
Disabled Students Program Review

Evergreen Valley
College

2006 - 07

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Mission Statement

The mission of the Disabled Students Program is to enable a diverse population of students with a broad spectrum of disabilities to participate in and access all aspects of the college community. The Disabled Students Program provides specialized services and instruction, which empower students to become fully integrated, productive and assertive participants in their own educational process. The Disabled Students Program promotes understanding and acceptance of individuals with disabilities by providing interaction and training campus wide. We are committed to excellence and accessibility for all students.

Program Description

The Disabled Students Program (DSP) provides support services and instructional programs for students with disabilities who are attending Evergreen Valley College. A variety of services are available including academic and vocational counseling, interpreting or captioning services (for students with hearing impairments), mobility assistance, provision of print materials in alternate formats (for students with visual impairments or learning disabilities), tutorial assistance, and individual adaptive assistance as needed.

The High Tech Center is available to students who are unable to access the screen and/or keyboard, or perform word processing in the traditional manner. Training is provided in assistive hardware/software to meet the unique needs of students with low vision, orthopedic or learning disabilities, hearing loss, or cognitive disabilities including students with brain injuries. Students can utilize software designed for cognitive retraining, basic skills improvement, and problem solving.

Specialized courses offered through the DSP include classes for students with learning disabilities, speech/language impairments, visual limitations, hearing impairments, and mobility limitations. Specific courses in adaptive physical education (APE), assistive computer technology, and learning strategies are offered to accommodate students with various disabilities.

Services offered through the Disabled Students Program comply with Section 504 and 508 of the Federal Rehabilitation Act of 1973 and its amendment of 1998, Title V of the State of California Education Code, and the 99Americans with Disabilities Act of 1990.

List of Staff and Titles *

Robin Salak, Instructor/Coordinator; Bonnie Clark, Learning Disabilities Specialist and High Tech Center Coordinator

Leslie Williams, Counselor

Janet Clair, Adjunct Adaptive P.E. Specialist

Josephine Delvey, Adjunct High Tech Center Specialist

Lisa Breakey, Adjunct Speech and Language Specialist

Nancy Tung, Adjunct High Tech Center Specialist and Lead Instructional Support Assistant

Janice Beever, Lead Instructional Support Assistant

Armando Echeverria, Adaptive P.E. Instructional Support Assistant I

Elizabeth Vasquez, Assistive Services Specialist

Fred Delvey, Adaptive Media Technology Specialist

Debbie Collins, Staff Assistant III

Supervisor: Victoria Lugo, Dean of Counseling and Matriculation

* See appendix for DSP organizational chart, staffing descriptions for the current and the three previous academic years, and a staffing changes summary chart.

External Contributing Factors

The most important external contributing factors for the DSP are the laws that protect people with disabilities, specifically Section 504 and 508 of the Federal Rehabilitation Act of 1973 and its amendment of 1998, Title V of the State of California Education Code, and the Americans with Disabilities Act of 1990. Other external contributing factors would be the college's and program's reputations, which have become more positive in the past year or two, and referrals from feeder schools which have increased over the past two years.

External On-Campus Factors

There are a number of external on-campus factors that affect the DSP, both positively and negatively. Some of the negative factors are:

- Campus location which is somewhat isolated from the rest of Silicon Valley
- Accessibility with the old facilities such as elevators that break down and classrooms that can't be accessed due to steps at their entrances
- Lack of vocational programs as compared to other local community colleges
- Declining campus enrollment
- Lack of mandated policies on campus such as a substitution/waiver policy for disabled students, a clear discrimination policy and an emergency preparedness policy, confusion as to who the ADA Coordinator is, and no Fundamental Alterations Committee
- High turn-over rate with administrators

Some of the positive factors are:

- The beauty of the campus with its park-like setting, is surrounded by rolling hills and boasts a duck and geese pond
- Active and thriving Student Services programs
- New campus leadership

Internal Factors

The leadership of the DSP has been inconsistent. Over the past five years, there have been five different administrators overseeing the counseling and matriculation departments, which include the DSP. The DSP had no Coordinator for 1.5 years and has had a new Coordinator since fall of 2005. The DSP's only Counselor was an hourly interim for 2005-2006 and a new permanent Counselor was hired for 2006-2007. Other staffing changes are as follows:

- New adjunct speech-Language Specialist since 2005-2006
- New adjunct HTC Instructor (Lead Instructional Support Assistant now also teaches one class in the HTC)
- Hourly Adaptive Media Technology Specialist became permanent in May of 2005
- Lack of clerical support – the DSP hired a permanent Staff Assistant III in June of 2007

As a result of this instability, the DSP's enrollment had been slowly decreasing and a lot of internal record-keeping and budget problems occurred.

Recently, changes have been implemented and positive internal factors have occurred, some of which are:

- Increased tutoring hours during the spring of 2007
- New methods to capture the necessary four contacts per student
- Re-established the DSP Advisory Committee in 2005-2006
- Re-established outreach and marketing in 2005-2006
- Larger permanent DSP office
- Increased budget funds from State allocation (due to increased enrollment), VTEA and Foundation funds and will receive MAA funds in the future

Student Learning Outcomes (SLOs)

Student Learning Outcomes for the DSP are listed below:

1.	What services the Disabled Student Program can provide
2.	The availability of counseling/advising/planning and how to use these services to support his/her academic success
3.	How to participate in disability-related assessment, if appropriate.
4.	How to obtain registration assistance
5.	How to obtain mobility assistance, if appropriate.
6.	How to access disability-related assistance, including tutoring, note taker services, reader services, transcription services, interpreters, test taking facilitation and tape recorders
7.	The availability of specialized equipment, including adapted computer hardware and software

Program Strengths

The following is a list of program strengths:

- Experienced and skilled staff that are friendly and knowledgeable (100% of students surveyed reported this)
- Student-centered program with committed staff (91.84% of students surveyed would grade their services received as an 'A')
- Short wait time in office (93.87% of students surveyed waited 10 minutes or less)
- Greater Stability during 2006-2007 school year
- Full-time permanent Adaptive Media Technology specialist hired, May 2005
- New Coordinator, after the position was vacant for 1.5 years, fall 2005 Even though the position is entitled Instructor/Coordinator, the Coordinator did not instruct during the 2005-2006 and 2006-2007 school years, other than II 210 and substituting for absent DSP faculty. This allowed

her to institute necessary program changes, to provide outreach, to re-establish the DSP Advisory Committee and to work toward increasing the quality of services

- New permanent Dean, fall 2006
- Greatly increased the number of students served with four or more contacts. In 2004-2005 (prior to the new Coordinator), the student count was 244. In 2005-2006, the student count was 450. The projected student count for 2006-2007 is expected to be well over 500.
- Major increase in State Grant funds, due to the increase in students served
- Due to increased funds, provided recent faculty coverage during Intersession, spring break and summer, and added an additional Guidance class, taught by a classified staff member who recently received her Master's degree
- Purchased new and up-to-date adaptive technology and equipment
- Purchased much needed instructional equipment for our Guidance classes and for APE
- Permanent full-time Staff Assistant III hired, June 1, 2007
- Increased tutoring for II 210, spring of 2007
- Increased HTC classes during the past several years, which includes basic skills computer assisted instruction
- HTC has ample space, is housed within the DSP and is well equipped with up-to-date technology and equipment
- New adjunct speech-language instructor who teaches three classes, including an assessment class
- Increased College Effort and VTEA funds
- MAA participation since spring of 2006 which will increase funds
- Recent overall improved morale and communication amongst most staff members
- Improved College awareness
- Good rapport with the campus with regards to arranging assistance/accommodations and accessibility for students
- New and improved system for test accommodations
- Newly remodeled and larger space

Program Weaknesses

The following is a list of program weaknesses:

- Program instability until recently.
- Many staffing and program changes:
- New Dean each of the past five years.
- No Coordinator for 1.5 years until fall of 2005.
- Interim Counselor and then new permanent Counselor.
- No permanent full-time Adaptive Media Technology Specialist until May of 2005.
- New speech-language adjunct instructor.
- Hourly staff assistants and new permanent full-time Staff Assistant III as of June 1, 2007.
- Building remodel – housed in portable for one year (two moves). This created a great deal of chaos.
- Lack of open communication and group cohesion between some staff members.
- Lack of funds until recently:

- No faculty coverage during Intersession, spring break and summer until 2006-2007 school year. Note: Currently there is lack of college financial support to provide additional funds for Coordinator overload during Intersession and summer.
- Lack of clerical support until recently.
- Need for additional clerical support, due to growing program.
- Need for separate adaptive computer/alternate media evaluation and instruction for students prior to participating in a computer class.
- Need for additional staffing to oversee an open lab when HTC classes are not in session.
- Lack of cross training amongst staff.
- Instructor/Coordinator must begin instructing a course in the summer of 2008, despite the fact that the coordination of a growing program is a very full-time job. It would be advantageous to reclassify the title as Coordinator, rather than Instructor/Coordinator.
- Limited career counseling and employment focus.
- Lack of mandated policies, such as a substitution/waiver policy for students with disabilities, a clear discrimination policy and an emergency preparedness policy.
- Need for a written policy for the suspension of disability-related services.
- Confusion as to who the ADA Coordinator is.
- Problems with accessibility in the older buildings, such as elevators that break down and certain classrooms that have steps at their entrances.
- Decreased learning disabilities basic skills level classes during the past several years, to one writing class with an emphasis in spelling.
- Decreased speech-language classes due to the recent retirement of the full-time permanent speech-language instructor and the remaining funds used to meet other departmental needs.
- EVC courses with on-line or media content or last-minute required assigned readings that are not accessible. Once the DSP learns of this, a great deal of time and resources are used to provide accessibility, since advance notice is not given.
- Problems with missing files.
- Inadequate space for test proctoring.

Program Goals and Areas for Improvement

Staffing Goals

Goal 1: Improve open communication and group cohesion between all staff members by May of 2010.

Actions:

- By fall of 2008, 80% or more of DSP staff will utilize DAC Guidelines (CTA, Organizational Transformation).
- Current status – In progress.
- For each of the next three years, 80% or more of DSP staff will participate in two all-day relationship building retreats per academic year, some of which will be lead by a trained facilitator (Assistance Visit; Issue One, Recommendation A-2 and CTA, Organizational Transformation). This action will require some college funding support (Budget Request Form, Organizational Transformation, June of 2007).
- Current status – In progress.
- By May of 2008, 80% or more of DSP staff will participate in open communication and group cohesion goal setting. Acknowledging existing program strengths and a common program

philosophy may assist with this goal setting process (Assistance Visit; Issue One, Recommendation A-1).

- Current status – In progress.
- By May of 2008, 100% of DSP staff will become knowledgeable concerning the duties and parameters of each staff member's job description, including job overlap (Assistance Visit; Issue One, Recommendation A-3)
- Current status – In progress.
- By May of 2010, each permanent DSP employee will have the opportunity to participate in a minimum of one staff development opportunity, in addition to PDD (CTA, Organizational Transformation). This action will require some college funding support (Budget Request Form, Organizational Transformation, June of 2007).
- Current status – In progress.

Goal 2: Ensure that the DSP has adequate and appropriate staffing throughout the entire academic year by May of 2010.

Actions:

- By spring of 2008, 80% or more of DSP staff will participate in an evaluation of work year designations for each DSP employee position to determine if the work year for each position should be altered (Assistance Visit; Issue Two, Recommendation A-1). Note: If it is determined that specific positions should have an altered work year, the individual unions must be consulted.
- Current status – In progress. Note: As a temporary solution, the DSP has recently been able to pay for some faculty overload and classified overtime.
- Each year, the DSP will advocate for college financial support in order to fund Coordinator overload during portions of the summer and winter faculty breaks (Budget Request Form, Unmet Needs, June of 2007). If it is determined that the Coordinator position work year should be extended to an eleven or twelve month year, and if the union allows this change, college financial support will be needed.
- Current status – In progress.
- By May of 2008, the DSP will explore, with the respective unions, the possibilities of whether the Coordinator, as a faculty member, can officially supervise classified employees (Assistance Visit; Issue Two, Recommendation B-1).
- Current status – In progress.
- By May of 2008, the DSP will investigate the possibilities of reclassifying the Instructor/Coordinator position to Coordinator. (Assistance Visit; Issue Two, Recommendation B-2).
- Current status – In progress.
- Each year, as DSP employees leave or retire, 80% or more of DSP staff will participate in an evaluation of job position possibilities prior to any job announcements, to determine if positions should remain the same, be redesigned or be eliminated. (Assistance Visit; Issue Two, Recommendation C-1).
- Current status – In progress.
- By May of 2009, 80% or more of DSP staff will participate in an evaluation of DSP employee positions to determine if there is a need and funding available for additional employees, such as clerical and open lab staff as well as additional instructors, and if certain positions should be reclassified (Assistance Visit; Issue Four, Recommendation A-2; Issue Five, Recommendation A-2 and A-3; Issue Eight, Recommendation A-1 and A-2).

- Current status – In progress.
- By May of 2010, 100% of DSP staff will have a trained backup. (Assistance Visit; Issue Two, Recommendation D-1)
- Current status – In progress.

Services Goals

Goal 1: Determine and implement the best method for test proctoring by May of 2010.

Actions:

- By May of 2009, the DSP will develop and conduct an evaluation with students and faculty concerning our current block scheduling method to determine if this method is working well. This includes our use of classrooms and conference rooms outside the DSP (Assistance Visit; Issue Three, Recommendation A-1).
- Current status – In progress.
- If it is determined that the block scheduling method is not working well, the DSP will develop and implement another method by May of 2010.
- Current status – N/A.

Goal 2: Utilize our increased tutoring more efficiently by May of 2010.

Actions:

- By spring semester of 2008, the DSP will increase publicity about and referrals to DSP tutoring (Assistance Visit; Issue Three, Recommendation B-1).
- Current status – In progress.
- By May of 2009, the DSP will develop and implement a tutoring survey to determine if DSP tutoring adds to student satisfaction with the DSP and EVC and if it leads to an increase in usage of other DSP services (Assistance Visit; Issue Three, Recommendation B-1).
- Current status – In progress.
- By May of 2008, and each year thereafter, the DSP will provide a minimum of two tutoring workshops to DSP students.
- Current status – In progress.
- By May of 2008, the DSP will develop and implement a self-paced supplemental training packet for our DSP student tutors.
- Current status – In progress.
- By May of 2009, 80% or more of DSP staff will determine if supplemental tutoring instruction which targets to a specific instructor in a specific subject should be implemented (Assistance Visit; Issue Three, Recommendation B-2).
- Current status – In progress.
- By October of 2007, DSP tutoring will be by appointment.
- Current status – In progress.

Goal 3: Determine and implement the best mix of DSP courses by May of 2010.

Actions:

- By December of 2008, 80% or more of DSP staff will evaluate the existing DSP course offerings to determine which courses should continue and which ones should possibly be eliminated, as well as any courses, such as basic skills classes, that should be added. In addition, this evaluation must include whether or not to add lecture classes (Assistance Visit; Issues Four, Five and Six).

- Current status – In progress.
- By December of 2009, if it is determined that the DSP should offer additional courses, the DSP will write any necessary curriculum. (Assistance Visit; Issue Four, Recommendation A-2).
- Current status – In progress.
- By May of 2010, the DSP will have offered a minimum of three additional courses if it is determined that more courses should be offered. This action will require some college funding support.
- Current status – In progress.

Goal 4: Determine and implement the most student friendly and efficient intake and counseling procedures by May of 2010.

Actions:

- By May of 2008, 50% or more of DSP staff will evaluate the current student intake procedures to determine if any changes should be implemented (Assistance Visit; Issues Seven, Recommendation A-2).
- Current status – In progress.
- By May of 2009, if it is determined that the DSP intake procedures should be altered, new and improved procedures will be developed and implemented.
- Current status – In progress.
- By May of 2009, the DSP will have a strong working relationship established with the Department of Rehabilitation.
- Current status – In progress.
- By May of 2010, the DSP will have developed a career component for our students.
- Current status – In progress.

Goal 5: Ensure campus-wide accessibility and promote the development of policies and procedures that affect students with disabilities by May of 2010.

Actions:

- By May of 2010, the DSP will promote and assist in the development of a campus-wide policy concerning accessibility for all courses with on-line or media content.
- Current status – In progress.
- By May of 2010, the DSP will promote and assist in the development of a campus-wide policy concerning last-minute required reading assignments and accessibility.
- Current status – In progress.
- Each year, the DSP will collaborate with Campus Technology Services to ensure that all computer labs on campus are ADA compliant (CTA, Student Centered).
- Current status – In progress.
- Each year, the DSP will advocate for greater accessibility on campus, especially in the older buildings, which includes problems with elevators and certain classrooms that have steps at their entrances.
- Current status – In progress.
- By May of 2008, the DSP will ensure that there is no confusion as to who the ADA Coordinator is and will advocate for the correct information to be published in Campus literature.
- Current status – In progress.
- By May of 2010, the DSP will ensure that there is a clear discrimination policy and a Board Approved substitution/waiver policy for students with disabilities.
- Current status – In progress.

- Each year, the DSP will advocate and provide assistance for the development of emergency preparedness procedures, especially as they relate to students with disabilities.
- Current status – In progress.
- By December of 2007, the DSP will have developed a written policy for the suspension of disability-related services.
- Current status – In progress.
- Each year, the DSP will advocate for mandatory campus-wide trainings from outside experts concerning legal issues and sensitivity training with respect to disabled students (Assistance Visit; Issues Nine, Recommendation A-2).
- Current status – Ongoing.

Office Procedures and Administration of Surveys Goals

Goal 1: Develop a user-friendly, efficient and secure student file system by December of 2008.

Actions:

- By December of 2008, 100% of DSP student files will be redone in a consistent, uniform, and organized manner.
- Current status – In progress.
- The DSP will continue to lock student files on a daily basis each evening.
- Current status – Ongoing.

Goal 2: Administer surveys each year.

Actions:

- The DSP will administer and analyze department Point of Contact and Student Learning Outcomes (SLOs) surveys at least once per academic year.
- Current status – Ongoing.
- By fall of 2008, 100% of DSP instructors will administer pre and post SLOs for each course taught.
- Current status – In progress.
- By May of 2009, the DSP will have developed surveys to administer to program staff and to campus-wide staff and students.
- Current status – In progress.
- By May of 2010, the DSP will have administered and analyzed surveys for program staff and for campus-wide staff and students.
- Current status – In progress.

Marketing and Outreach Goals

Goal 1: Promote the DSP on and off campus each year.

Actions:

- By May of 2008, the DSP will invite the Director of Marketing to a staff meeting in order to strategize on marketing ideas.
- Current status – In progress.
- By May of 2008, the DSP will have promoted the program to all academic departments on campus and will continue to do so each year thereafter.
- Current status – In progress.

- Each year, the DSP will continue to promote the department at campus functions, in classrooms, and at local high schools.
- Current status – Ongoing.
- Each year, the DSP will continue to participate in the Early Admissions Program at EVC.
- Current status – Ongoing.

Annual Report on SLOs

See appendix for data results on DSP SLOs and Point of Contact Surveys (POCs).

Summary/Mid-Term Progress Review

The Disabled Students Program has experienced a great deal of change over the past several years. There have been numerous deans and significant staff turn-over. During 2005-06, the DSP made two moves due to the remodeling of the Student Services building. We are now finally settled in our new permanent “home.” Due to lack of funds, the DSP has operated for several years without clerical support. A huge increase in funds occurred during the 2006-07 school year, due to nearly doubling our enrollment, and we were finally able to hire a full-time, twelve month permanent clerical support employee on July 1, 2007.

We administered and analyzed department Student Learning Outcomes and Point of Contact surveys, which demonstrated that we provide excellent service to our students. We did not survey program staff nor did we survey campus-wide staff or students.

Our main goal is to improve open communication and group cohesion between all staff members. We will continue to market our program on and off campus, and as our department continues to grow, we must ensure that we are providing adequate and appropriate staffing. We exist in order to assist DSP students in achieving their academic goals; therefore, we should always strive to improve upon our quality of services.

Appendices

DSP Organizational Changes 1990-Fall 2006

Prior to 1990-1991

DSP had a full time Director for the two campuses (who was replaced on two occasions by temporary Directors, each were one year replacements).

President Dr. Strelitz

At EVC, the Director reported to Assoc. Dean of Student Services and/or to Provost Ken Marr and in subsequent years to V.P. of Student Services, Dr. E. Vanacore and then to V.P. of Instruction, Dr. Ken Fawson.

Each of the three DSP full-time specialists was assigned to DSP 100% per contract of 30 hours weekly. A program secretary was assigned to work at both campuses. In addition, a High Tech Center (HTC) specialist was hired for three years, 1988-1991, as part of a HTC grant established in 1988.

1990-91

Because of budget concerns, a program review was instituted which culminated in a Board presentation and recommendations for reorganization. (Document)

President: Dr. Carpenter

District DSP Director Position was eliminated.

Program secretary, one full time position, was assigned to work at both EVC and SJCC.

Program secretary title was changed to program assistant in Spring1991 and one full time position was assigned to EVC.

1991-1992

20% DSP Counselor/Coordinator who reported to Director of IMAC, who reported to V.P. of Instruction, Dr. Ken Fawson

President: Dr. Carpenter; Acting President: Dr. Ken Fawson

The four DSP full-time positions assigned as follows:

- Counselor: 60% DSP counseling, 20% coordinator, 20% IMAC
- L.D. Specialist: 80% DSP & HTC, 20% IMAC
- Speech-Language Specialist: 80% DSP & HTC, 20% IMAC
- Program Assistant: 100% DSP
- HTC Specialist changed from a full-time grant position to part-time position.

1992-1993

20% DSP Counselor/Coordinator who reported to Director of IMAC, who reported to V.P. of Instruction, Dr. Ken Fawson

President: Dr. Berg

The four DSP full-time positions assigned as previous year:

- Counselor: 60% DSP counseling, 20% coordinator, 20% IMAC
- L.D. Specialist: 80% DSP & HTC, 20% IMAC
- Speech-Language Specialist: 80% DSP & HTC, 20% IMAC
- Program Assistant: 100% DSP

1993-1994

40% DSP Counselor/Coordinator who reported to V.P. of Instruction, Dr. Ken Fawson

President: Dr. Vela

The four DSP full-time positions assigned as follows:

- Counselor: 60% DSP counseling, 40% coordinator
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Program Assistant: 100% DSP

1994-1995

40% DSP Counselor/Coordinator who reported to V.P. of Student Services, Dr. Audre Levy

President: Dr. Vela

The four DSP full-time positions assigned as follows:

- Counselor: 60% DSP counseling, 40% coordinator
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Program Assistant: 100% DSP

1995-1996

Fall 1995

40% DSP Coordinator assigned as 40% Overload, reported to Dean of Counseling, Penny Johnson, who reported to V.P. of Student Services, Dr. Audre Levy

President: Dr. Vela

The four DSP full-time positions assigned as follows:

- Counselor: Vacant, position to be filled as 100% Counselor/Coordinator. Currently filled with P/T hourly counselors.
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC, 40% Overload as Coordinator
- Program Assistant: 100% DSP

Spring 1996

40% DSP Counselor/Coordinator who reported to Dean of Counseling, Penny Johnson, who reported to V.P. of Student Services, Dr. Audre Levy

President: Dr. Vela

The four DSP full-time positions assigned as follows:

- Counselor: 60% DSP Counseling, 40% Coordinator
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Program Assistant: 100% DSP

1996-1997

Fall 1996

40% DSP Counselor/Coordinator who reported to Dean of Counseling, Penny Johnson, who reported to V.P. of Student Services, Dr. Audre Levy

President: Dr. Vela

The four DSP full-time positions assigned as follows:

- Counselor: 60% DSP counseling, 40% coordinator, 17% counselor overload
- L.D. Specialist: 100% DSP & HTC, 17% counselor overload
- Speech-Language Specialist: 100% DSP & HTC, 40% Overload as Coordinator
- Program Assistant: 100% DSP

Spring 1997

0% assignment for DSP Coordinator. DSP staff and Dean of Counseling assumed/shared coordinator responsibilities as needed. Dean of Counseling reported to V.P. of Student Services, Dr. Audre Levy.

President: Dr. Vela

The four DSP full-time positions assigned as follows:

- Counselor: Vacant position to be filled as 100% counselor/coordinator. Currently filled with P/T hourly counselors
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Program Assistant: 100% DSP

1997-98

Fall 1997

0% assignment for DSP Coordinator. DSP Counselor/Coordinator who reported to Gil Sanchez, Vice Chancellor for Advancement & Enrollment Management. Dean of Counseling- vacant position.

Interim EVC President: Chancellor Dr. Evans

The four DSP full-time positions assigned as follows:

- Counselor: 100% DSP Counselor/Coordinator
- L.D. Specialist: 100% DSP & HTC

- Speech-Language Specialist: 100% DSP & HTC
- Program Assistant: 100% DSP

Spring 1998

0% assignment for DSP Coordinator. DSP Counselor/Coordinator who reports to Gil Sanchez, Vice Chancellor for Advancement & Enrollment Management. Dean of Counseling-vacant position.

Interim EVC President: Chancellor Dr. Evans

The four DSP full-time positions were assigned as follows:

- Counselor: 100% DSP Counselor/Coordinator
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Program Assistant: Vacant position. Currently filled with full-time temporary.

1998-1999

Fall 1998

0% assignment for DSP Coordinator. DSP Counselor/Coordinator who reported to Dr. Clay Whitlow. Dean of Counseling -vacant position.

President: Dr. Whitlow

The four DSP full-time positions assigned as follows:

- Counselor: 100% DSP Counselor/Coordinator
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Assistive Services Specialist: Full time permanent as of October, 1998
- Program Assistant: Vacant because it was reclassified to the assistive services specialist position.

Spring 1999

40% overload assignment for DSP Coordinator. DSP Counselor/Coordinator who reported to Dr. Whitlow. Dean of Counseling vacant until February, 1999. After that time, DSP Counselor/Coordinator reported to Dean of Counseling, Bobbie Kawazoe.

President: Dr. Whitlow

The four DSP full-time positions assigned as follows:

- Counselor: 100% DSP Counselor, 40% overload assignment as Coordinator
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Assistive Services Specialist: 100% DSP
- Program Assistant: Vacant

1999-2000

Fall 1999

40% overload assignment for DSP Coordinator. DSP Counselor/Coordinator who reported to Dean of Counseling, Bobbie Kawazoe.

President: Dr. Whitlow

- The four DSP full-time positions assigned as follows:
- Counselor: 100% DSP Counselor, 40% overload assignment as Coordinator
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Assistive Services Specialist: Vacant position. Currently filled with part-time temporary
- Program Assistant: Vacant

Spring 2000

40% overload assignment for DSP Coordinator. DSP Counselor/Coordinator who reported to Dean of Counseling, Bobbie Kawazoe.

President: Dr. Whitlow

The four DSP full-time positions assigned as follows:

- Counselor: 100% DSP Counselor, 40% overload assignment as Coordinator
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Assistive Services Specialist: 100% DSP as of April, 2000
- Program Assistant: Vacant

2000-2001

Fall 2000

100% DSP Coordinator (faculty fund 10 position) who reports to Dean of Counseling, Bobbie Kawazoe

President: Dr. Whitlow

The five DSP full-time positions assigned as follows:

- Coordinator: 100% DSP
- Counselor: 100% DSP
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Assistive Services Specialist: 100% DSP
- Program Assistant: Vacant

Spring 2001

100% DSP Coordinator (faculty fund 10 position) who reports to Dean of Counseling, Bobbie Kawazoe

President: Dr. Whitlow

The six DSP full-time positions assigned as follows:

- Coordinator: 100% DSP

- Counselor: 100% DSP
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Assistive Services Specialist: 100% DSP
- Program Assistant: 100% DSP as of April, 2001

2001-2002

Fall 2001

100% DSP Coordinator (faculty fund 10 position) who reports to Dean of Counseling, Bobbie Kawazoe

President: Dr. Whitlow

The six DSP full-time positions assigned as follows:

- Coordinator: 100% DSP
- Counselor: 100% DSP
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Assistive Services Specialist: 100% DSP
- Program Assistant: 100% DSP

Spring 2002

100% DSP Coordinator (faculty fund 10 position) who reports to Dean of Counseling, Bobbie Kawazoe

President: Dr. Whitlow

The six DSP full-time positions assigned as follows:

- Coordinator: 100% DSP
- Counselor: 100% DSP
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC divided into three part-time positions to cover 100% load
- Assistive Services Specialist: 100% DSP
- Program Assistant: 100% DSP

2002-2003

Fall 2002

100% DSP Coordinator (faculty fund 10 position) who reports to Dean of Counseling, Bobbie Kawazoe

President: Dr. Whitlow

The six DSP full-time positions assigned as follows:

- Coordinator: 100% DSP
- Counselor: 100% DSP
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Assistive Services Specialist: 100% DSP
- Program Assistant: 100% DSP, vacant position as of November 26, 2002

HTC Adjunct faculty position cancelled resulting in the cancellation of three classes in the HTC.

Spring 2003

100% DSP Coordinator (faculty fund 10 position) who reported to Dean of Counseling, Bobbie Kawazoe

President: Dr. Whitlow

The five DSP full-time positions assigned as follows:

- Coordinator: 100% DSP
- Counselor: 100% DSP
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: Replaced by one adjunct for two of five classes.
- Assistive Services Specialist: 100% DSP
- Program Assistant: Vacant

2003-2004

Fall 2003

100% DSP Coordinator (faculty fund 10 position) who reports to Dean of Counseling, Bobbie Kawazoe

President: Dr. Whitlow

The six DSP full-time positions assigned as follows:

- Coordinator: 100% DSP
- Counselor: 100% DSP
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: 100% DSP & HTC
- Assistive Services Specialist: 100% DSP
- Program Assistant: Vacant

(Adaptive Media Specialist: 100% assigned to Dean of Technology, funds are categorical)

In addition to the full-time staff, the DSP staff includes:

- Hourly adjunct faculty for adaptive physical education
- Hourly adjunct faculty for high tech center classes,
- Two 20 hour instructional assistants,
- Two 6 hour P.E. instructional assistants (CSEA mandated as of Spring, 1999), one position not filled due to lack of funds
- Hourly tutors and interpreters as needed.

Spring 2004

Coordinator quit in March. Assistive Services Specialist quit in April. Neither is replaced during the semester. DSP reported to Dean of PE, Social Science, John Brandenberger.

The six DSP full-time positions assigned as follows:

- Coordinator: 100% DSP
- Counselor: 100% DSP
- L.D. Specialist: 100% DSP & HTC

- Speech-Language Specialist: Replaced in HTC for two classes, S&L
- Assistive Services Specialist: 100% DSP
- Program Assistant: Vacant

Additional Staff:

- Hourly adjunct faculty for APE
- two 20 hour instructional assistants
- two 6 hour P.E. instructional assistants (CSEA mandated as of Spring 1999, one
- one position not filled due to lack of funds
- hourly interpreters as needed

2004-2005

Fall 2004

No coordinator. Department reported to Dean of Counseling, Matriculation and DSP, Alethea DeSoto.

President: Interim Chancellor, Jon Kangas

The seven DSP full-time positions assigned as follows:

- Coordinator: Vacant
- Counselor: 100% DSP
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: Replaced by adjunct in HTC for two classes, Adjunct Speech and Lang. for 2 classes. No assessment.
- Assistive Services Specialist: 100%
- Program Assistant: Vacant
- Adaptive Media Specialist: Interim hourly (position transferred from Dean of Technology)

Spring 2005

No coordinator. Department reported to Dean of Counseling, Matriculation, and DSP, Alethea DeSoto.

The seven DSP full-time positions assigned as follows:

- Coordinator: Vacant
- Counselor: 100% DSP
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: Replaced by adjunct in HTC for two classes, Adjunct Speech and Lang. for 2 classes. No assessment.
- Assistive Services Specialist: 100% DSP
- Program Assistant: Vacant
- Adaptive Media Specialist: Interim hourly, 100% beginning in May

Additional Staff:

- Hourly adjunct faculty for APE
- Two 20 hour instructional assistants
- Two 6 hour P.E. instructional assistants (CSEA mandated as of Spring 1999, one
- One position not filled due to lack of funds
- Hourly interpreters as needed

2005-2006

Fall 2005

100% DSP coordinator (faculty fund 10 position) who reports to Vice President of Student Services, Josue Hoyos until mid October and then reporting to Interim Dean of Counseling, Matriculation and DSP.

President: David Wain Coon

The seven DSP full-time positions assigned as follows:

- Coordinator: 100% DSP
- Counselor: 100% DSP/ transferring to general counseling
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: Replaced by adjunct in HTC for two classes, Adjunct Speech and Lang. for 3 classes.
- Assistive Services Specialist: 100% DSP
- Program Assistant: Vacant
- Adaptive Media Specialist: 100% DSP

Spring 2006

100% DSP coordinator (faculty fund 10 position) who reports to Interim Dean of Counseling, Matriculation and DSP.

President: David Wain Coon

The seven DSP full-time positions assigned as follows:

- Coordinator: 100% DSP
- Counselor: Hourly interim
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: Replaced by adjunct in HTC for two classes, Adjunct Speech and Lang. for 3 classes.
- Assistive Services Specialist: 100% DSP
- Program Assistant: Vacant
- Adaptive Media Specialist: 100% DSP
- Program Assistant – some hours at the end of the semester

Fall 2006

100% DSP coordinator (faculty fund 10 position) who reports to new Dean of Counseling, Matriculation and DSP, Victoria Lugo

President: David Wain Coon

The seven DSP full-time positions assigned as follows:

- Coordinator: 100% DSP
- Counselor: 100% DSP
- L.D. Specialist: 100% DSP & HTC
- Speech-Language Specialist: Replaced by adjunct HTC Specialist in HTC for two classes, Adjunct Speech and Lang. for 3 classes.
- Assistive Services Specialist: 100% DSP

- Program Assistant: Vacant
- Staff Assistant I (temporary beginning mid November)
- Adaptive Media Specialist: 100% DSP

Additional Staff:

- Hourly adjunct faculty for APE who teaches 2 classes
- Two 20 hour instructional assistants – VP of Student Services assigned them some overload hours to handle tutoring. One assistant has a 10 month contract and one has an eleven month contract.
- Two 6 hour P.E. instructional assistants (CSEA mandated as of Spring 1999,
- One position not filled due to lack of funds work-study students to assist with clerical duties

DSP STAFF

2006-2007

NOTE: The DSP reported to the Dean of Counseling and Matriculation.

DSP Certificated Staff

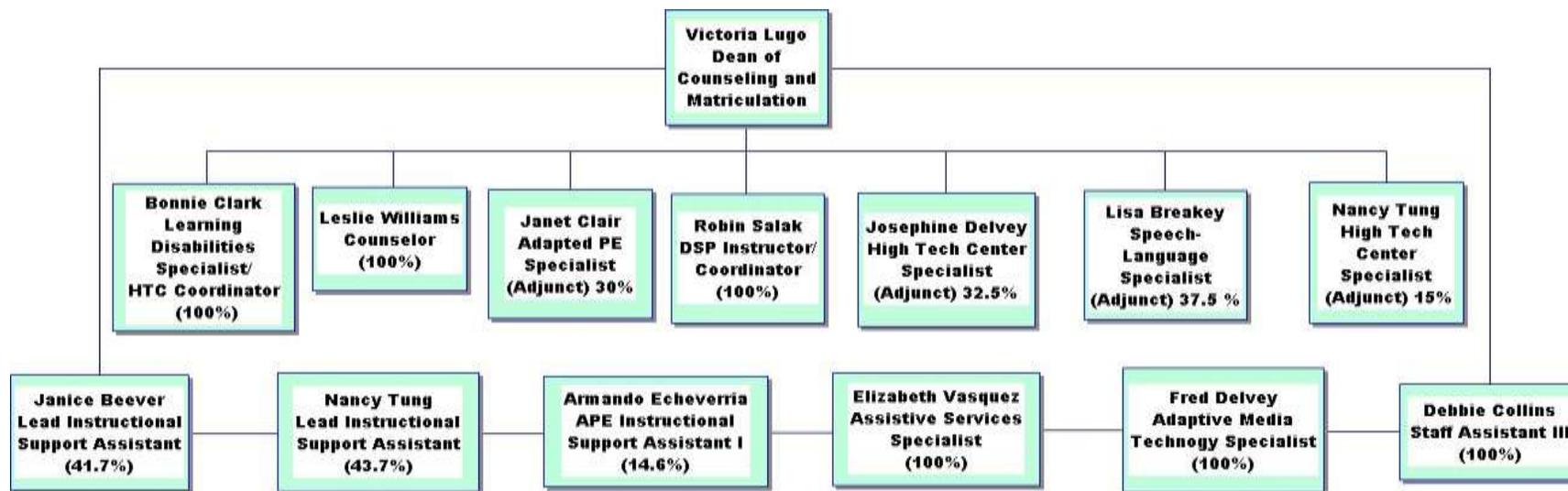
- Robin Salak: Instructor/Coordinator – responsible for coordinating department’s day-to-day functions, which includes budget, policies and procedures, MIS, and coverage. She represents the department on and off campus. Robin also substitutes for absent DSP faculty and oversees II 210 (tutoring). She is expected to teach a course – Guidance 193 (New Student Orientation) beginning in the summer of 2008. She is a full-time, permanent employee (100%).
- Bonnie Clark: Learning Disabilities Specialist and High Tech Center Coordinator – responsible for assessing students to determine the presence or absence of a learning disability or a developmental delay, teaching courses designed for students with disabilities and for coordinating the High Tech Center. She is a full-time, permanent employee (100%).
- Leslie Williams: Counselor – responsible for assisting students through the matriculation process and for authorizing accommodations based on verified individual disabilities. She is a full-time, permanent employee (100%).
- Janet Clair: Adaptive P.E. Specialist, adjunct – responsible for teaching adaptive PE courses for students with disabilities. She is a 30% employee.
- Josephine Delvey: High Tech Center Specialist, adjunct – responsible for teaching courses for students with disabilities in the High Tech Center. She is a 32.5% employee.
- Lisa Breakey: Speech and Language Specialist, adjunct – responsible for assessing students with speech-language disabilities and for teaching courses related to these disabilities. She is a 37.5% employee.
- Nancy Tung: High Tech Center Specialist, adjunct – responsible for teaching courses for students with disabilities in the High Tech Center. She is a 15% employee.

Classified Staff

- Janice Beever: Lead Instructional Support Assistant – responsible for assisting instructors in the classroom and High Tech Center, tutoring students with disabilities and assisting with learning disability testing. She is a permanent employee, working 41.7%.
- Nancy Tung: Lead Instructional Support Assistant – responsible for assisting instructors in the classroom and High Tech Center and tutoring students with disabilities. She is a permanent employee, working 43.7%.
- Armando Echeverria: APE Instructional Support Assistant I – responsible for assisting adaptive PE instructor in the classroom. He is a permanent employee, working 14.6%.
- Elizabeth Vasquez: Assistive Services Specialist – responsible for proctoring tests, providing assistive services to those authorized for accommodations, training students and staff with assistive devices and equipment, providing pre-counseling for new students and participating in outreach for prospective students. She is a full-time, permanent employee (100%).
- Fred Delvey: Adaptive Media Technology Specialist – responsible for training students and staff with alternate media software and equipment and for providing alternate media such as Braille and closed-captioning. He is a full-time, permanent employee (100%).
- Debbie Collins: Staff Assistant III – responsible for providing clerical support for the day-to-day office operations. She was an hourly Staff Assistant I from October 2006 – February 2007, and became an hourly Staff Assistant III substitute after the permanent position was announced. She has been a full-time, permanent employee since June 1, 2007 (100%).

Student Workers

The DSP hired numerous hourly student workers to provide clerical, instructional and tutorial support.



DSP Certificated Staff:

- Robin Salak: Responsible for coordinating department's day-to-day functions which include budget, policies, procedures and MIS. She represents the department at various campus committees, substitutes for absent DSP faculty and oversees II 210. She is expected to teach a course beginning summer of 2008.
- Bonnie Clark: Responsible for assessing students with learning disabilities, teaching courses related to the disability and for coordinating the High Tech Center.
- Leslie Williams: Responsible for assisting students through the matriculation process and for authorizing accommodations based on verified individual disabilities.
- Janet Clair: Responsible for teaching adaptive PE courses for students with disabilities.
- Lisa Breakey: Responsible for assessing students with speech-language disabilities and for teaching courses related to these disabilities.
- Josephine Delvey: Responsible for teaching courses in the High Tech Center related to disabilities.
- Nancy Tung: Responsible for teaching courses in the High Tech Center related to disabilities.

Classified Staff:

- Janice Beever: Responsible for assisting instructors in the classroom and High Tech Center, tutoring students with disabilities and assisting with learning disability testing.
- Nancy Tung: Responsible for assisting instructors in the classroom and High Tech Center and tutoring students with disabilities.
- Armando Echeverria: Responsible for assisting adaptive PE instructor in the classroom.
- Elizabeth Vasquez: Responsible for proctoring tests, providing assistive services for those authorized for accommodations, training students and staff with assistive devices and equipment and for providing pre-counseling to new students and outreach to prospective students.
- Fred Delvey: Responsible for training students and staff with alternate media software and equipment and for providing alternate media such as Braille and closed-captioning.
- Debbie Collins: Responsible for day-to-day office operations.



Disabled Students Program Student Learning Outcomes Report

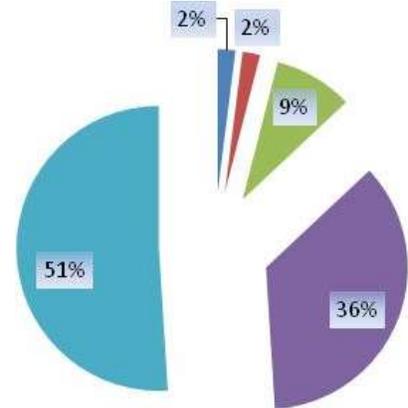
Total # of surveys completed = 55

Scale: 1 = No knowledge 2 = Very little 3 = Some 4 = A lot 5 = A great deal

After visiting the Disabled Students Program, students will have learned:

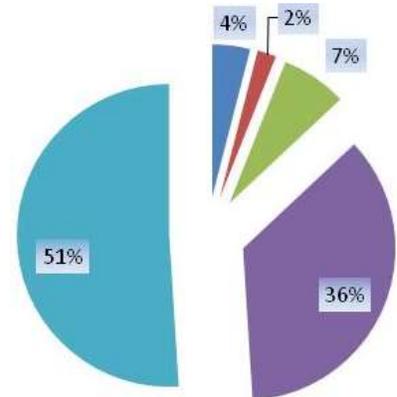
1. What services the Disabled Student Program can provide.

- 1: 1 (2%)
- 2: 2 (2%)
- 3: 5 (9%)
- 4: 20 (36%)
- 5: 28 (51%)



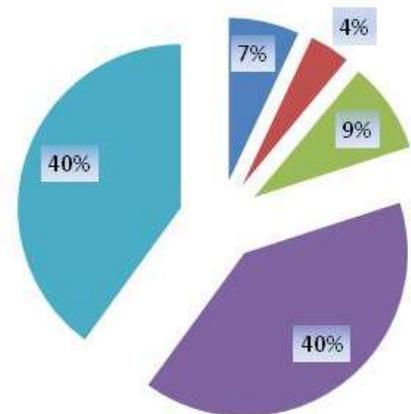
2. The availability of counseling /advising/ planning and how to use these services to support his/her academic success.

- 1: 2 (4%)
- 2: 1 (2%)
- 3: 4 (7%)
- 4: 20 (36%)
- 5: 20 (51%)



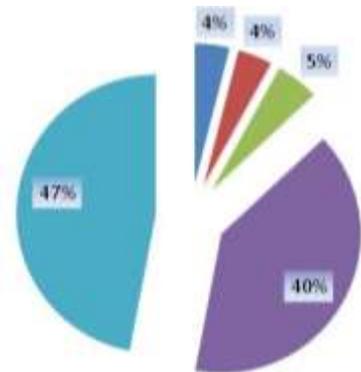
3. How to participate in disability-related assessment, if appropriate.

- 1: 4 (7%)
- 2: 2 (4%)
- 3: 5 (9%)
- 4: 22 (40%)
- 5: 22 (40%)



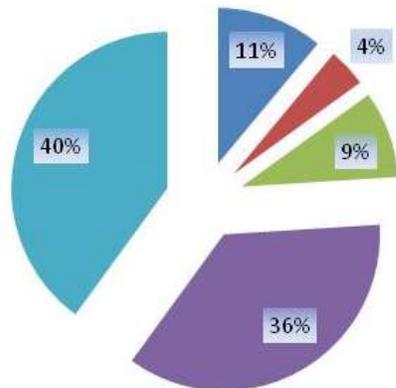
4. How to obtain registration assistance

- 1: 2 (4%)
- 2: 2 (4%)
- 3: 3 (5%)
- 4: 22 (40%)
- 5: 26 (47%)



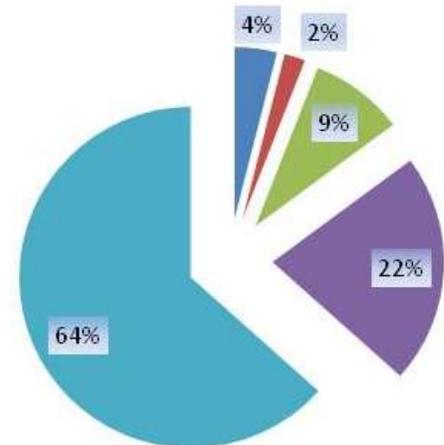
How to obtain mobility assistance, if appropriate.

- 1: 6 (11%)
- 2: 2 (4%)
- 3: 5 (9%)
- 4: 20 (36%)
- 5: 22 (40%)



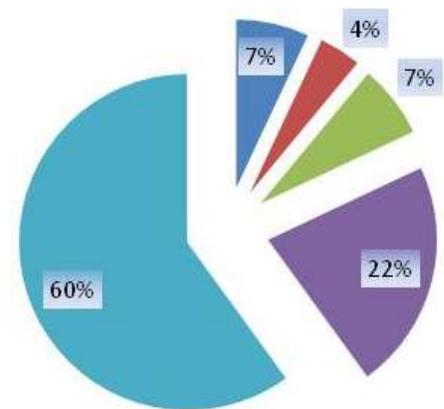
5. How to access disability-related assistance, including tutoring, note taker services, reader services, transcription services, interpreters, test taking facilitation and tape recorders.

- 1: 2 (4%)
- 2: 1 (2%)
- 3: 5 (9%)
- 4: 12 (22%)
- 5: 35 (64%)



6. The availability of specialized equipment, including adapted computer hardware and software.

- 1: 4 (7%)
- 2: 2 (4%)
- 3: 4 (7%)
- 4: 12 (22%)
- 5: 33 (60%)



Comments or Suggestions:

- The Counselor is not warm & made me feel like she didn't want to spend time with me. Liz & Debbie are very nice & helpful.
- None
- Liz is so helpful & I actually look forward to going to school now.
- Because I've been using more of the DSP services I'm getting a B in on of my classes. I've never gotten a B always C- or D's or I withdraw. I was totally lost. Thanks to the DSP Program.
- Thanks a lot.
- I think that the DSP tutoring has help me to succeed in all my classes.
- Debbie is great! I may of spelled her name wrong I'm not sure...haha! but she is a sweet person and is a great compliment to the DSP office. I would want no other secretary/counselor to take her place.
- Need better counseling.



Disabled Students Program SLO Report

Total # of surveys completed = 55

Semester/Year: Fall/Spring 2006/07

Check One Of The Following:

New Student **11 (20.00%)** **Returning Student** **43 (78.18%)** **Continuing Student** **1 (1.82%)**

Post ONLY-Student Services Learning Outcomes Survey

Learning Outcomes are skills or information that a student should have learned by the end of a particular activity or course.

Dear Student: Please review the Learning Outcomes (listed below) for this student service. Next, think about how familiar you are with each of these learning outcomes. Using the scale below, please enter your ratings on this form and add comments if you wish. The purpose of this survey is to find ways to improve teaching and learning at our college.

Scale: 1 = Nothing 2 = Very little 3 = Some 4 = A lot 5 = A great deal

How much have you learned for each Learning Outcome?

Rating from 1 to 5 (scale above)

Learning Outcomes—		Rating from 1 to 5 (scale above)				
After visiting the Disabled Students Program, students will have learned:		1	2	3	4	5
1.	What services the Disabled Student Program can provide	1 (1.82%)	1 (1.82%)	5 (9.09%)	20 (36.36%)	28 (50.91%)
2.	The availability of counseling/advising/planning and how to use these services to support his/her academic success	2 (3.64%)	1 (1.82%)	4 (7.27%)	20 (36.36%)	28 (50.91%)
3.	How to participate in disability-related assessment, if appropriate.	4 (7.27%)	2 (3.64%)	5 (9.09%)	22 (40.00%)	22 (40.00%)
4.	How to obtain registration assistance	2 (3.64%)	2 (3.64%)	3 (5.45%)	22 (40.00%)	26 (47.27%)
5.	How to obtain mobility assistance, if appropriate.	6 (10.91%)	2 (3.64%)	5 (9.09%)	20 (36.36%)	22 (40.00%)
6.	How to access disability-related assistance, including tutoring, note taker services, reader services, transcription services, interpreters, test taking facilitation and tape recorders	2 (3.64%)	1 (1.82%)	5 (9.09%)	12 (21.82%)	35 (63.64%)
7.	The availability of specialized equipment, including adapted computer hardware and software	4 (7.27%)	2 (3.64%)	4 (7.27%)	12 (21.82%)	33 (60.00%)

Comments:



- The Counselor is not warm & made me feel like she didn't want to spend time with me. Liz & Debbie are very nice & helpful.
- None
- Liz is so helpful & I actually look forward to going to school now.
- Because I've been using more of the DSP services I'm getting a B in on of my classes. I've never gotten a B always C- or D's or I withdraw. I was totally lost. Thanks to the DSP Program.
- Thanks a lot.
- I think that the DSP tutoring has help me to succeed in all my classes.
- Debbie is great! I may of spelled her name wrong I'm not sure...haha! but she is a sweet person and is a great compliment to the DSP office. I would want no other secretary/counselor to taker her place.
- Need better counseling.

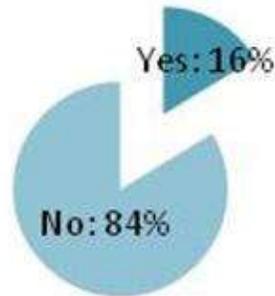


Disabled Students Program Point of Contact Surveys Report

Total # of surveys completed = 49

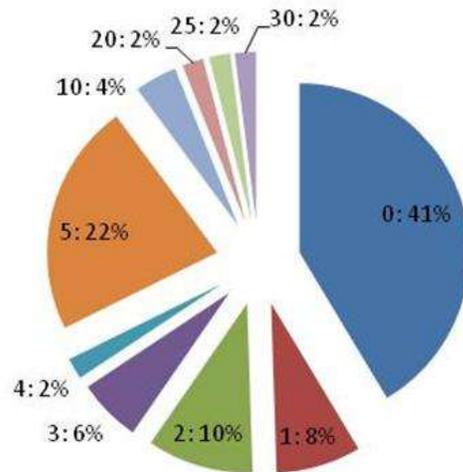
1. Is this your first visit to the Disabled Students Program?

- Yes: 8 (16%)
- No: 41(84%)



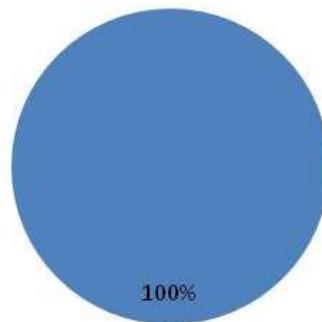
2. How long did you have to wait for service? In minutes:

- 0 minutes= 20 (41%)
- 1 minute= 4 (8%)
- 2 minutes= 5 (10%)
- 3 minutes= 3 (6%)
- 4 minutes= 1 (2%)
- 5 minutes= 11 (22%)
- 10 minutes= 2 (4%)
- 20 minutes=1 (2%)
- 25 minutes= 1 (2%)
- 30 minutes= 1 (2%)



3. Was the staff member who assisted you friendly and helpful?

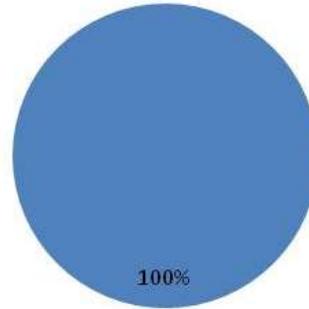
- Yes: 49 (100%)
- No: 0 (0%)





4. Was the staff member who provided the services knowledgeable?

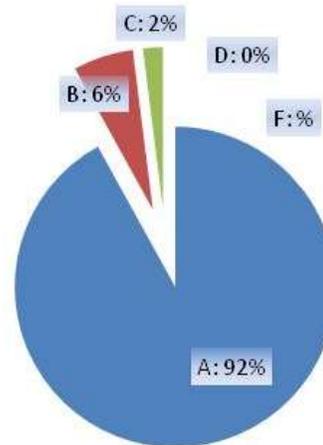
- Yes: 49 (100%)
- No: 0 (100%)



5. Overall, how would you grade the service you received? Circle one:

A B C D F

- A: 45 (92%)
- B: 3 (6%)
- C: 1 (2%)
- D: 0 (0%)
- F: 0 (0%)



Comments or Suggestions:

- I'm very happy. Thank a lot.
- DSP is very helpful.
- Debbie is always so friendly & Liz Vasquez, I love her I couldn't ask for better assistance.
- Good service.
- Leslie has always been there to help me every time I have come in.
- Very good service!
- More time for tutoring
- Very pleased.
- Liz was very good. She knows a lot and helps all the time.
- I like the service and how I get treated here.
- They were very welcoming.
- I think that the Disable Student Program is a helpful service for the disable students that attend Evergreen.
- I did not know about the accommodations until recent. Liz is more than just that specialist, she's a warm friend. Thanks Liz!!
- Debbie was awesome.
- Keep up the good work.
- Excellent service given, knowledgeable, very pleasant, and a good listener. Appreciate the immediately service which was given to me.
- She was very helpful and when I left I felt competent that all my needs were met.
- Liz has been an angle to me, assisting me with class, helping me keep on tract with testings, always lends a ear with a helping hand. She is a great problem solver, when in time of need



Disabled Students Program Student Services Quality Survey Report

Total # of surveys completed = 49

Semester/Year: Fall/Spring 2006/07

Students are the most important people on our campus. Without students, there would be no need for this office.

So...please fill out this opinion card. Only YOU can help is maintain our high standard of service by sharing your comments with us. Thank you for helping us deliver Quality Student Services!

1. Is this your first visit to the Disabled Students Program? Yes: 8 (16.33%) No: 41 (83.67%)

2. How long did you have to wait for service? Minutes:

0 minutes= 20 (40.82%), 1 minute= 4 (8.16%), 2 minutes= 5 (10.20%), 3 minutes= 3 (6.12%),
4 minutes= 1 (2.04%), 5 minutes= 11 (22.45%), 10 minutes= 2 (4.08%), 20 minutes=1 (2.04%),
25 minutes= 1 (2.04%), 30 minutes= 1 (2.04%)

3. Was the staff member who assisted you friendly and helpful? Yes: 49 (100.00%) No: 0 (0.00%)

4. Was the staff member who provided the services knowledgeable? Yes: 49 (100.00%) No: 0 (0.00%)

5. Overall, how would you grade the service you received? Circle one: A B C D F

A= 45 (91.84%), B= 3 (6.12%), C=1 (2.04%), D= 0 (0.00%), F= 0 (0.00%)

Comments or Suggestions:

- I'm very happy. Thank a lot.
- DSP is very helpful.
- Debbie is always so friendly & Liz Vasquez, I love her I couldn't ask for better assistance.
- Good service.
- Leslie has always been there to help me every time I have come in.
- Very good service!
- More time for tutoring
- Liz has been an angle to me, assisting me with class, helping me keep on tract with testings, always lends a ear with a helping hand. She is a great problem solver, when in time of need



- Very pleased.
- Liz was very good. She knows a lot and helps all the time.
- I like the service and how I get treated here.
- They were very welcoming.
- I think that the Disable Student Program is a helpful service for the disable students that attend Evergreen.
- I did not know about the accommodations until recent. Liz is more than just that specialist, she's a warm friend.
Thanks Liz!!
- Debbie was awesome.
- Keep up the good work.
- Excellent service given, knowledgable, very pleasant, and a good listener. Appreciate the immediately service which was given to me.
- She was very helpful and when I left I felt competent that all my needs were met.