

STUDENT SERVICES PROGRAM REVIEW

2014-2015 Annual Update

Program/Department Name: Disabled Students Program & Services

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Section 1: Program/Department Information

Program Mission Statement

Disabled Students Program & Services (DSP&S) provides advocacy and educational accommodations to students with disabilities allowing them to benefit from the college experience equally with non-disabled peers. It is the belief of DSP&S that all individuals have unexplored potential.

Briefly Describe the Purpose of your Program

Disabled Students Program and Services (DSP&S) is designed to assist students with disabilities, provide academic accommodations so they may have equal access to all classes, programs and activities on campus. The goal is to support independence in students so they may achieve their fullest potential by providing the highest quality supportive services to our students with disabilities.

Have there been any changes in your program over the last years (2013-14 Annual) which have had a significant impact on your program's goals and/or effectiveness? If so, please explain the changes that have occurred and how the changes have impacted your program.

Yes – In June, 2014 the fulltime Learning Disability (LD) Specialist retired after more than 15 years of service. The program director evaluated the position after extensive conversations with the LD Specialist. Using data-driven research the program director evaluated the position and submitted a title change and job description. President’s Cabinet approved the DSP&S announcement for a LD Specialist/Counselor. The LD Specialist/Counselor was hired by the board of trustees in January 2015. The LD Specialist/Counselor will continue to test students for LD disabilities and carry a caseload consisting of 96% vocational education students and 4% credit students.

Section 2: Services Offered

Please provide your program service level data/number of contacts for the current year (2014-2015) and from the previous program year (2013-2014).

Service Offered	2013-2014 Merced	2013-2014 Los Banos	Total	2014-2015 Merced	2014-2015 Los Banos	Total
Academic Counseling	949	166	1115	1980	567	2547
Accommodation Letters to Instructors (in class and online support)	586	138	724	1112	246	1252
Adaptive Physical Ed	40	0	40	55	0	55
Alternate print or Assistive Computer Technologies	143	52	195	548	19	567
Closed Captioned Videos and Quick Caption	0	0	0	116	22	138
Disabled Person 30 day Parking Permits	7	0	7	6	0	6
Education Plans	441	79	520	177	132	307
Employee SARS appointments for student academic monitoring/follow ups	6121	1112	7233	5159	1269	6428
Group Campus and Program Orientations	8	0	8	9	1	10
Interpreters for DHH students	8	0	8	6	2	8
Learning Disability Student Assessments (LD specialist ret. 06/2015. New hire start preliminary assessments 05/2015)	597	69	666	15	3	8
Liaison with Community Agencies (DOR, DHH, Kingsview, SSA, WIA, COVE, etc.)	6	2	8	54	0	54
Liaison with professors	6	2	8	15	5	20

Employee liaison with department/divisions On-Campus divisions (excluding professors)	9	2	11	10	2	12
Note Takers	12	0	12	30 est.	2	3
Priority Registration	1172	241	1593	1006	246	1252
Registration Assistance	2677	15	2692	3673	363	4036
Sorenson Video Phone for DHH Students	20	0	20	30	0	30
Student Accommodation Tape Recorders	57	0	57	61	0	61
Specialized Equipment Loan (Phonic Ear, MP3)	1	0	1	6	1	7
Test proctor service Staff use SARS grid to log appointments for students	1397	374	1771	2039	241	2280
Student support academic planner	375	125	500	600	200	800

Est = estimate

Section 3: Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs)

Please complete the table below with your current year 2014-2015 and the previous year 2013-2014 SLO/SAOs.

Program Year	2013-2014 continue to 2014-2015
Institutional SLO or Strategic Planning Goal	SLO 1: Communication, Cognition, Personal Development and Life-Long Learning Computation Global and Community Consciousness and Responsibility Offer “How to understand your college GPA” workshop falls under communication and cognition because faculty will educate students to learn how the progression of their GPA helps their ultimate degree attainment. Successful ability to maintain a positive GPA enables students to pursue their personal and lifelong education growth to be able to economically respond to the needs of their family and positively impact the community.
Student Learning Outcomes/Service Area Outcomes	All students will have knowledge of how to calculate semester and cumulative grade point average (GPA) and how their college transcript helps them toward future educational goals. 90% of new and returning students will be able to compute their Fall 2013 cumulative GPA’s as a result of having participated in the “Understanding my college GPA and transcripts workshop” hosted by an academic counselor with support staff; as a tool to facilitate goal attainment, see attachment ‘C’ Workshop Flier.
Assessment Method	At the conclusion of the workshop a DSPS counselor visually assessed the students ability to compute their GPA based on an unofficially copy of their own transcript.
Results	Goal partially met. The activity was implemented fall 2013 for students’ awareness. Less than 1% of the DSP&S students who attended the GPA workshop and/or viewed it on-line were able to compute their GPA.
Analysis	The purpose of the workshop is to help students understand how their GPA impacts their academic success. It is important for students to be made aware of their GPA to avoid probation. All the students with GPA 2.3 below will attend the workshop in 2014-15, and meet with their assigned counselor to ensure they understand the purpose of the workshop.
Follow-Up	During the 2014-15 academic year a workshop will continue to be provided for all students. Strategic planning will continue to be developed in order to capture the most vulnerable students to maximize successful outcomes for our students and further align with student success measure SSSP.
Program Year	2014-2015
Institutional SLO or Strategic Planning Goal	SLO 2: (continuous improvement from 2013-14) Communication, Cognition, Personal Development and Life-Long Learning Computation Global and Community Consciousness and Responsibility Offer “How to understand your college GPA” workshop falls under communication and cognition because faculty will educate students to learn how the progression of their GPA helps their ultimate degree attainment. Successful ability to maintain a positive GPA enables students to pursue their personal and lifelong education growth to be able to economically respond to the needs of their family and positively impact the community.
Student Learning Outcomes/Service Area Outcomes	All students will have knowledge of how to calculate semester and cumulative grade point average (GPA) and how their college transcript helps them toward future educational goals. 90% of new and returning students will be able to compute their Fall 2013 cumulative GPA’s as a result of having participated in the “Understanding my college GPA and transcripts workshop” hosted by an academic counselor with support staff; as a tool to facilitate goal attainment, see attachment ‘C’ Workshop Flier.
Assessment Method	At the conclusion of the workshop a DSPS counselor visually assessed the students

	ability to compute their GPA based on an unofficially copy of their own transcript.
Results	Goal met. 93% of students who are new and returning met with the counselor and were able to compute their GPA after the workshop and/or viewing You tube or power point; as part of the students' orientation to program and activity to promote awareness for students' success.
Analysis	Based on the workshop, 93% of students will have more insight of how their GPA impacts their academic success. This service increases our students' ability to calculate their GPA in order to avoid academic probation, when possible. The program will continue to promote the workshops by implementing the workshop at the onset of new and returning students' orientations. The program will offer incentives to students to encourage students' workshop completion.
Follow-Up	Strategic strength based trainings such as this workshop assists students to navigate their education goal: graduate with degree, earn certificate, and/or transfer. This training captures the most vulnerable students, to maximize successful outcomes for our students to further align with student success measure SSSP.
Program Year	2014-2015
Institutional SLO or Strategic Planning Goal	SAO3: Communication, Cognition, Personal Development and Life-Long Learning Computation Global and Community Consciousness and Responsibility Professional trainings are offered to all employees and support by the director. Trainings are encouraged to strengthen employee jobs skills and enhance the efficiency to serve students. Employees are also encouraged communicating with other districts to seek best practices which help increases employees cognitive awareness and provide the ultimate best of services and support to our students. It also contributes to employees overall development by enhancing their ability to provide services based on research and best practices.
Student Learning Outcomes/Service Area Outcomes	Students who receive program services will be satisfied with the quality of support services they receive from the DSP&S employees.
Assessment Method	Student satisfaction will be measured by the number of "Student Concern Cards" that are forwarded to the program director. The criteria used resulted 95% of the students that address an area service complaint will be resolved to approve resolution upon initial concern. In 2015-16 the program will provide a Student Satisfaction Survey to gather information that address if students are satisfied with services.
Results	Goal met. 98% of the concerns were resolved at the lowest level within the program. 2% of the concerns were elevated to the executive manager because it involved the office of instruction.
Analysis	Professional trainings continue to enhance employees' skillsets which enables them to provide timely, quality, best practice support services to our students. All DSP&S employees will have the access to enroll in pertinent professional development trainings for continuous improvement efforts in order to meet the diverse needs of our students. Employees will share the information they receive from trainings with the DSPS team. Part I: The Access Specialist will host trainings in the Alternate Media Lab to assist students to use technology software i.e. Kurzweil, Dragon Speaks, etc. Part 2: The Learning Disabilities' Specialist will attend trainings to remain abreast of the latest testing material, resources and references to assist students in their academic studies and are Learning Disabled. Part 3: The employees will attend trainings i.e. CPR and First Aid in order to be in a position to provide universal precautions in the event a person enters the office in distress.

Follow-Up	Professional trainings will continue to be offered to all employees.
Program Year	2014-2015
Institutional SLO or Strategic Planning Goal	SAO4: Communication, Cognition, Personal Development and Life-Long Learning Computation Global and Community Consciousness and Responsibility Encouraging students to obtain an Education Plan fall under communication, cognition, lifelong learning and the Student Success Initiative. Best practice research reports when students have an education plan it helps navigate them to goal attainment.
Student Learning Outcomes/Service Area Outcomes	Students who are enrolled in the program will complete an educational plan with a DSP&S counselor.
Assessment Method	All DSP&S employees will work together to ensure students are aware of their need to complete an education plan via communication, display fliers, send email and postal fliers, schedule students in SARS and seek to retain students to secure a counseling appointment to create one, as necessary. All DSP&S employees will work in a collaborative manner with the entire student's services division to ensure compliance of the SSSP initiative. Students will be assessed for completing education plans via MIS and SARS reporting. The criteria used is 95% of all new students and 100% of all returning students will have a completed education plan in 2014-15.
Results	100% of new students and/or continuing students have a completed education plan.
Analysis	Faculty will continue to create educational plans with new students as part of the enrollment criteria. Support staff also checks SSSP requirements to ensure students have completed the components which include the educational plan.
Follow-Up	Goal met. For continuous improve students who are enrolled in the program after spring 2015 term will complete an educational plan with a DSP&S counselor.
Program Year	2014-2015
Institutional SLO or Strategic Planning Goal	SLO5: Communication and Computation Global and Community Consciousness and Responsibility Assisting students who are Deaf or Hard of Hearing with the ability to communicate in the classroom and self-advocacy to be able to attend all aspects of their educational goal i.e. labs and tutors, etc. fall under communication, cognition, lifelong learning and supports the Student Success Initiative. Best practice research reports when students have the appropriate accommodations' in an educational environment it helps navigate them to goal attainment.
Student Learning Outcomes/Service Area Outcomes	At least 75% of the students who are Deaf or Hard of Hearing will be able to communicate their need for an interpreter or real time captioning and will know the role of their interpreter and their responsibility as a student. The percentage of 75 is used as a benchmark because data reflects students who are to be deaf or hard of hearing retention is fluid each semester. Increased partnerships with the supporting agency is actively being sought to increase student support. Students who are Deaf or Hard of Hearing will know how to request an interpreter or real time captioning for special situations, such as meeting with their DSP&S or EOPS counselor, tutorial services, financial aid or meetings with instructors. These students will also know the role and responsibility of their interpreters. Students will also know their own responsibility.
Assessment Method	Questionnaire for student who are to be Deaf or Hard of Hearing
Results	Goal met. 12 out of 14 students who are Deaf or Hard of Hearing completed the questionnaire. 8 completely understand, 3 somewhat understand, and 1 did not understand.
Analysis	The students who are Deaf or Hard of Hearing overall had an understanding of how to request an interpreter, know the role of their interpreter and know their own responsibility as a deaf/hard of hearing student. If the students do not know how to request services for an interpreter, it can negatively affect their academic success. It is important for students to know how to request services to succeed in class.
Follow-Up	Goal met. DSP&S will continue to expand community partnerships with the supporting agency to increase student's resources and referrals.

Section 4: Planning Goals

Describe the service area's planning goals for the next 5 year period. Explain, where applicable, how the goal supports Merced College's Strategic Plan, other Master Plans, Institutional Learning Outcomes, Student Learning Outcomes, and/or Service Area Outcomes.

Goal #	1
Goal	Hire sign language interpreters
Goal Support	Provide sign language services to DHH students by hiring interpreters which supports the Student Services Master Planning Committee goals and the District's Strategic Plan goal 5: Promote a sustainable, supportive, and safe learning environment.
Goal Description	Perform a positive review and salary survey for sign language interpreters job description
Projected Measurable Outcomes	Deaf and Hard of Hearing student retention and educational plan completion data, will be measured by increased percent of students who return and/or graduation status.
Goal #	2
Goal	Advance technology usage and update licenses to advance technology usage
Goal Support	Student Services Master Planning Committee goals and the District's Strategic Plan goals 1 and 3: Assure Student Access and Success. Enhance technology and systems integration. Promote a sustainable, supportive, and safe learning environment.
Goal Description	Seek alternatives to advance technology usage among students to strengthen their ability to access alternatives i.e. Kurzweil, Dragon Speaks, MP3s, etc.
Projected Measurable Outcomes	Student's usage to alternate technology support services SARS data.
Goal	3
Goal	Enhance new and continued student persistence rates to increase completion rates; percentage will be assessed during 2015-16 based on research data.
Goal Support	Merced College 2010-13 Strategic Plan, Goal Objectives 1:1: To provide students with support systems, programs, and developmental opportunities that maximizes success; and 1.2: Develop and improve student success strategies which are data driven and research based on CCCCO Student Success Action, SB 1456.
Goal Description	Provide new support services and enhance existing support services throughout all student support areas of program.
Projected Measurable Outcomes	Each support area within the program will continue to be monitored for student retention and academic success based on the MIS and Scorecard reports.
Goal	4
Goal	Enhance program efficiency by offering services during summer term
Goal Support	Merced College 2010-13 Strategic Plan, Goal Objectives 1:1: To provide students with support systems, programs, and developmental opportunities that maximizes success; and 1.2: Develop and improve student success strategies which are data driven and research based on CCCCO Student Success Action, SB 1456.
Goal Description	Currently there are limited services provided in Los Banos during the summer. Offering the continuity of services in summer we would like to expand this support.
Projected Measurable Outcomes	Will have staff and faculty collect qualitative data from students to determine the satisfaction of students at the Los Banos campus.

Section 5: Annual Action Plans to Meet Goals

Each action plan should be connected to a 5-Year Planning Goal, and, when applicable, to a SLO/SAO, an institutional SLO, and a Merced College Strategic Planning Goal. Please state all goals from the previous year's Program Review, even if they are completed, and each new goal created above for the 13-14 academic year.

Planning Goal	Action Plan	Responsible Person(s)	Time line	Resources	Plan Status Update
Hire sign language interpreters	Meet with the Human Resources Director to review and revise interpreter for the deaf job descriptions. HR supervisor will conduct comparable wage survey with other community colleges. Revise job descriptions and wage rates as needed.	Program director and Human Resources Director	Update job description to hire interpreters as soon as possible	Program budget and Human Resources Personnel	To date the program hired four sign language interpreters. Human Resources continuously post job announcement for hire.
Advance technology usage and update licenses to advance technology usage	Get preliminary and finalize license quotes, then budget approval to write requisition. Issue purchase order and deliver upgrades to IT for installation On network.	VP Student Services, purchasing director, program director, ACCESS Specialist and IT Director.		Program budget increase by \$15,000 to support tech upgrades for students to be able to access on their PCs.	Advanced tech hardware, software and equipment has been purchased in order to effectively meet the diverse Alternate Text needs of our students. Additional tasks have been implemented to improve transparency vocational programs.
Enhance new and continued student persistence rates to increase completion rates; percentage will be assessed during 2015-16 based on research data.	Referencing the CCCCO DSPS implementing guidelines that include Ed Plan and Priority Registration	DPS&S department employees	Assess in 2015-16 continuously implementing the guidelines	Funding and maintenance of personnel	In 2015-16 review CCCCO implementing guidelines and access completion rates
Enhance program efficiency by offering services during summer term	Increase the Student Services Assistant 10 month position to an 11 month position at Los Banos campus.	Director	Fall 2013	Program budget	Goal met in fall 2013

Section 6: Resource Needs/Financial Deficiencies

Deficiency	Impact	Status Update
Interpreter(s) deaf, hard of hearing	The program has a renewable annual contract with the Deaf & Hard of Hearing agency in Fresno, CA which accounted for several interpreters throughout the semesters at an expense in excess of \$30,000.00 annually. This is in order to rectify this issue and accommodate this federal Mandate services.	Hired four of five sign language interpreter(s)
Test Proctoring Staff	DSP&S has two positions for this area, but only one is filled at this time. If funding becomes available would like to fund the other position. Test Proctoring is only open 19 hours per week; and support staff works as extra coverage to open for 35 hours per week during Mid-Terms and finals week. Hours of operation are Tuesday's, from 9:00-2:00, Wednesday's 3:00-7:00, Thursday's 9:00-2:00 and Friday's 9:00-2:00.	Review DSP&S budget. Due to the restoration of categorical programs, funding is available. Securing an additional person is being considered for the 2015-16 term.
Full Time Counselor Position	In December 2012 one of the full time academic counselors retired after 30 years of service and worked the spring 2013 as an adjunct. The program is in need of filling the full time academic counselor position.	Program has budget to support this position. The position is under review in President's Cabinet.

Section 7: Additional Information

Is there anything else you would like to be considered in your annual planning document, please describe it here?

NONE NOTED AT THIS TIME

Section 8: Appendix

Please attach any questionnaires/surveys used, assessment method protocol information, data summaries, external reports completed, funding/staffing requests submitted, and any other relevant documents.

Attachments A - C Listed as follows under separate cover.

Attachment 'A'	Questionnaire for students who happen to be deaf or hard of hearing
Attachment 'B'	Awareness of Student Portal and Results
Attachment 'C'	MIS and Scorecard reports