent instructional assistant and a part-time hourly Instructional Assistant (IA). The program also expanded the assistive technology lab from 3 to 11 computers and hired another part-time hourly person to facilitate student use of the technology.

Efforts as counselors, instructors and LD Specialists, together with expanded use of assistive technology, resulted in 19 students who graduated the Spring, 2006, with AA degrees or certificates. Several more will finish after the summer session. This is evidence that our program has taken root within the campus community and is assisting with greater student academic success.

Staff/Student Contact Hours

This was only the second year the program was able to keep records reflective of actual contact hours. Even still, these numbers are a conservative estimate since we did not always have a front desk person to record every contact, and we do not yet have a computerized check in system for our assistive technology lab. In spite of this, we have ascertained that our students seek counseling and support services for an average of 5.8 times per semester. The required number of contacts is 4. A great many students seek our help well over 10 times per semester. Contact with the service providers in our program have definitely resulted in greater student success/retention. Even though, this year, the staff in our local high schools predicted far fewer numbers of special education students matriculating to community college, our numbers are their highest ever.

Through recruitment efforts and through reputation our numbers are defying the fact that some students weren't qualified to graduate by new HS standards and others were just not immediately interested. By talking to our counselors, many have come to see the value and diversity of college courses in meeting their academic/vocational needs. The down side is, however, we have hit the breaking point in terms of the number of classes we have available and the number of counseling, tutoring, lab and assessment hours available from our staff. This could ultimately result in a decline of services to our students or an inability to assist them in a timely manner.

Trends/ predictions

The staff within the DSPS program is committed to professional development as staying aware of current trends within the disabled community. We have identified several important trends through personal research, reading list serve items and attendance at conferences.

- Higher numbers of individuals with acquired brain injury are being encouraged to retrain by vocational rehabilitation specialists and doctors. We are serving a few more each year.
- Record numbers of students are arriving in the category of psychological disability since many rehabilitation programs are using attendance at a community college as a way for their clients to learn socialization and to build self-esteem.
- Experts are now saying that as many as 1 out of every 116 children are being diagnosed with one of the autistic spectrum disorders. Those of us in the field are being warned that more and more will be attending colleges each year due to enhanced advocacy on the part of their parents, their doctors and themselves.
- Students with learning related disabilities are one of the hardest hit groups in terms of the enforcing of enhanced standards of education and the high school exit exam. Little is being done at that level to teach these students differently or to identify new options for them vocationally. Therefore, many students over 18 years of age without high school diplomas will be attending community colleges to compensate for their lack of a diploma. These numbers could seriously challenge and overload our basic skills classes.

IV. Measuring Program or Service Success

The philosophy of the DSPS program is to provide teaching and support to optimize student success within students that don't learn well within standard learning environments: to teach and support so that students learn, even if it requires use of non-traditional or multimodal techniques.

To that end we have identified the following goals:

- a) Students can identify and understand their educational limitations
- b) Students can articulate which compensatory strategies work best for their needs

- c) Students can advocate their needs to instructors and the campus community
- d) Students will demonstrate attitude and skills necessary to succeed in mainstream academic courses.

These will be considered our student learning outcomes (SLO's) for our program. For each SLO here are the specific objectives:

- a) **Students can identify and understand their educational limitations**
 - 1. Student will complete psycho-educational testing.
 - 2. Student will participate in a discussion of the results
 - 3. Student will articulate new understanding of their educational limitations and strengths
- b) **Students can articulate which compensatory strategies work best for them**
 - 1. In discussion with their counselor/teacher, students will become aware of strategies that work to minimize their educational limitations
 - 2. Students will practice varying techniques until they identify which work best for them and why
- c) **Students can advocate their needs to instructors and the campus community**
 - 1. With coaching from their counselor, students will learn how to present their needs to instructors
 - 2. Students will practice presenting their limitations and needs to others
- d) **Students will demonstrate attitude and skills necessary to succeed in mainstream academic courses**
 - 1. Students will follow college accepted rules of conduct and behavior In class
 - 2. Students will demonstrate success oriented study strategies when attending class and when completing coursework
 - 3. Students will have a reduced number of support contact documented by instructors and counselors
 - 4. Students will develop realistic expectations regarding what is needed to succeed in college and their abilities

In order to measure these objectives a number of assessment methods can be employed. Many will satisfy more than one objective.

- 1) Within LSP language arts classes, students will be required to write a paper on their understanding of their strengths and weaknesses and how they have come to realize them.
- 2) Those not in LSP courses will work with their counselors and demonstrate an ability to articulate the study or learning strategies needed to reach individual class goals. Counselors will note those on the student educational contract
- 3) Counselor and instructors will report on their perspective of the student's self-awareness through the use of a checklist or comment sheet also located in their file.
- 4) LSP teachers will maintain a checklist regarding class behavior and study success.

- 5) Counselor will review student's educational contract yearly for progress or failure to progress. Issues will be discussed with the student when choosing their courses for the next semester.
- 6) Teachers will monitor through grade logs, the consistency of effort and grades at midterm and final and elicit student feedback regarding their consistency. This feedback can be verbal or in the form of a formal self-assessment. Portfolios will be encouraged.

V. Measuring Satisfaction with the Program's Services

Overall, satisfaction with the program has been favorable. Faculty and staff generally report sufficient feedback and information from DSPS. Student feedback and retention in the DSPS program is also favorable. Retention in Learning Skills Program (LSP) classes is high (approximately 80%). Students have been able to proceed to and succeed in mainstream classes upon completion of the LSP classes. Students have been able to complete testing before they graduate or transfer to a four-year program. Students report sufficient information regarding college and career planning and choices. Community partners express satisfaction with progress of their clients as well as adequate feedback regarding that progress.

Areas where the students have expressed dissatisfaction are:

- Delay in LD testing
- Totally distraction-free testing environment (currently distraction-reduced)
- Amount of time required in converting printed text to e-text.

Areas where the faculty/staff have expressed dissatisfaction are:

- Need to accommodate students with learning disabilities through extra paperwork
- Need to have tests available in advance for DSPS students

Service delivery can be improved in several areas. The first is testing for learning disabilities. Students with learning disabilities need to be tested in order that the staff can make appropriate recommendations regarding their class and career choices. Also, four-year colleges require updated information in order to provide their accommodations.

The second area of concern is the amount of time it takes for e-books to be scanned. Because books need to be scanned at a nearby community college, the student experiences a delay in receiving an electronic version of the book.

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9.Recommendations and Implementation Plan with Timeline

What are the program's or service's goals of the next three years?

Add one full-time Learning Disabilities Specialist	Spring 2007	Fall 2007	\$100,000
Add one full-time Adaptive Technology Center Assistant	Fall 2006	Spring 2007	\$50,000
Add one full-time Administrative Assistant/Receptionist	Fall 2006	Spring 2007	\$50,000
Provide on-site scanning capabilities for e-books	Spring 2007	Fall 2007	\$100,000
Add two adjunct faculty positions for Personal Development/writing classes	Fall 2006	Spring 2008	
Expand accessibility software campus-wide	Fall 2006	Fall 2007	

VI. Review of Recommendations from Previous Program Review

We found no previous comprehensive program review for DSPS. Therefore, this represents our previous goals and accomplishments for the last two years.

Recommendation	Action Taken and Date
Hire one or two adjunct LD Specialists to assist with assessment of LD students and to relieve full-time LD Specialist from full-time teaching of LSP classes	Completed Fall, 2005 However, both adjuncts have since moved on
Hire full-time LD counselor	Completed June, 2006
Hire full-time Instructional Assistant	Completed January, 2006
Reinstate course for Diagnostic Assessment	Completed Fall, 2006
Convert all selected topics in LSP to permanent courses	Should be completed by End of Fall, 2006
Expand Adaptive Technology Lab increase # of computers and amount of assistive technology	Completed, Mid-Fall, 2005

VII. List Strengths and Areas Needing Improvement

Overall: The primary need of our program still centers around the need for more staffing. As of yet, we do not have a full-time, front desk Program Specialist who can do our administrative work (primarily students documentation and MIS reporting), meet and greet students and disseminate preliminary program information. We still only have one full-time LD Specialist who is also pinch-hitting with counseling, teaching and acting as DSPS Coordinator. Our waiting list for students needing LD testing is growing beyond our ability to serve the students. We have a waiting list this Fall, 2006, for all our LSP courses and the semester has not yet begun. We need regular staffing for the mere maintenance of the ATC Lab. The rationale for the extra staffing is the continued growth of our program in almost geometric proportions. Every year we experience at least a 10-15% growth in the numbers of new students entering as freshmen. In addition, we continually identify as new LD students, those who are already on campus and were never previously identified. In addition, unlike regular counseling and teaching, our students require a degree of case management, therefore increasing the need for multiple contacts per semester to assure success.

Current Strengths:

- 1) Our personal touch: Due to the nature of our program and the dedication of our staff, we can continue to operate our program with a team approach. That means that most of our staff know the needs and concerns of most of our students and we can continue to trade off serving them and referring them to each other for retention counseling, LD testing, compensatory strategies, tutoring and instructional assistance and assistive technology.
- 2) Cohort focus: The students taking our LSP classes at any moment tend to be in more than one class together. This increases the bonding and support they provide one another and makes them feel like they have a “home” within the DSPS program.
- 3) Multi-faceted staff: Everyone on staff functions in at least 2 capacities and most everyone is cross-trained in areas related to the accommodations, services and assistive technology we provide. Most everyone can do everything from issuing a handicapped parking permit to helping someone use our Kurzweil 3000 software. Because of this our students are served holistically with emphasis on everything they need to succeed, rather than just meeting one need at a time here and there by a different person each time.
- 4) Teamwork: As a program, the staff works to keep each other accountable, we provide support to one another, we educate one another, and we share the load.
- 5) Outreach to the college community and financial resources: Those of us in DSPS serve in many college communities, especially those related to the Learning College and professional development amidst our colleagues. We are also involved in promoting students success and disability awareness on campus and in obtaining grants and

resources from off campus sources. We are currently involved with the State Department of Rehabilitation and their Workability III program, which affords us staff and resources to assist students with ultimate employability; a Spencer-Russell mini grant to enhance awareness of students with disabilities in service to the community; a grant sponsored by the chancellor's office to expand the use of assistive technology for mainstream students, and the Title III grant to expand the use of the Inspiration Software for all students within most campus labs.

Areas needing improvement:

- 1) As our numbers grow we need to continually look at ways to streamline service delivery. This is especially true in regards to testing services for LD students
- 2) Standardization of practices regarding the provision of accommodations.
- 3) Revision of some forms used for the student documentation records.
- 4) Intradepartmental communication with our outlying staff, more specifically our Alternate Media Specialist, Instructional Assistant and all adjunct faculty to assure everyone has a say in our programs and services.
- 5) The provision of alternate media to staff and students. The amount of time it takes for e-books to be scanned or audio books to be creative is counterproductive to student success. (We now have a high-speed scanner and need to work to implement its use.)
- 6) We need consistent reception and administrative services.
- 7) We need more LSP courses. Specifically additional sections of our college reading and writing classes more an additional course to cover study skills and compensatory strategies for students with learning related disabilities.
- 8) New ideas to cover the need for interpreters for students.
- 9) Additional places to provide reasonably quiet and yet supervised alternative testing accommodations
- 10) Increase student success offerings in the form of support groups, workshops and seminars.

VIII. Describe Review and Dissemination Team Involvement: TBA

X. Recommendations and Implementation with Timeline

Goals for the next three years:

Add one full-time Learning Disabilities Specialist	Fall, 2007	Approx \$70,000
Add one full-time Adaptive Technology Center Assistant	Spring, 2007	Approx 30,000
Add one full-time Program Specialist/ Receptionist	Fall, 2006	Approx 45,000
Provide on-site scanning capabilities for e-books	Spring, 2007	Scanner already in Possession, requires ATC Assistant + cost of Book reproduction \$500 per semester
Add one-two adjunct faculty positions for LSP classes	Spring, 2007	\$70,000 to \$80,000
Continue with the implementation of forms revisions and new Office Pro data base of Accommodations	Spring, 2007	Only the cost of the File-maker Pro software, already budgeted
Implement the use of SARS or other program to facilitate counseling services	Spring, 2007	\$0
Continue to recruit/hire new interpreters or identify alternative interpreting resources	Fall, 2006 to Ongoing	Variable, no way to estimate at this time

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