Ohlone College
Program Review Report

Program Description and Scope:
1. Program Review Title: Disabled Students Program and Services
3. Review Type: Student Services Program Review - Directors
4. Program/Departments: DSPS (64200)
5. Authority Code: 71-Director, Disabled Students Program and Services
6. External Regulations: Yes X No
Describe:
California Community College Chancellors Office and Title V, Title V Implementing Guidelines, ADAA & Ahead Guidelines.
7. Provide a brief narrative that describes the services provided.

Disabled Students Program & Services (DSPS) is designed to open the doors to educational and occupational opportunities for students with disabilities. Specialized services and educational accommodations are provided to students with disabilities to help them achieve their educational and vocational goals. Services available include counseling; placement testing; priority registration; assessing for learning disability eligibility and services; college and campus orientations; mobility orientations; specialized personal and educational development classes; adaptive physical education (APE) classes; job development assistance; tutoring; adaptive technology lab (ATC); alternate media; community outreach; and disabled parking. Due to the increase of accommodations requested by DSPS students, we saw the need for an organizational expansion within DSPS. We promoted the Interpreting and Accommodations Supervisor to Director of Interpreting and Accommodation Services. We also promoted our DSPS Instructional Aid to Accommodations Specialist. The Accommodation Specialist reports directly to the Director of Interpreting and Accommodation Services. Their primary role is to provide educational accommodations, including American Sign Language (ASL) interpreting; Tactile/close range interpreting for Deaf-Blind students/staff; Deaf relay interpreting; Support Services Provider (SSP) services for blind and Deaf/blind students; for real-time captioning; extended time for tests in a distraction free environment; readers;
scribes; note-takers; amplification systems; tape recorders; talking calculators; books on tape; e-text; braille; large print; CCTV; and specialized seating; such as adjustable tables and chairs.

DSPS maintains a close working relationship with the Department of Rehabilitation (DOR) through frequent contacts with DOR students, DOR counselors and through the Workability III Program. Workability III offers pre-employment classes; vocational awareness classes; work experience opportunities; a job club for direct job placement; and post-employment follow-up for clients of DOR.

8. Describe how the program specifically serves students, faculty and staff.

DSPS provides the following services for our students

**Counseling Services**
- Specialized academic, vocational and personal advising
- One on one assistance with compensatory learning, study skills, and time management
- Mediation with Faculty, Staff and Administration
- Collaboration with Department of Rehabilitation

**Accommodations**
- Note-takers
- Extended time on tests in a distraction free environment
- Readers and/or scribes for tests/assignments
- Alternative media
- Books on tape or e-text
- Assistive Technology and software
- Braille
- Large print
- ASL interpreters
- Tactile/close range interpreting for Deaf-Blind students
- Deaf Relay interpreting
- Support Services Provider (SSP) services for blind and Deaf-Blind students
- Real-Time Captioners
- CCTV
- Tape recorders
- Specialized seating and furniture
Learning Skills Program (LSP) classes

- Math
- Reading
- Writing
- Career Planning

Learning Disabilities (LD) Assessment

- LD informational meetings
- Assessments to determine eligibility for LD services
- Tips, tools and resources for students who have or think they have learning disabilities.

Peer Tutoring

- One on one tutoring designed for students with learning disabilities in just about all subject matters

Adaptive Technology Center (ATC)

- Designed for DSPS students
- Computers Lab with adaptive software and hardware programs which included Dragon Naturally Speaking; Inspiration; JAWS; Kurzweil 1000 and 3000; Zoom Text; Scanners, Printers, Large Print Keyboards, CCTV, and Ergonomic Furniture and Wrist Support

Workability III

- Pre-employment classes
- Vocational Counseling
- Job seeking skills and career planning
- Collaboration with DOR Counselors

Adaptive Physical Education (APE) classes

- Strength Training
- Aquatics
- Striding

Disabled Parking

- Permits given to those with physical, mobility and/or health related disabilities

DSPS also provides the following services for our Faculty and Staff

High Tech Center Training Unit (HTCTU)
Training on adaptive technologies software is available for DSPS staff and Faculty and Staff outside of DSPS who work closely with disabled individuals campus wide.

**Assistive Technology**

- Accessible in the ATC lab, Library, Hyman Hall, Newark Campus and selected classrooms

**In-Service Training**

- Education and awareness campus wide (during Flex week and various times during the Fall and Spring Semesters)

**Disability Awareness Month Activities**

- Hands on simulations and experiences
- Student Panels
- Guest Speakers
- Films

**Interpreting and Accommodations Services**

- Sign Language interpreting
- Tactile/close range interpreting for Deaf-Blind students/staff
- Deaf Relay interpreting
- Real-time captioning
- Support Services Provider (SSP) services for blind and Deaf-Blind students
- Reader/scribe/assistive technology provided for alternative test taking
- Note-taking services
- Distraction-reduced/extended time testing proctoring
- Enlarged printing
- Provides Handbooks for Faculty to know how to work with DSPS students
- Keeps in constant communication with Faculty and Staff to ensure the students accommodations are running smoothly
- Coordinates alternative testing accommodations between student and faculty
- Coordinates interpreting and real-time captioning services for Deaf Faculty and Staff on campus
- Adaptive Technology and related equipment loans
- Education and assistance for faculty and management to ensure compliance with laws regarding captioned media.
- Supports DSPS with any technical or logistical needs of
students and staff

**Universal Design**

- Mainstream students benefit by teaching methods used in LSP classes that utilize the adaptive technology software (Kurzweil and Inspiration)

**Counseling Department**

- DSPS Counselors attend the biweekly Counselor Department meetings
- DSPS Counselors share tips, tools and resources of how to work with disabled students

**Campus Wide Committees DSPS Faculty and Staff participate in**

- Basic Skills
- College Counsel
- Safety
- Facilities
- Professional Development
- SOAR
- Sustainable
- CSEA
- Faculty Senate

9. *Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?*

DSPS, Education Code, Section 84850 and Title 5 California Code of Regulations (5 CCR) Sections 560000-56076) were enacted in 1976 though the passage of Assembly Bill 77 (Lanterman), which funds support services and instructional programs for students with disabilities in California Community Colleges (CCC's) DSPS assist Ohlone College by providing services and accommodations for students with disabilities. These services support student success and assist Ohlone College to meet the requirements ensuring that Ohlone Colleges programs, services, and activities are accessible to and useable by students with disabilities as required by relevant federal and state non-discrimination laws, including Section 504 and 508 of
the federal Rehabilitation Act, the Americans with Disability Act (ADA) and state Government Code Sections 11135-11139.5.

The DSPS Program adheres to the following:

- Not duplicate services or instruction which are otherwise available to all students
- Be directly related to the educational limitations of the verified disability of the students to be served
- Be directly related to the students participation in the educational process
- Promote the maximum independence and integration of students with disabilities
- Support participation of students with disabilities in educational activities consistent of the mission of Ohlone College

DSPS 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 adaptive software in the ATC 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 (ideal for research papers and essays)
- **JAWS** - Reads information on the computer screen using synthesized speech.
- **Kurzweil 1000 & 3000** - Helps users who are blind or have reading and/or learning difficulties.
- **Zoom Text** - Magnifies items on the computer screen for users who have low vision.

**Special Equipment and Hardware include:**

- 11 computers in the ATC with special adaptive software
- 2 high-speed scanners
- Printer
- 2 Large Print Keyboards
- 3 CCTV's
- Ergonomic Furniture and Wrist Support
- Braille Embosser
Campus wide, DSPS provides assistive technology in the Library, Hyman Hall, Newark Campus, and selected classrooms (based on students needs)

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal compliance mandates for the College.

DSPS programs receive state funds based on the number of students served and type of disabilities these students have. These state funds are intended to cover "excess costs" in serving students with disabilities. With or without funding, students with disabilities still must be served. Absent DSPS funds, the cost of providing and arranging for accommodations shift to the college/district.

In order for Ohlone College to receive state funds, the DSPS Director must prepare and submit End-of Year MIS Data reports to the Chancellors Office. This report includes a count of eligible students by disability group as outlined in Title 5 regulations.

It is of critical importance that the DSPS Director learn the details of Ohlone's DSPS budget. Accurate reporting to the Chancellors Office and knowledge of what funds are available for the program needs will enable the Director to have more sense of control in these uncertain times.

There are three required reports:

1. MIS (Managed Information System) data is required to be submitted as a college/district. The data reported is used to determine DSPS funding. The DSPS Directors works closely with Ohlone's MIS staff and Informational Technology (IT) Department. Before submission, the DSPS Director and IT's MIS staff reviews the final data together.

2. The End-of-Year report, for Ohlone, is the most important report which provides the Chancellors office with information on FTES generated and expenditures and revenue services. This information is used with MIS data to determine the next years allocation. The DSPS Director works in collaboration with the Business Office to ensure accuracy. The report requires signatures of the DSPS Director, Vice President of
Student Services, Vice President of Fiscal Services, and the College President.

3. In the spring of each year, a Mid-Year Reallocation report is prepared to declare any unspent funds and to request additional funds. This report also requires signatures from the above mentioned college officials.

11. Discuss the impact of the program on the community and the impact of the community on the program.

DSPS reaches out to the community by having a good working relationship with:

- Department of Rehabilitation
- Region IV DSPS Directors and LD Specialists
- High School outreach programs throughout Fremont and the Tri-Valley area
- College Night and Transitional Faire through out Fremont and the Tri-Valley area
- Young Adults Programs such as FUSD, MVROP, and Friends of Children with Special Needs
- California School for the Deaf
- California School for the Blind
- DCRA
- FOG

**College Mission**

1. *Mission Statement*

   The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. *Vision Statement*

   Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. *Core Values, Goals & Objectives:*

   **College Core Values**
   
   - We provide life-long learning opportunities for students, college personnel and the community.
   - We open access to higher education and actively reach out to under-served populations.
   - We promote diversity and inclusiveness.
   - We maintain high standards in our constant pursuit of
excellence.
- We value trust, respect and integrity.
- We promote teamwork and open communication.
- We practice innovation and actively encourage risk-taking and entrepreneurship.
- We demonstrate stewardship for our human, financial, physical and environmental resources.

College Goals/Objectives

1. **Through innovative programs and services, improve student learning and achievement.**
   1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
   4. By fall 2014, increase the improvement rate in Basic Skills and ESL courses to a rate at or above the statewide average.

2. **Support the economic vitality of the community through educational programs and services that respond to identified employment needs.**
   4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

3. **Promote continuous, needs-based, learning and professional development opportunities for all district personnel.**
   4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
      1. Annually sustain the fiscal health of the district.

4. **Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.**
   2. Annually increase retention and success rates of under-served demographic groups.

4. *Briefly describe how the program supports the college mission, vision selected college values.*

DSPS supports the college mission, vision and core values in a variety of ways. DSPS has the desire and passion to increase student success and retention by providing specialized services.
and educational accommodations to help students achieve their academic and vocational goals.

The promotion of appreciation for diversity through the development of Disability Awareness Week, facilitating sensitivity training for faculty/staff in regards to students with Autism, faculty awareness of issues in learning challenges disabled students encounter. DSPS promotes the vitality of the communities served throughout liaison with local school district to promote the smooth transition of special education/resource students, liaison with the State Department of Vocational Rehabilitation, Region Center of the East Bay, Mission Valley ROP, City of Fremont Family Services, WAIII and the pre-employment classes.

5. Briefly describe how the program supports selected college goals.

**Goal 1** - Providing specialized services and educational accommodations help students achieve their educational and vocational goals. Our LSP classes offers specialized learning skills to develop academic skills in the basic skills area to transition into college level/transferable classes with confidence.

**Goal 3** - DSPS encourages its faculty and staff to attend the annual CAPED conference each October. CAPED stands for California Association for Post-secondary Education and Disability. They facilitate collaboration and professional development that promotes and models equal access and educational opportunities for students with disabilities in Higher Education.

DSPS encourages the staff to attend the High Tech Center Training Unit (HTCTU) state of the art training and support facility for Community College faculty and staff wishing to acquire or improve teaching skills, methodologies, and pedagogy in assistive computer technology, alternate media and web accessibility.

**Goal 4** - Our adaptive computer technology equipment assists students with learning, physical/mobility, mental disabilities. Along with our low vision, deaf and hard of hearing students.
**Goal 6** - Disability Awareness Week provides awareness and campus involvement with hands on training, interactive student panels, movies series about disabilities (Murder Ball, Temple Grandin, etc) DSPS staff also participate in the flex workshop "I have a student who..."

**Goal 7** - DSPS provides access to higher education to the under-served and under-representative groups by; High School outreach, Parent group lectures and meeting, Transition into College for students with Disabilities presentations, partnership and meetings with Department of Rehabilitation and Regional Resource Center of the East Bay, Young Adults Program through the Fremont Unified School District and Friends of Children with Special needs.

6. *Briefly describe how the program supports selected college objectives.*

**Goal 1/Objective 1 & 4** - Our LSP classes offer specialized learning skills to develop academic skills in the basic skills area.

**Goal 2/ Objective 4** - By following policies and procedures for requesting accommodations for classes, DSPS students learn self advocacy, needs assessment, reasonable accommodations that will help them succeed in their course work and take these skills with them into the work place.

**Goal 4/Objective 1** - DSPS has set deadlines dates for students to request accommodations to allow us plenty of time for planning and budgetary considerations.

**Goal 7/Objective 2** - DSPS provides specialized services and educational accommodations to increase student success and retention rate.

- Program SLOs & Assessment
1. **Student Services SLO -**

Students will develop personal responsibility for their academic goals, with skills learned using their educational accommodations and academic counseling.


DSPS students will confirm that their educational accommodations and academic counseling helped them achieve their educational goals

b. *Indicate your planned method of assessment.*

A survey will be conducted at the end of the Spring 2013 semester to allow students to rate and comment on their educational accommodations, counseling and other services provided by the DSPS office.

c. *Enter assessment results and analyze student success in achieving this SLO.*

In progress

d. *Future Action*

- **Student/Program Achievement**
  1. *List area-specific outcomes.*

Success will be defined as 85% or higher positive ratings from submitted DSPS surveys confirming DSPS educational accommodations and academic counseling has increased their academic success and helped them fulfill their academic goals.

2. *Identify internal and/or external benchmarks and regulations.*

Surveys will be used each semester to create ideas for increasing number of DSPS students who confirm the following DSPS services increased their academic success and fulfilled their academic goals:

  ● Counseling
  ● Accommodations
LSP Classes
LD Assessments
Peer Tutoring
ATC Lab
APE Classes
Disabled Parking

3. Enter assessment results for area-specific outcomes and analyze trends.

In progress

4. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

Due to retirement of instructional/staff positions and resignation of a staff position, the college is not in a position to fill the DSPS Counselor/APE Instructor position or the DSPS Instructional Aid staff position. While we are utilizing our budget at maximum capacity to fulfill our state and federal mandated requirements, we have come up with creative idea we piloted this Fall 2012 semester to fulfill essential academic accommodations. We have started a volunteer peer tutor/mentor program which has been beneficial for our students. We continue to use the volunteer Peer Note-takers and partner with the PE Department to help support our APE classes and students who benefit from taking these classes.

5. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

The use of our ATC lab and alternate media has grown more popular each year. DSPS continuously needs to upgrade the adaptive software to keep up with the fast pace and changing technology. Our ATC lab has never had a dedicated person to supervise the lab, oversee, troubleshoot and problem solve student issues in the lab. We had a DSPS staff person, whose office happened to be in the lab. He would help students out when they had problems. When this person resigned, the students no longer had anyone to turn to for help and assistance. The DSPS staff leave
their office (in Bldg. 7) to be in the lab (in the Library) to help out when and were needed. This was not the best use of our staff time.

In June 2012, the ATC lab moved from the Library into our DSPS office. This was a wonderful and much-needed move for our DSPS students and staff. Now the DSPS staff is accessible to students needs and able to supervise the lab.

Another benefit for the move of the lab is, when new students come to DSPS for their in-take appointments, the DSPS Counselor can show them the lab. New students have seen the lab in full use and have the opportunity to ask students questions about the lab and assistive technology they use and how it benefits them.

DSPS also has piloted a Peer Tutor program this Fall 2012 semester. The peer tutoring program is student-to-student assistance. The tutoring takes place in the lab, which give the tutors and students opportunities to use the assistive technology during the tutoring sessions.

6. Describe any additional notable program achievements (optional).
7. Additional Program Table Data
8. Future Action
   Strategies to improve achievement indicators. Specify.
   * Attend trainings on the current trends and changes in adaptive software and hardware. Key people to attend these trainings:
     • DSPS Staff
     • Peer Tutors/Mentors
     • IT Staff and others on campus
   * Initiate student feedback on DSPS services and staff.
     • Counselor evaluations
     • LD Specialist evaluations
     • Accommodations surveys

   • Program Analysis
     After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to
prioritize, revise, or develop new PIOs

1. *Describe program achievements and successes.*

DSPS continues to provide specialized services and educational accommodations to help students achieve their educational and vocational goals. DSPS will continue to help assist and encourage students to develop the skills necessary to become aware of the educational limitations and become responsible for requesting the accommodations best suited for them to succeed in their classes.

Last year, our PIO involved the purchase and distribution of for LiveScribe Pens as accommodation for students. The students who used the pens benefited greatly from the class, as they were able to take notes using the pen and notebook provided to them. The success for them came when they reviewed their notes by uploading the notes to their computer and could see the notes and hear the audio of the lecture simultaneously.

Based on surveys of students using the pens, nearly all students reported positive impacts on their learning and achievement as a result of using the pen.

2. *According to the evidence, what are the areas needing improvement?*

- Due to recent Audit reviews, DSPS will setup monthly meeting to discuss and review new regulations from ADAA, AHEAD Guidelines and Title V revisions.
- DSPS need to update the website to have accommodation form accessible in electronic format
- Need more LiveScribe Pens. (This accommodations has been come very popular and more student could benefit from it)

- **Program Improvement Objectives:**
  
  1. **Objective:**

  DSPS will maintain compliance with state and federal laws.

  a. **Action Plan**

  **Year 1:**

  The DSPS staff will be conducting bi-weekly/monthly Professional Development meetings to discuss the "Guide to DSPS: A Primer" produced by the Galvin Group and the Chancellors office. We will also be looking at and discussing
the current changes to ADAA, AHEAD Guidelines and revisions to Title V.

Set up dedicated times, dates, and meeting rooms for the DSPS staff to discuss the following documents:

- The Primer
- ADAA
- AHEAD Guidelines
- Revisions to Title V

b. **Staffing**
   
   **Year 1:**
   
   None needed

c. **Equipment (Include items that fit under department budget codes)**
   
   **Year 1:**
   
   None needed

d. **Technology (Include items that fit under IT budget codes)**
   
   **Year 1:**
   
   None needed

e. **Facilities (Include items that fit under the Facilities budget codes)**
   
   **Year 1:**
   
   None needed

f. **Other (Include other resources needed)**
   
   **Year 1:**
   
   - Calling upon the Galvin Group for Technical Assistance
if needed

• Discussing with other Region IV DSPS representatives

• Collaborating with DSPS Advisory Group

g. Assessment Plan: List Assessment Strategies

Year 1:

Once a month, the DSPS staff will look at our current program and compare it to what we have learned from the Primer, ADAA, AHEAD Guidelines, and Title V revision to see what we need to change to stay in compliance as well as keeping our services and program up to date and be able to provide improved services to our students.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

Rationale:

DSPS assists Ohlone College to provide services and accommodations for students with disabilities to support their success and meet the requirements of Federal and State laws.

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.

Rationale:

Each October, DSPS hosts Disability Awareness Month activities. As our staff learns more about the revisions of State and Federal laws, we will want to do workshops and/or in-service to inform the college of the changes to the laws and disabilities of the students we serve.

7. Increase access to higher education of under-served and
under-represented demographic groups in the District and local communities.
Rationale:

When first working with a student, it is important for the DSPS staff to determine how the students disability impacts them in an educational setting. This discussion will lead to identifying what services or accommodations they may need to level the playing field in college. During the students time on campus, changes in coursework, assignments, status of academic progress or changes in the students disability may require additional discussion with the student about needed accommodations and services to promote student success.

2. PIO Assessment
   a. Enter assessment results with analysis.

   None at this time - just getting started with this PIO

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

   None at this time - just getting started with this PIO

   c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

   None at time - just getting started with this PIO

   d. Future Action

1. Objective:
   a. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

   1. Through innovative programs and services, improve student learning and achievement.

   Rationale:

   DSPS students are frequently enrolled in basic skills courses and need additional support, including technology, to succeed. By supporting these students and helping them matriculate more quickly and successfully, we increase the
success of basic skills students, and make more seats available for mainstream students. (Objectives 2, 3, 4, 6, 7, and 8)

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
Rationale:

By employing Workability or Work Study students, we are providing essential job skills and technical experience to increase these students’ employability in the community, and support their Employment Plans as developed by the Department of Rehabilitation, reflecting current labor market needs. (Objective 4)

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.
Rationale:

By developing a model universal learning lab, we can demonstrate to faculty from other disciplines the benefits of multimodal and universal learning strategies and new ways to interact with all their students, not just those with disabilities. Faculty can implement these strategies in their own classes.

7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.
Rationale:

People with disabilities are an underserved population who benefit more than their nondisabled peers from a college education, specifically in the areas of employment outcomes and lifetime earnings (National Organization on Disability, 2004; U.S. Department of Education, 1999). By supporting these students, they are less likely to drop out, and more likely to achieve their educational goals (degree, transfer, and/or certificate). (Objective 2)
2. PIO Assessment
   a. Future Action

• Outside Review Results 11/14/2012
  1. List each team members name and title.

    Ann Burdett - DSPS Director

    JoyDawn Olla - DSPS Program Assistant

    Kevin Kirk - Alternate Media Specialist

    Terry Taskey - DSPS Counselor and LSP Instructor

    Diane Cheney - LD Specialist

  2. Discuss key feedback provided by team and how it was incorporated into the report.

    This report is a result of collaborative effort between the DSPS staff members.

    The staff members expertise and insight to creating the SSLO's & PIO has been beneficial on how to best serve our students and keeping DSPS in compliance according to ADAA, AHEAD Guidelines, and Title V

    The DSPS Director oversees planning and implementation via the program review process, budget, and department activity.

• Attached Files