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| Disabilities  Support  Program  **Program Review** |
| Evergreen Valley  College |
| 2011-2012 |

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# Mission Statement

The mission of the Disabilities Support Program (DSP) 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 DSP provides support services, and classes in adaptive P.E. and individualized instruction to students with disabilities to enable them to be fully integrated, productive and assertive participants in their own educational process. The Disabilities Support Program is committed to accessibility for all students.

**Program Description**

The Disabilities Support Program provides support services, and classes in adaptive P.E. and individualized instruction for students with disabilities who are attending Evergreen Valley College. A variety of support services are available including specialized academic and vocational counseling, priority registration, interpreting or captioning services for the deaf, limited tutoring, note-taking, test proctoring (including extended time and use of adaptive computer hardware, software and equipment), mobility aids, and the provision of print materials in alternate formats. The DSP has an extensive array of specialized equipment, hardware and software that can be used by and is often loaned out to our students, in an effort to accommodate their individual disability-related needs.

Computers loaded with adaptive software are available to students who are unable to access the screen and/or keyboard, or perform word processing in the traditional manner. Other equipment and aids are also available for student use, such as tape recorders, UbiDuo (for deaf students), special color overlays (for students with light sensitivity), etc. Limited training is provided in assistive hardware/software to meet the unique needs of students.

Two classes are offered in adaptive physical education. Individualized Instruction (II 210) is also offered, which is an open enrollment, zero unit lab, where students receive one-on-one tutoring and specialized group workshops in basic skills, study skills, and in academic subject areas. Tutors are specially trained and supervised by DSP faculty, and utilize special techniques and strategies.

Services offered through the Disabilities Support Program comply with Section 504 and 508 of the Federal Rehabilitation Act of 1973 as amended, Title V of the State of California Education Code, and the Americans with Disabilities Act of 1990 as amended.

**List of Staff, Titles and Descriptions**

The current Disabilities Support Program Staffing is as follows:

1. Robin Salak, Instructor/Coordinator – responsible for coordinating the department’s day-to-day operations, which include budget, policies and procedures, MIS, coverage, test proctoring, deaf and hard of hearing coordination, and High Tech Center coordination. She represents the department on and off campus. She meets with new and continuing students, assisting them through the matriculation process and authorizing accommodations based on verified individual disabilities. She also meets with faculty, staff and administrators concerning disability-related issues. Robin oversees II 210 (Individualized Instruction/tutoring). She is a full-time (32.8 hours/week), permanent faculty employee (1.0 FTE).
2. 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 (32.8 hours/week), permanent faculty employee (1.0 FTE).
3. Janet Clair, Adjunct Adaptive P.E. Specialist – responsible for teaching adaptive PE courses for students with disabilities. She works .30 FTE (faculty) per semester. The DSP no longer offers summer classes.
4. Armando Echeverria, Adaptive P.E. Instructional Support Assistant I – responsible for assisting the adaptive PE instructor in the classroom. He is a permanent Classified employee, working .146 FTE annually. He works 6 hours/week during the fall and spring semesters.
5. 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 Classified employee, working 40 hours/week, 12 months/year (1.0 FTE).
6. Debbie Collins, Staff Assistant III – responsible for providing clerical support for the day-to-day office operations. She is a full-time, permanent Classified employee, working 40 hours/week, 12 months/year (1.0 FTE).

Note: Supervisor for the DSP is Tammeil Gilkerson, Dean of Counseling and Matriculation.

# External Contributing Factors

The most impactful external contributing factor for the DSP is the current national and state budget crisis. The DSP has suffered huge cuts to its program, resulting in a loss of the following positions:

1. One full-time L.D. Specialist (Faculty).
2. Three adjunct faculty.
3. One full time, 12 month Assistive Services Specialist (Classified).
4. One full time, 12 month Staff Assistant II (Classified).
5. Two 20 hours per week Lead Support Instructional Assistants (Classified) – one was a 10 month employee and the other was an 11 month employee.

The devastating cuts to the DSP’s budget and resulting loss in staffing forced the DSP to completely change the way in which it provides services to students. Student appointments are primarily conducted in groups, one-on-one tutoring is extremely limited, L.D. testing is no longer conducted, hours of operation have been reduced, and the DSP no longer offers any special courses other than the two remaining adaptive P.E. courses, and II 210 (an open enrollment, zero unit lab, where students receive one-on-one tutoring and specialized group workshops in basic skills, study skills, and in academic subject areas).

The remaining DSP staff members are extremely dedicated and hard-working, and make every effort to assist students above and beyond the minimum legal requirements ; however, due to the huge budget cuts, it is no longer possible to help every student in the same manner they were helped previously. This has resulted in over-worked and overwhelmed staff members, and has caused some frustration on the part of DSP students, DSP staff members, and college personnel.

The number of students served with four or more contacts dropped considerably from 2010-2011, most likely in large part due to the budget/staffing cuts.

Other important external contributing factor 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.

**External On-Campus Factors**

There are a number of external on-campus factors that affect the DSP, both positively and negatively. The most impactful external on-campus contributing factor for the DSP is the current District budget shortfall, and the declining support of the DSP by the District, in terms of college effort and funding priorities.

Other negative external on-campus factors are:

1. Campus location which is somewhat isolated from the rest of Silicon Valley.
2. Accessibility with the old facilities such as elevators that break down and classrooms that cannot be accessed due to steps at their entrances.
3. Lack of vocational programs as compared to other local community colleges.
4. High turn-over rate with administrators.
5. Lack of District/College policies that affect DSP students, such as an emergency preparedness policy, substitution/waiver policy for students with disabilities, a fundamental alterations policy and committee, and an electronic and information technology (E&IT) policy.

Some of the positive factors are:

1. The beauty of the campus with its park-like setting, which is surrounded by rolling hills and boasts a duck and geese pond.
2. Dedicated faculty, classified staff and administrators.

**Internal Factors**

Unfortunately, due to huge budget cuts, the DSP has recently lost eight key positions (see External Contributing Factors). DSP staff members have been overworked (and overwhelmed at times), DSP students do not receive as much one-on-one time as they have in the past (causing some frustration), L.D. testing is no longer offered, there has been a reduction in the hours of operation, and DSP special courses are no longer offered other than the two Adaptive P.E. courses and II 210 (open enrollment, zero unit labs, where students receive limited one-on-one tutoring and specialized group workshops in basic skills, study skills, and in academic subject matter). The huge cuts in the DSP budget came from the State grant funding, college effort, VTEA/Perkins IV and MAA funds.

The number of students served with four or more contacts has dropped considerably from 2009-2010 to 2010-2011. The budget/staffing cuts have caused students to leave EVC and go elsewhere, because the DSP is not able to provide as much assistance as in previous years, and with fewer staff members, the DSP has found it extremely difficult to adequately capture all student contacts. In addition, there has been zero marketing/recruiting since 2008-2009.

On the positive side, the leadership of the DSP has been consistent for the past 3.5 years, with the same Dean and V.P. of Student Affairs. The DSP has also had the same Coordinator for the past 6.5 years, the same Counselor for the past 5.5 years, the same Adaptive Media Technology Specialist for the past 7 years, and the same Staff Assistant III for the past 4.5 years. In addition, the Adaptive P.E. (APE) instructor has been the same for the past 12.5 years, and the APE Aide has been here for the past 14 years.

**Student Learning Outcomes (SLOs)**

Student Learning Outcomes have been revised consistently over the past several years with input from all DSP staff members and the Student Services Council. Our SLO’s are as follows:

1. DSP students will be able to identify their disability (ies).
2. DSP students will be able to identify 2+ of their functional/educational limitations.
3. DSP students will be able to name 2+ accommodations provided by the DSP.
4. 80% of DSP students will utilize DSP services 2+ times per semester.

SLO Assessment Data and Plan for Improvement:

SLO’s 1-3 were assessed in Fall 2011 using surveys completed by 32 students. As a result, student survey questions were revised in May 2012 to include accuracy in identification of disability and functional limitations. Additional action item includes the counselor and/or coordinator placing greater emphasis on using accommodations as a tool for academic success.

SLO 4 is pending data analysis captured from MIS results.

For greater detail and analysis, view the DSP program matrix, linked below.

* To view our online SLO and Assessment Matrix, go to: <http://www.evc.edu/slo/examples/student_services/DSP.pdf>
* To view our online SLO Survey, go to:

<http://www.evc.edu/slo/examples/student_services/DSP_survey.pdf>

**Program Strengths**

The following is a list of program strengths:

* Experienced and skilled staff that are friendly and knowledgeable.
* Student-centered program with committed staff.
* Consistent leadership for the past 3.5 years (same Dean and V.P. of Student Affairs)
* With the remaining DSP employees, the staffing has been consistent (same Coordinator for the past 6.5 years, same Counselor for the past 5.5 years, same Adaptive Media Technology Specialist for the past 7 years, same Staff Assistant III for the past 4.5 years, same adjunct APE instructor for the past 12.5 years, and same APE Aide for the past 14 years).
* HTC has ample space, is housed within the DSP and is well equipped with up-to-date technology and equipment.
* Increased positive reputation with the campus community.
* Collaborated with ESUHSD Vocational Specialists to host a tour of EVC and the DSP for High School seniors in Special Education.
* Participated with seven other on-campus Special Programs in the third annual Special Programs Awards Ceremony at EVC.

**Program Weaknesses**

The following are some of the weakness that affected the program:

* Devastating cuts to our budget from all sources – State grant, college effort, VTEA/Perkins IV, MAA.
* Recently lost eight key positions (see External Contributing Factors).
* DSP staff members have been overworked (and overwhelmed at times), and morale has decreased.
* DSP students do not receive as much one-on-one time as they have in the past (causing some frustration), their wait time to be helped is typically longer, and appointments are not readily available.
* Limited career counseling and employment focus.
* L.D. testing is no longer offered.
* Reduction in the hours of operation and block testing schedule.
* Reduction in tutors and tutoring.
* DSP special courses are no longer offered other than the two Adaptive P.E. courses and II 210.
* DSP Advisory Committee no longer meets face-to-face, due to lack of staffing, funding, and time. Instead we conduct “virtual meetings” via e-mail.
* Number of students served with four or more contacts has dropped considerably from 2009-2010 to 2010-2011.
  + In 2009/2010, 884 DSP students with 4 or more contacts were served.
  + In 2010/2011, 411 DSP students with 4 or more contacts were served.
    - We served 473 fewer students with 4 or more contacts in 2010/2011 as compared to 2009/2010. This is a drastic decrease. Part of the reason for this is that we began capturing contacts using a different system, and many of our contacts weren’t reported due to glitches in this different system. It is also a result of offering no special classes in 2010/2011, and completely stopping the recruiting of DSP students three years ago.
* Funding for the DSP has been greatly reduced. Our total Categorical funding (State funding) is primarily based on the previous year’s students served with 4 or more contacts.
  + In 2010/2011, our Categorical funding was $325,821.
  + In 2011/2012, our Categorical funding was $307,657.
    - The DSP received $18,164 less in Categorical funding in 2011/2012 as compared to 2010-2011.
* In 2010/2011, the DSP received $7,222 in Perkins IV funds (formerly VTEA).
* In 2011/2012, the DSP received $6,633 in Perkins IV funds.
  + The DSP received $589 less in Perkins IV funds in 2011/2012 as compared to 2010/2011.
* In 2010/2011, the DSP received $250,707 in College Effort funds.
* In 2011/2012, the DSP received $114,357 in College Effort funds.
  + The DSP received $136,350 less in College Effort funds in 2011/2012 as compared to 2010/2011.
* The DSP receives nominal funding for its participation in Medical Administrative Activities (MAA).
* DSP Coordinator no longer attends vital annual CAPED conference, due to budget cuts.
* DSP faculty and staff do not attend conferences, other than those offered free of charge. Even then, due to staffing cuts, it’s difficult to arrange, and often does not occur.
* Limited faculty coverage during intersession and summer session, and difficult to schedule.
* Lack of District policies make it difficult to provide accommodations and services in a timely manner. Such District policies are:
  + Substitution/waiver policy for students with disabilities.
  + Fundamental alterations policy and committee.
  + Electronic and Information Technology (E&IT) Policy

**Program Goals**

1. **Provide accommodations and services to students with Disabilities at Evergreen Valley College, despite budget/staffing cuts.**

**Activities to be undertaken to Accomplish Goal**

1. Continue to advocate for College Effort funds, since the College and District are bound by State and Federal law to provide appropriate services to students with disabilities, regardless of State funding.
2. Continue to participate in Medical Administrative Activities and advocate for more funds for this participation.
3. Continue to advocate for Perkins IV (formerly VTEA) funds.
4. Streamline procedures and forms, including our Student Educational Contracts (SECs).
5. Revise, implement and evaluate Student Learning Outcome Surveys.
6. **Continuously educate the campus community, to ensure understanding and acceptance regarding disability issues, adherence to the laws that protect the rights of students with disabilities, and following DSP procedures.**

**Activities to be Undertaken to Accomplish Goal**

* 1. Present at Division Meetings.
  2. Periodically e-mail out pertinent updates.
  3. Meet with faculty, staff, and administrators.

1. **Meet with DSP Advisory Board, a minimum of once per academic year.**

**Activities to be undertaken to Accomplish Goal**

1. Title V relaxed the way in which the DSPS Advisory Board must meet; therefore, we will continue to hold annual “virtual” e-mail Advisory Board meetings.
2. Create an agenda, Minutes from previous year, set up and conduct meeting(s).
3. **Stay abreast of all issues (legal and otherwise) concerning DSP&S.**

**Activities to be undertaken to Accomplish Goal**

* 1. Read and participate in Listserve Discussions
  2. Read articles
  3. Attend Region IV Coordinator’s meetings when possible

1. **Continue to minimally recruit during on-campus events only, since the DSP is no longer actively recruiting outside of EVC due to a huge decrease in budget and staffing.**

**Activities to be undertaken to Accomplish Goal**

* 1. Participate in Early Admission Program (Day at the Green)
  2. Collaborate with ESUHSD for special tours