

# ePIE Report - 4 Column

## Mt. San Antonio College

### DSP&S

---

**Mt. SAC Mission Statement:** The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

**Department Mission Statement:** Our mission is to offer quality programs and services empowering students with disabilities to access and engage in educational activities at the College.

**08-09 External Conditions:**

1. Hard to keep up to date with upgrades in technology.
2. Restrictions imposed as a result of Education Code 88003 (formerly AB 500) in the hiring of temporary staff.
3. Demands of Section 508 have created more awareness of access issues.
4. DHH, ABI, Psychological, Pervasive Developmental Disorder, and DDL student populations are rising resulting in students with more significant and costly needs.
5. Students coming in with outdated or incomplete testing for learning disabilities
6. DSPS is federally mandated to provide services regardless of budget and DSPS resources.
7. The "wave" of college effort and unpredictability of the categorical allocation makes it very difficult to budget and develop future plans. This year, we are on a downturn and will experience significant budget difficulties.
8. Influx of alternate media needs and requests (increased awareness?).
9. Increased outreach efforts will result in increased numbers of students--higher demand for services.
10. There will be an influx of wounded warriors (veterans with disabilities), both diagnosed and undiagnosed returning to higher education for retraining which will create issues DSPS has not considered before.

**08-09 Internal Conditions:**

1. Infrastructure is not current to support new technology (i.e. classrooms cannot support wireless capabilities or video relay interpreting.
2. We continue to be short-staffed and the process to hire faculty and staff is very long. Staffing problems cause reduction of services to certain disability groups.
  - a) lab personnel especially alternate media
  - b) student appointment wait time to see a counselor has grown to one month or more
  - c) specialized tutoring continues to be our largest service gap
  - d) a counselor with adaptive technology is needed
3. Lack of current and proposed space. We are in need of more testing rooms, and permanent space for the High Tech Center.
4. Lack of forward movement of lower-functioning students toward gatekeeper classes.
5. The College is conducting an ADA Transition Plan/Self Evaluation. The results of the effort may have some significant effects on DSPS.
6. We have high quality faculty/staff who make things happen.
7. Higher percentage of students with disabilities are enrolling in college mainstream classes. DSPS needs to provide more support for those students.
8. Current campus construction has resulted in a noisy environment, lack of privacy, decreased space and is impacting student safety and access.
9. Implementation of Banner is a long process and has caused us to put DSPS AUO #1 on hold, possibly rewording it and converting it to an SLO.
10. Banner/Luminis will require DSPS to have a person to keep the channel content updated.
11. College services for returning veterans are not well-defined or structured.

- 12. Lack of storage space has created an opportunity for us to scan our files.
- 13. Our handbook is contains outdated information and we are running out of copies to hand out.
- 14. DSPS provides tram service for employee disabilities at the College's expense.
- 15. Coordination of services for sign language interpreters for other Departments on campus is growing.

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
<p>DSP&amp;S - Transfer Tracking - DSP&amp;S faculty and staff will develop a structure by which to track the transfer rate of DSP&amp;S students.</p> <p><b>Type(s):</b> AUO</p> <p><b>SLO/GEO Start Date:</b> 04/21/2008</p> <p><b>Intended Date to Complete 'Use of Results':</b> 04/01/2010</p> <p><b>Status:</b> Actively Assessing</p> <p><b>Staffing Resources Required:</b> Current Staffing Time</p> <p><b>Training Resources Required:</b> Training on the Data Warehouse.</p> <p><b>Other Resources Required:</b> Assistance from the Research Office</p>	<p><b>Assessment Method:</b> Using a DSP&amp; S database developed and information from the Data Warehouse, the DSP&amp;S Transfer Team will establish a baseline transfer rate for DSP&amp;S students.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> 1. Database is created and placed on the DSP&amp;S shared drive (S Drive). 2. Criteria for "Transfer Readiness" will be defined by the DSP&amp;S Transfer Team and added to the database. All faculty and staff who work with students on transfer will enter data into the database. 3. Establish a baseline transfer rate for DSP&amp;S students.</p>	<p>04/03/2009 - DSP &amp; S criteria for "transfer readiness" was defined.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Open</p> <p><b>notes:</b> This criteria will be compared to Mt. SAC's definition of "transfer prepared."</p>	<p>04/03/2009 - Look at Mt. SAC definition of "transfer prepared." Definition is designed to identify those who have reached completion of requirements, rather than assisting students to prepare for transfer. It may be possible to report this definition as an additional outcome after updating of DSP&amp;S database at end of '08-'09.</p>
	<p><b>Task:</b> All faculty and staff working with DSP&amp;S students who are Transfer Ready will add names to database.</p>	<p>04/01/2009 - A database was established and placed on the DSPS shared drive. It currently has 135 students on it.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Open</p>	<p>04/03/2009 - Determine if Research has report available via the Data Warehouse to identify future students for database and if a report is available on the students who have already transferred.</p> <p>04/01/2009 - Students will be added when identified by a counselor or professor when they meet the "approaching transfer prepared" criteria. Procedure is to be modified so that only the Educational Advisor maintains the database to ensure integrity of database.</p>
	<p><b>Task:</b> Create Database and place on S Drive.</p>		
	<p><b>Task:</b> Develop Criteria defining Transfer Readiness</p>		

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	<p>and add to database.</p> <p><b>Task:</b> Mt. SAC definition of "Transfer-Prepared" as a possible outcome to report.</p> <p><b>Task:</b> Research Office help with database</p> <p><b>Description:</b> Determine if Research has report available via the Data Warehouse to identify future students for database and if a report is available on the students who have already transferred.</p>		
	<p><b>Task:</b> Track SARS appointments</p> <p><b>Description:</b> Add new Assessment Method: Develop a means to track appointments madewith counselors or advisor regarding transfer (SARS report). Need to make sure all transfer meetings are coded as such. Increase the number of transfer appointments made by 50%.</p>	<p>04/03/2009 - Using SARS report, DSP &amp; S faculty and staff reported 46 total transfer appointments were made.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Open</p>	<p>04/03/2009 - Develop a means to track appointments made with counselors or advisor regarding transfer (SARS report). Need to make sure all transfer meetings are coded as such. Increase the number of transfer appointments made by 50%.</p>
<p>DSP&amp;S - Encourage Transfers - DSP&amp;S faculty and staff will encourage more DSP&amp;S students to transfer.</p> <p><b>Type(s):</b> AUO</p> <p><b>SLO/GEO Start Date:</b> 04/03/2009</p> <p><b>Status:</b> Actively Assessing</p> <p><b>Staffing Resources Required:</b> Assistance from Research and Transfer Center.</p>	<p><b>Assessment Method:</b> DSP &amp; S faculty and staff will increase the number of letters sent out to students encouraging them to meet with a counselor regarding transfer options by 50%.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> Twenty five additional DSP&amp; S students will receive letters encouraging them to meet with a counselor about transfer options.</p> <p><b>Assessment Method:</b> DSP &amp; S faculty and staff will increase by 50% the number of student appointments with a DSP &amp; S counselor or advisor for the purpose of discussing transfer options.</p> <p><b>Assessment Method Category:</b></p>		

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	<p>Other  <b>Criterion:</b>            Using the SARS report, transfer-related appointments will increase by 50% or more for a total of 69 appointments by March 2010.</p> <hr/> <p><b>Task:</b>            Letter to Students  <b>Description:</b>            Use information from updated database or Research Office report to send letter to identified studetns. Letter would be mailed after June 2009 to encourage students to meet with counselor or advisor as soon as possible.</p> <hr/> <p><b>Task:</b>            Tracking Appointments  <b>Description:</b>            Develop a method to ensure that all appointments made for the purpose of transfer are coded as such in SARS.</p>		
<p>DSP&amp;S - Stabilize services for DHH. - Services for students who are deaf and hard of hearing (DHH) will be of good quality, cost effective and organized.</p> <p><b>Type(s):</b>            AUO</p> <p><b>SLO/GEO Start Date:</b>            05/02/2008</p> <p><b>Status:</b>            Actively Assessing</p> <p><b>Staffing Resources Required:</b>            More in-house Real Time Captionists. A Supervisor to oversee DHH Services.</p> <p><b>Training Resources Required:</b>            Training program for newly hired Real Time Captionists similar to that of Interpreters.</p> <p><b>Other Resources Required:</b>            Research Office assistance</p>	<p><b>Assessment Method:</b>            Students will be interviewed as to their impressions and expectations of the current and future Real Time Captioning program.</p> <p><b>Assessment Method Category:</b>            Focus Group</p> <p><b>Criterion:</b>            Ninety percent (90%) of the students interviewed will provide honest feedback as to their current opinions of the effectiveness of the Real Time Captioning program and provide recommendations to what their ideal for a Captioning program would be.</p>	<p>04/04/2009 - Sixty six percent of students using Real Time Captioning were interviewed. Students using RTC stated receiving timely and well-written transcripts of the class lectures was crucial. They mentioned that a good captioner has these qualities: Complete notes; large/varied dictionary; experienced; enjoys their work/understands the importance to students; punctual; can keep up even if not verbatim; sets up early. Other issues discovered: Communication--RTC not always informed of classroom change; inform office if absent/late; hesitate to criticize someone they are dependent on for support; Restricting edit time ? student receives flawed notes; Verbatim is cumbersome ? convert to Kurzweil? Not wanting to stand out ? captioning is less conspicuous</p>	<p>04/03/2009 - The DHHS Manager will ensure when hiring Captioners, he is able to accurately measure their abilities and competencies based on students' needs.</p> <hr/> <p>04/03/2009 - Students seem to have a mistaken idea of what Real Time Captioning is. They view it mostly as a notetaking service. Provide bi-yearly orientation for students to understand captioning services and to access other DSP &amp;S services.</p>

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		<p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p> <p><b>Related Documents:</b> <a href="#">RTC Survey.doc</a> <a href="#">RTC- transcription.doc</a></p>	
		<p>04/03/2009 - Twelve students (22%) using sign language were also interviewed. On a scale of 1-10, satisfaction level with sign language interpreting was rated as 8-9.5. Mt. SAC Sign Language interpreters were rated as being more professional than other community college interpreters. Students stated they feel they have equal access to the classroom material as other general college students as a result of Mt. SAC Sign Language Interpreters. Areas to improve on included: more interpreter teaming in the classroom; interpreter needs to voice student questions to instructor more often; a few interpreters need to improve punctuality; sometimes information is not reliable, reliable about 85% of the time. Student expectations of the sign language interpreter were also presented by students.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p> <p><b>notes:</b> Because of the low numbers of students interviewed using RTC, students using sign language interpreters were also interviewed.</p> <p><b>Related Documents:</b> <a href="#">Sign Student Survey.doc</a> <a href="#">ASL transcription.doc</a></p>	<p>04/03/2009 - Continue DHHS Interpreter Mentoring program and develop outcome measures to improve interpreting services.</p> <hr/> <p>04/03/2009 - DSP &amp; S will institute student contracts for students who use sign language interpreting to involve students in understanding DHH services and increase effectiveness.</p> <p><b>Follow-Up:</b> 08/25/2009 - Beginning Fall 2009, Student Contracts will be instituted.</p> <hr/>
	<p><b>Assessment Method:</b> Real Time Captionists will be interviewed as</p>		

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	<p>to their opinions of the current state of captioning at Mt. San Antonio College and provide their suggestions for future improvement.</p> <p><b>Assessment Method Category:</b> Focus Group</p> <p><b>Criterion:</b> Ninety percent (90%) of the captionists will attend and provide feedback during the focus group.</p>		
	<p><b>Assessment Method:</b> Reduce the amount of overtime paid to the Counselor for Deaf and Hard of Hearing and the Student Services Program Specialist for DHH.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> In FY '06-07, 356 overtime hours were paid. In FY '07-'08, 530.88 hours were paid so far. '07-'08 Figures equate to over \$23,000.</p>	<p>04/03/2009 - A Manager for coordinating Deaf and hard of hearing services was hired in January '09. His hiring resulted in the 68% reduction of overtime hours for '08-'09. Overtime hours for FY '08-'09 are 163.50 for total overtime dollars equalling \$7,358.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>04/03/2009 - New DHHS Manager hired in January '09 has eliminated the need for overtime by the DHHS Counselor to perform interpreting coordination responsibilities. The overtime paid to the Counselor for coordination duties from January '09 on will be reduced to 0.</p>
	<p><b>Assessment Method:</b> Ninety percent of the DHH students who attend the bi-annual orientation will successfully claim their Banner accounts.</p> <p><b>Assessment Method Category:</b> Other</p>		
	<p><b>Assessment Method:</b> Eighty percent of DHH students will attend the bi-annual orientation</p> <p><b>Assessment Method Category:</b> Other</p>		
	<p><b>Assessment Method:</b> Seventy-five percent of students claiming their Banner accounts correctly will register for classes.</p> <p><b>Assessment Method Category:</b> Other</p>		
	<p><b>Assessment Method:</b> One-hundred percent of DHH students will have a signed contract for receipt of</p>		

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	<p>services.  <b>Assessment Method Category:</b>  Other</p> <hr/> <p><b>Assessment Method:</b>  DHHS staff will reduce the costs of student no shows/last minute cancellations by 50%.  <b>Assessment Method Category:</b>  Other  <b>Criterion:</b>  These no shows/cancellations cost the program approximately \$15,150 (approximately 584 hours) this year. A reduction of 50% is a savings of approximately \$7,575.</p> <hr/> <p><b>Task:</b>  DHH Student Contracts  <b>Description:</b>  DHHS will develop service contracts and require each student to attend orientation and sign said contract before services will be initiated.</p> <hr/> <p><b>Task:</b>  DHH Student Orientations  <b>Description:</b>  DHHS will offer two orientations sessions per semester.</p>		
<p>DSP&amp;S - Gaps in Services - DSP&amp;S students will express satisfaction/dissatisfaction with services and recommend improvements and/or additional services DSP&amp;S should provide.  <b>Type(s):</b>  AUO  <b>SLO/GEO Start Date:</b>  05/05/2008  <b>Status:</b>  Actively Assessing  <b>Staffing Resources Required:</b>  Current Staffing Time</p>	<p><b>Assessment Method:</b>  DSP&amp;S faculty and staff will distribute a student satisfaction survey. The survey will be online and also a hard copy mailed to students and given to students at the front counter and in their DSP&amp;S classes. The Research Office will compile, summarize, and analyze the data.  <b>Assessment Method Category:</b>  Survey  <b>Criterion:</b>  A minimum of 30% of DSPS students will complete relevant portions of the survey and provide adequate feedback.</p>	<p>04/03/2009 - Of those students who use adaptive technology (16%), many felt that it was important to receive one-on-one training (86.5%), to have sufficient types available (96.2%), and to have enough computers with adaptive technology available in the High Tech Center (91.8%). Approximately 77% responded that the HTC does have enough computers with adaptive technology available and 72.3% said that the HTC does have enough types of adaptive technology available.  <b>Summary of Data Type:</b>  Criterion Not Met  <b>Summary of Data Status:</b>  Open</p>	<p>04/03/2009 - 1. Determine whether or not additional types of adaptive technology exist that need to be added to the HTC. 2. Work with the campus IT department to find ways and means to provide adaptive technology in all labs on campus. 3. Develop ways to train students one-on-one on the use of adaptive technology.</p>

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
<p><b>Other Resources Required:</b> Assistance from Research Office to develop a survey, then compile, summarize and analyze data.</p>		<p><b>Related Documents:</b> <a href="#">DSPS Preliminary Report.pdf</a></p> <p>04/03/2009 - Eighty seven and one half percent (87.5%) of students responded that it was very important to use alternate media in other labs on campus (MARC, Writing Center, LAC). Of this same sample, 90.1% of students thought it important or very important to receive fully edited alternate media and 83.7% thought it was important to receive it in a timely manner. Fifty six and six tenths of a percent (56.6%) said their alternate media was available for them within a 2-week period of time. Because the wording "timely manner" may mean a different time frame than "2-week period of time," it is difficult to make any comparisons as to student satisfaction in this area.</p> <p><b>Summary of Data Type:</b> Criterion Not Met</p> <p><b>Summary of Data Status:</b> Open</p> <p><b>Related Documents:</b> <a href="#">DSPS Preliminary Report.pdf</a></p>	<p>04/03/2009 - 1. DSP&amp; S needs to work with the campus IT Department to explore ways to offer alternate media in other labs on campus. 2. Explore ways to provide fully edited alternate media and provide it in a timely manner. 3. Determine whether students are satisfied with the provision of alternate media.</p> <hr/>
		<p>04/03/2009 - Student responses indicated they highly valued having lab assistants available in the High Tech Center with knowledge major subject areas other than math and English (87.2% important and very important ratings). However when students who responded they used the Learning Assistance Center tutoring were asked what subjects they are tutored in, most of them wrote in English and Math. Eighty-eight percent of students responded that it is important or very important that tutors recognize their needs by understanding their disabilities.</p> <p><b>Summary of Data Type:</b> Criterion Not Met</p> <p><b>Summary of Data Status:</b> Open</p> <p><b>Related Documents:</b> <a href="#">DSPS Preliminary Report.pdf</a></p>	<p>04/03/2009 - 1. Explore hiring lab assistants with a broad range of knowledge in major subject areas besides English and math. 2. Work with the Learning Assistance Center, MARC and Writing Center to find ways to offer training to tutors and other personnel on disability-related tutoring strategies.</p> <hr/>



SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		<p>04/03/2009 - While DSP&amp;S records reflect that DSP&amp;S proctors approximately 1,000 tests per semester, 48.3% of the students answered they did not use testing services, yet many more answered the items relating to testing services. It is possible that students did not understand the term "Classroom Testing Services." Of the students that did respond to items, most of them reported a positive experience. The majority of students thought it was important for them to receive reminders of test appointments.</p> <p><b>Summary of Data Type:</b> Criterion Not Met</p> <p><b>Summary of Data Status:</b> Open</p> <p><b>Related Documents:</b> <a href="#">DSPS Preliminary Report.pdf</a></p>	<p>04/03/2009 - 1. Determine if we need to survey students' experiences in DSP&amp;S Classroom Testing Services differently. 2. Determine an efficient way to remind students about their testing appointment.</p> <hr/>
		<p>04/03/2009 - Almost 93% (92.8%) of the students responded that DSP &amp; S counseling services had contributed to their academic success; 94.9% of the students stated that they value counseling services to help them succeed. Many students met with the same DSP&amp;S Counselor and valued the consistency of having the same counselor (86.6%, and 93%, respectively). Additionally, students' experiences with waiting for appointments matched their comfort levels in terms of how long they would want to wait for a DSP&amp;S counseling appointment.</p> <p><b>Summary of Data Type:</b> Criterion Not Met</p> <p><b>Summary of Data Status:</b> Open</p>	<p>04/03/2009 - Conduct research to assess the relationship between DSP&amp;S students' values (what's important to them) and their performance in academic outcomes (GPA, retention and persistence rates).</p> <hr/>
		<p>04/03/2009 - Due to the inability to offer an accessible online survey, surveys were mailed to 1,649 students who were registered with DSP &amp; S Summer 2007-Fall 2008. Over 150 surveys were returned with bad addresses. So far, preliminary results are available for only 13% of the students surveyed.</p> <p><b>Summary of Data Type:</b></p>	<p>04/03/2009 - Send out a second mailing to DSP &amp; S students and provide an incentive for those who haven't completed the surveys to complete and return them.</p> <hr/>

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
		<p>Criterion Not Met  <b>Summary of Data Status:</b>  Open</p>	
<p>DSP&amp;S - Veteran's Services - DSP&amp;S will be able to systematically serve returning members of the armed forces who have disabilities.</p> <p><b>Type(s):</b>  AUO</p> <p><b>SLO/GEO Start Date:</b>  05/05/2008</p> <p><b>Status:</b>  Actively Assessing</p> <p><b>Other Resources Required:</b>  Cooperation from other Departments as we determine who does what.</p>	<p><b>Assessment Method:</b>  Via informal and often verbal interview, DSP&amp; S will determine which Departments work with returning veterans and what specifically they do.</p> <p><b>Assessment Method Category:</b>  Survey</p> <p><b>Criterion:</b>  DSP &amp; S faculty and staff will have complete information on services provided by the College's Veteran's Services, Counseling Department, Student Health, Outreach, and any others involved with veterans.</p>	<p>04/03/2009 - A cross-departmental task force was formed. This task force has developed a link on the home page designed for veterans. This link provides step-by-step instructions on how to obtain services and benefits as well as the departments involved. DSP &amp; S is mentioned as part of the steps. An electronic handbook for veterans is being developed.</p> <p><b>Summary of Data Type:</b>  Criterion Met</p> <p><b>Summary of Data Status:</b>  Closed</p>	<p>04/03/2009 - Once the electronic handbook is developed, DSP &amp; S faculty and staff will be inserviced as to the processes and departments involved in serving veterans.</p>
	<p><b>Assessment Method:</b>  A flyer outlining the DSP&amp; S services for returning veterans with disabilities is developed and distributed to all relevant Departments on Campus (Veteran's Services, Counseling, Student Health, Outreach, and any others)</p> <p><b>Assessment Method Category:</b>  Other</p> <p><b>Criterion:</b></p>	<p>04/04/2009 - The draft flyer is available outlining the DSP &amp; S services for returning veterans.</p> <p><b>Summary of Data Type:</b>  Criterion Met</p> <p><b>Summary of Data Status:</b>  Open</p> <p>04/03/2009 - Ongoing DSP &amp; S participation in the Veterans Task Force has assisted DSP &amp; S in integrating well with other departments serving veterans.</p> <p><b>Summary of Data Type:</b>  Criterion Met</p> <p><b>Summary of Data Status:</b>  Closed</p>	<p>04/03/2009 - Complete the DSP &amp; S draft flyer for veteran's services in time for the April Veteran's Event.</p>
	<p><b>Task:</b>  Flyer</p> <p><b>Description:</b>  DSP&amp; S will develop a "Services For..." flyer which outlines DSP&amp; S services to returning veterans.</p>		
DSP&S - Outreach - High school special			

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
<p>education students who attend a DSP&amp;S event will register with DSP&amp;S.</p> <p><b>Type(s):</b> AUO</p> <p><b>SLO/GEO Start Date:</b> 04/01/2009</p> <p><b>Intended Date to Complete 'Use of Results':</b> 03/31/2010</p> <p><b>Status:</b> Actively Assessing</p>	<p><b>Assessment Method:</b> DSP&amp;S will survey every Special Education Student who attended Senior's Day and enrolled at the College to see if they registered with DSP&amp;S.</p> <p><b>Assessment Method Category:</b> Survey</p> <p><b>Criterion:</b> At least 17% of students who attended Senior's Day and enrolled at the College will register with DSP&amp;S.</p>		
	<p><b>Assessment Method:</b> DSP&amp;S will survey every student who attends the DSP&amp;S Open House: Transition to College event to find out if they intend on enrolling at the College.</p> <p><b>Assessment Method Category:</b> Survey</p> <p><b>Criterion:</b> Fifty percent of high school students who attend the DSP&amp;S Open House: Transition to College event will answer "yes" on survey question "I will register with DSP&amp;S."</p>		
	<p><b>Task:</b> Develop Survey</p> <p><b>Description:</b> Develop a survey to give to the DSP&amp;S Open House: Transition to College</p>		
	<p><b>Task:</b> Send Letter</p> <p><b>Description:</b> High school special education students who attended Senior's Day will receive a letter inviting them to apply for DSP&amp;S services.</p>		
	<p><b>Task:</b> Track Students</p> <p><b>Description:</b> Track Senior's Day special education students who have enrolled at the college and enrolled with DSP&amp;S to determine percentages.</p>		

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
<p>DSP&amp;S - DSP&amp; S Awareness - The general campus community will be more knowledgeable about DSP&amp;S services.</p> <p><b>Type(s):</b> AUO</p> <p><b>SLO/GEO Start Date:</b> 04/01/2009</p> <p><b>Intended Date to Complete 'Use of Results':</b> 03/31/2010</p> <p><b>Status:</b> Actively Assessing</p>	<p><b>Assessment Method:</b> Information Session participants will complete a survey after their session to assess whether or not they are more knowledgeable about DSP&amp;S services and steps to register with the program.</p> <p><b>Assessment Method Category:</b> Survey</p> <p><b>Criterion:</b> Ninety percent of individuals attending the DSPS Information Sessions will mark "Yes" to at least 5 out 7 survey questions regarding their level of knowledge and understanding of DSP&amp;S and the services offered.</p>		
	<p><b>Assessment Method:</b> Open House/Transition to College participants will complete a survey after their session to assess whether or not they are more knowledgeable about DSP&amp;S services and steps to register with the program.</p> <p><b>Assessment Method Category:</b> Survey</p> <p><b>Criterion:</b> Ninety percent of individuals attending the Open House/Transition to College event will mark "Yes" to at least 5 out 7 survey questions regarding their level of knowledge and understanding of DSP&amp;S and the services offered.</p>		
	<p><b>Assessment Method:</b> Campus community members attending any of the Disability Awareness Month Activities (October) will complete a survey and indicate a greater level of understanding of the presentation's objectives.</p> <p><b>Assessment Method Category:</b> Survey</p> <p><b>Criterion:</b> Ninety percent of campus community</p>		

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
	<p>members attending the event will rate 4 out of 5 possible responses on the Activities Evaluation as Good to Very Good.</p> <p><b>Assessment Method:</b> By completing a course pre-test and course evaluation, Mt. SAC faculty who completed the course "Accommodating Students with Disabilities in the Classroom" will show an increase in their knowledge about accommodating students with disabilities in their classrooms.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Criterion:</b> Summer '09 and Winter '10 faculty who successfully complete the course will show a significant increase in their responses to questions about gaining knowledge in legal obligations, specific classroom accommodations, adaptive technology and universal design strategies.</p> <p><b>Assessment Method:</b> Individuals who receive the new DSPTS Guide to Services in hard copy or view it online will indicate increased knowledge about DSPTS services.</p> <p><b>Assessment Method Category:</b> Survey</p> <p><b>Criterion:</b> Seventy five percent of Individuals who receive the new DSPTS Guide to Services in hard copy or view it online will indicate increased knowledge about DSPTS services.</p> <p><b>Task:</b> Develop survey instrument</p> <p><b>Description:</b> Develop survey instrument for DSPTS Guide To Services.</p>		
<p>DSP&amp;S - Universal Design - Promote Universal Design Concepts and Strategies.</p>	<p><b>Assessment Method:</b> A campus-wide faculty survey. DSPTS</p>	<p>04/01/2009 - Significant differences between the</p>	<p><u>04/04/2009 - To measure faculty's</u></p>

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
<p>Responsible Parties: Hanson</p> <p><b>Type(s):</b> SA (Strategic Action)</p> <p><b>SLO/GEO Start Date:</b> 08/01/2006</p> <p><b>Status:</b> Actively Assessing</p> <p><b>Other Resources Required:</b> Research Office assistance.</p>	<p>faculty/staff, and tallied by the Research Office, the self reported effectiveness of Universal Design of Instruction strategies will be assessed.</p> <p><b>Assessment Method Category:</b> Survey</p> <p><b>Criterion:</b> It is anticipated that the Experimental group will report a significant improvement in student learning, while the Control Group will not.</p>	<p>Experimental Group and the Control Group have been found for the following for the Experimental Group: Statement in their syllabus for student support services; believe that attendance has improved since incorporating universal design strategies; more captioning of videos, more online assignments, completed a written report (vs. an exam) for a grade. We discovered that there were no real differences in GPA for the Control Group and the Experimental Groups.</p> <p><b>Summary of Data Type:</b> Criterion Not Met</p> <p><b>Summary of Data Status:</b> Open</p> <p><b>notes:</b> Data is still being analyzed by the Research Office for correlations between items.</p> <p><b>Related Documents:</b> <a href="#">Universal Design for Learning faculty questionnaire updated 3-20-07.doc</a></p> <p><a href="#">Universal Design for Learning student questionnaire updated 3-20-07.doc</a></p>	<p>knowledge of DSP&amp;S, develop a new SLO "The general campus community will be more knowledgeable about DSP&amp;S services."</p>
<p>DSP&amp;S - Self Advocacy - Students with disabilities will demonstrate an increased level of personal responsibility and self advocacy.</p> <p><b>Type(s):</b> AUO</p> <p><b>SLO/GEO Start Date:</b> 08/01/2007</p> <p><b>Status:</b> Not Actively Assessing</p>	<p><b>Assessment Method:</b> Classroom/testing accommodations using the Student Request for Classroom Accommodations form.</p> <p><b>Criterion:</b> Students will request accommodations that have been recommended by DSPS professionals. 70% of all active DSPS students with an accommodation approved on an Educational Accommodation form on file.</p>	<p>10/26/2007 - AUO currently on hold until Banner is implemented and appropriate programs are written to provide the necessary data to assess this AUO.</p> <p><b>Summary of Data Type:</b> Criterion Not Met</p> <p><b>Summary of Data Status:</b> Open</p>	
<p>DSP&amp;S - Permanent Space - Work with campus administration to secure additional permanent space for DSPS student, staff</p>	<p><b>Assessment Method:</b> Evidence of obtaining the space.</p> <p><b>Assessment Method Category:</b></p>		

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
<p>and instruction. Responsible Parties: Hanson</p> <p><b>Type(s):</b> SA (Strategic Action)</p> <p><b>SLO/GEO Start Date:</b> 08/01/2006</p> <p><b>Status:</b> SA Not Complete</p> <p><b>Other Resources Required:</b> Space and collaboration with instruction.</p>	<p>Other</p> <p><b>Criterion:</b> DSPS will have two dedicated "smart classrooms," a fully operational, permanent High Tech Center, and space for a Study Center.</p>	<p>04/04/2009 - Preliminary plans for permanent relocation of HTC is under discussion.</p> <p><b>Summary of Data Type:</b> Criterion Not Met</p> <p><b>Summary of Data Status:</b> Open</p>	<p>04/04/2009 - Continue to keep permanent space and more space for DSP&amp;S on the table for discussion.</p>
<p>DSP&amp;S - Publications Promoting Awareness - Revise, update, and develop publications to promote awareness and acceptance (AUO #2): Objectives: A) Revise existing "Services for..." flyers. Develop flyer on mental health, epilepsy, Tourette's, and Aspergers. B) Develop Captioning Brochure. C) Lead the effort to update the College's Transition Plan. D) Update the DSPS Website. E) Offer Accommodating Students with Disabilities in the Classroom online class at least twice per year.</p> <p>Responsible Parties: Tunstall, Bradley, Coder, Laird, Greco, Wilkerson, Hanson, Ludwig, Hanson, Engle, Quinn</p> <p><b>Type(s):</b> SA (Strategic Action)</p> <p><b>SLO/GEO Start Date:</b> 08/01/2007</p> <p><b>Intended Date to Complete 'Use of Results':</b> 05/02/2008</p> <p><b>Status:</b> SA Complete</p> <p><b>Other Resources Required:</b> Support from the Online Service Center and</p>	<p><b>Assessment Method:</b> Completion of various flyers, captioning brochure, Director of DSPS assigned point person for the College's Transition Plan and Self Evaluation.</p> <p><b>Assessment Method Category:</b> Other</p>	<p>04/04/2009 - Flyers were revised and printed. They are also included in the new revision for DSP&amp;S Guide to Services. Brochure for video captioning was completed for a faculty audience. Director is the point person working on the Transition/Self Evaluation Plan.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Open</p>	<p>04/04/2009 - Revise current video captioning brochure for a more general audience.</p>

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
Professional and Organizational Development.	<p><b>Assessment Method:</b> A campus-wide faculty survey.</p> <p><b>Criterion:</b> DSPS faculty/staff, and tallied by the Research Office, the self reported effectiveness of Universal Design of Instruction strategies will be assessed. It is anticipated that the Experimental group will report a significant improvement in student learning, while the Control Group will not.</p>	<p>04/04/2009 - Significant differences between the Experimental Group and the Control Group have been found for the following for the Experimental Group: Statement in their syllabus for student support services; believe that attendance has improved since incorporating universal design strategies; more captioning of videos, more online assignments, completed a written report (vs. an exam) for a grade. We discovered that there were no real differences in GPA for the Control Group and the Experimental Groups.</p> <p><b>Summary of Data Type:</b> Criterion Not Met</p> <p><b>Summary of Data Status:</b> Open</p>	<p>04/04/2009 - To measure faculty's knowledge of DSP&amp;S, develop a new AUO "The general campus community will be more knowledgeable about DSP&amp;S services."</p>
<p>DSP&amp;S - Students with Disabilities Awareness - DSPS will develop campus-wide awareness of the needs of students with disabilities.</p> <p><b>Type(s):</b> AUO</p> <p><b>SLO/GEO Start Date:</b> 08/01/2006</p> <p><b>Intended Date to Complete 'Use of Results':</b> 04/01/2009</p> <p><b>Status:</b> SA Complete</p> <p><b>Other Resources Required:</b> Support from the Online Service Center and Professional and Organizational Development. Research Office Support</p>	<p><b>Assessment Method:</b> An online survey of the online class "Accommodating Students with Disabilities in the Classroom".</p> <p><b>Criterion:</b> 90% or more of the faculty completing the survey will state they have a better appreciation and feel better equipped to handle the needs of students with disabilities.</p> <p><b>Related Documents:</b> <a href="#">Grace's 2009 survey_results.aspx.htm</a></p>	<p>04/01/2009 - 100% of the faculty enrolled in the Summer 2008 and Winter 2009 classes (N=23); reported being quite a bit (rating of 4) to highly (rating of 5) on a Likert scale on the following: Gaining knowledge about legal obligations, specific classroom accommodations, adaptive technology, universal design, and more aware of thier resources available for students with disabilities; and Being more comfortable in teaaching students with disabilities.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p> <p><b>Related Documents:</b> <a href="#">Course Evaluation for Accommodating Students with Disabilities in the Classroom</a> <a href="#">Grace's 2009 survey_results.aspx.htm</a></p>	<p>04/04/2009 - Add a pretest of knowledge of these topics and measure differences between pre-test and post-test. Data will be reported under DSP&amp;S Awareness.</p>



SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
<p>DSP&amp;S - Department Upgrades - Stabilize staffing; offer support services for students in mainstream classes and upgrade equipment and software used by students and in support of students. Identify additional funding sources within the College to replace equipment, software and hire staff. A) Obtain College support for providing alternate media (captioning, Braille, e-text). B) Replace 25 computer stations in High Tech Center. C) Upgrade software and licenses in the High Tech Center. D) Replace one tram. E) Provide computer stations in every DSPS testing room. F) Obtain more adaptive furniture for classrooms; white boards for DSPS areas. G) Replace network printer and upgrade memory for computer stations in the office. H) Purchase new filing system for current student files. I) Replace office fax machine. J) Replace equipment loaned to students (assistive listening devices-10, tape recorders-10, Franklin Spellers-5, TI 83+ Calculators-3, Victors-15. K) Develop job description for staff proctors with higher qualifications, stabilize front counter personnel, and hire at least one more hourly counselor. L) Develop a replacement schedule for High Tech Center equipment and software. M) Be technologically up-to-date.</p> <p>Responsible Parties: Hanson, Wilkerson, Tunstall, Ludwig, Richardson, Tagle, Van Meter, Bradley, Laird</p> <p><b>Type(s):</b> SA (Strategic Action)</p> <p><b>SLO/GEO Start Date:</b> 08/01/2006</p> <p><b>Intended Date to Complete 'Use of Results':</b> 07/01/2007</p>		<p>04/04/2009 - One time funding requests were granted by the Collge to obtain alternate media equipment; software and hardware upgrades for the HTC; adaptive furniture; computer stations in testing rooms, a new student filing system and an office fax. DSPS funds were used to purchase a tram, replace equipment loaned to students such as assistive learning devices, tape recorders, Franklin Spellers, etc.</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>04/04/2009 - 1. Need to rethink whether we want to develop job descriptions for staff proctors. 2. Continue to strive to remain technologically up to date. 3. Develop equipment replacement schedule for lab.</p>

SLO/AUO/SA	Means of Assessment & Criteria / Tasks	Summary of Data	Use of Results & Follow-Up
<p><b>Status:</b> SA Complete</p> <p><b>Equipment Resources Required:</b> Purchase computer equipment and software for designated testing spaces (\$10,000).</p>			
<p>DSP&amp;S - Effectiveness - Evaluate the effectiveness of integrating the Transition Seminar with Seniors Day. Responsible Parties: Hanson, Greco, Ludwig, Bradley</p> <p><b>Type(s):</b> SA (Strategic Action)</p> <p><b>SLO/GEO Start Date:</b> 08/01/2006</p> <p><b>Intended Date to Complete 'Use of Results':</b> 07/01/2007</p> <p><b>Status:</b> SA Complete</p> <p><b>Other Resources Required:</b> Support from Research to tally surveys and evaluations.</p>	<p><b>Assessment Method:</b> A survey developed and tallied by DSPS faculty and staff. The effectiveness of integrating the Transition Seminar with Seniors Day will be evaluated. A survey will be sent by DSP&amp;S to the local high schools that DSPS normally invites to the Transition Seminar. It is anticipated that the majority of respondents (over 50%) will state they like the integrated efforts.</p>	<p>04/03/2008 - Need to state what % of students with disabilities stated they liked the integrated Senior's Day</p> <p><b>Summary of Data Type:</b> Criterion Met</p> <p><b>Summary of Data Status:</b> Closed</p>	<p>04/04/2009 - Discovered the need for separate meeting still existed due to time constraints in presenting DSP&amp;S information at Seniors Day. We developed the DSP&amp;S Open House/Transition to College event. We also developed a new AUO "DSP&amp;S Awareness."</p>