

Student Affairs

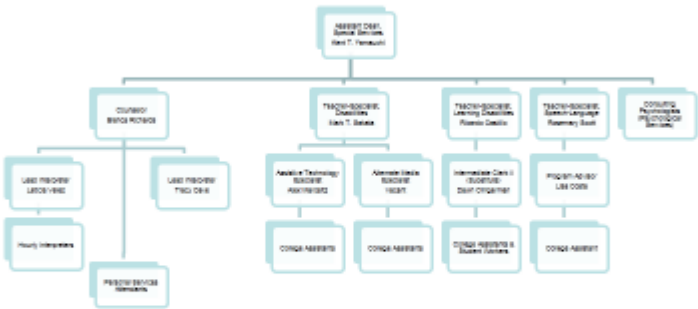
DISABLED STUDENT PROGRAMS & SERVICES

Standing Requirements	
Introduction	<p>Disabled Student Programs and Services (DSP&S) (Education Code, Section 84850 and Title 5, California Code of Regulations (5 CCR) Sections 56000-56076) was enacted in 1976 through the passage of Assembly Bill 77 (Lanterman), which funds support services for students with disabilities in the California Community Colleges (CCC's). DSP&S at Pasadena City College (PCC) provides services and accommodations for students with disabilities. These services support student success and assists PCC to meet the requirements of ensuring that the college programs, services, and activities are accessible to and useable by students with disabilities as required by relevant federal and state non-discrimination laws, including Sections 504 and 508 of the federal Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and state Government Code Sections 11135-11139.5.</p> <p>DSP&S is a voluntary program in which a student wishing to participate must have a verified disability which causes an educational (functional) limitation that precludes the student from fully participating in general education without additional specialized services. Through an interactive process between a student with a disability and a faculty specialist in disabilities, an individually identified and created accommodations are determined that will provide equal access and eliminate discrimination in ways that do not fundamentally alter the educational offering. A Student Educational Contract (SEC) is developed for each student which links student's goals, curriculum program, and academic accommodations to his/her specific disability-related educational limitation.</p> <p>Examples of services available through DSPS that are over and above those regularly offered by the college would be test-taking facilitation (extended time, distraction-reduced testing, or assistive technologies for test-taking), assessment for learning disabilities, specialized counseling, interpreter services for hard-of-hearing or deaf students, mobility assistance, speech services, access to adaptive equipment, training in the use of assistive technologies, and registration assistance.</p> <p>The motto of PCC's DSP&S is "Access to Success," and its activities and efforts are committed to meeting the PCC Educational Master Plan, E1, "To support students effectively and efficiently in and out of the classroom" and the new E1.4, "Promote and integrate physical and mental health, wellness and self-advocacy (student health services, psychological</p>

	<p>services, and disabled students programs and services.”</p> <p>DSP&S funds come from two sources: primarily from the state in the form of allocations based on a formula used by the Chancellor’s Office that relies on information on the number of students served in specific categories of verified disabilities who are seen for a minimum amount of time each academic year.; and secondarily from the District to help meet the excess in expenditures in running the program.</p> <p>The DSP&S staff consists of 3.4 FTE faculty (one full-time Counselor, one full-time Teacher-Specialist for Learning and Other Disabilities, one full-time Teacher-Specialist for Disabilities, and one 40% Teacher-Specialist for Speech and Language). DSP&S has been approved to replace one full-time faculty who resigned two years ago and this position as been retitled to be Teacher-Specialist for Disabilities. This person will start in 2014-15. DSP&S also has 5 FTE Classified Staff (two Lead Interpreters for Deaf/Hard-of-Hearing, one Assistive Technology Specialist, one Program Advisor, and one Intermediate Clerk/Substitute). DSP&S has been approved to replace one full-time Classified Alternate Media Specialist and this position is expected in late Spring 2014.</p>
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Organizational Chart

Disabled Student Programs & Services



Mission Statement

The mission of the Disabled Student Programs & Services is to create an environment where students with documented disabilities have full and equal access to the educational programs offered by the College.

Program Outcomes

- Students will:
- Outcome #1: Students will co-create with their teacher-specialists an accessible learning environment.
 - Outcome #2: Students will develop, demonstrate, and apply self-awareness and self-reliance.
 - Outcome #3: Disabled Student Programs & Services complies with state regulations and federal laws to ensure student access to programs and services.

Disabled Student Programs & Services Department Review

Recommendations Update

N/A

Category I. Function	
Component A: Services Provided	<p><u>Outcome:</u></p> <p>Outcome #1: Students will co-create with their teacher-specialists an accessible learning environment.</p> <p>Outcome #2: Students will develop, demonstrate, and apply self-awareness and self-reliance.</p> <p><u>Measure:</u></p> <p>Outcome #1: Documentation of the creation of the Student Education Contract (SEC) for DSP&S students and description of specific services (accommodations) to be used.</p> <p>Outcome #2: Evidence that students have developed, demonstrated, and applied self-awareness and self-reliance is in their utilization of the most widely used accommodation (test accommodations e.g., extended time, less distracting testing environment)</p>
	<p><u>Description of Measure:</u></p> <p>Outcome #1: It is a state requirement that a student who is served by DSP&S must have a complete a Student Education Contract (SEC) for every registered term. The SEC is a joint, collaborative agreement articulating the specific courses to be taken, the educational limitations created by the student's verified disability, and the prescribed accommodations to mitigate any of educational limitations created by the disability. A SEC must be developed for each term in which the student is enrolled. A tally method was used to document the number of SECs developed.</p> <p>Data for specific services (i.e., accommodations) rendered are gathered for defined period of time, usually by term. Data for this report is gathered from two sources: SECs stored in the electronic records system and the accommodations representing four services: test accommodations (e.g., extended time, less distracting testing environment); sign language interpreter/real-time captioning, and closed captioning of visual media; assistive technologies (e.g., screen readers, text enlargement); and assessment for possible learning disabilities. Tally methods were used to</p>

document the number of SECs developed and the frequency each time accommodations was used by students.

Outcome #2: To determine if students demonstrate self-awareness and self-reliance, we chart and count their use of prescribed accommodations. Our thinking is that since students' disabilities create educational (functional) limitations for which accommodations are designed to mitigate, then by following through with the accommodations, students are demonstrating their awareness of the need for the prescriptions and their reliance on themselves to use the prescriptions.

Students who are prescribed this academic accommodation must follow specific procedures that requires discussions among the DSP&S Teacher-Specialists, the Program Advisor (the staff in charge of test accommodations), and the professors. The details of what type of test accommodation must be clear in order for the accommodation to be appropriately administered. One of the difficulties created by the high demand for this service is the limited space in multiple locations that are allotted for it. Students who require a reduced distraction testing environment have to complete with students who need to make noise when taking exams, for example, using speech-to-text software for exams. Also, having different locations requires more staff to coordinate the multiple tests being given at the same time. Finally, that there are delays administering the tests when there are not enough rooms.

Acceptable Target and Rationale:

Outcome #1: Of those students who apply for DSP&S services, only those who complete a SEC (among other criteria) are counted for allocation purposes. Thus, it is very important for those eligible students to be sure to complete an SEC so they can be counted in the student count for the next year's funding. We would expect an eligibility target of 70% of those students applying for services will follow through and provided documentation of their disabilities.

Outcome #2: The set-up for test accommodations is a multi-step process that must be done for each test for each student prescribed this accommodation. Because of this, compliance can be difficult. We would expect a compliance percentage at 75%.

Ideal Target and Rationale:

Outcome #1: The ideal target would be 75% completion of SECs so that DSP&S would receive as much credit for those students served. It is recognized that not all students requesting DSP&S help are qualified and therefore not eligible for state-funded services.

Outcome #2: The Ideal target would be 80% of students who are prescribed test accommodation follow through with it as this service is designed to help them be more successful.

What steps were taken to analyze the data?

In the middle of each term, staff is provided with the number of students who applied for services but have not yet completed their SECs. This gives the staff opportunities to reach out to students to complete the SEC process. For test accommodations, staff are routinely provided feedback as to the students taking advantage of this service. This gives the staff opportunities to discuss progress and make necessary adjustments to the services offered.

Key/Responsible Personnel:

Bianca Richards, Counselor
Mark Sakata, Teacher-Specialist
Ricardo Castillo, Teacher-Specialist
Rosemary Scott, Teacher-Specialist
Lisa Costa, Program Advisor

Supporting Attachments:

Copy of test accommodation utilization report: available upon request
Copy of list of “in-process” files (those with incomplete SECs): available upon request
Copy of the state reporting numbers of students in DSP&S: available upon request

Summary of Findings:

Outcome #1: A total of 1,239 students initiated the process to apply for DSP&S services with 1,038 students successfully completing the eligibility process (principally, the completion of the SEC). This is an acceptance rate of 83.8%.

Outcome #2: Using data for the four terms of 2012, test accommodations were prescribed and arranged for and utilized by students in the following way: Winter (17 students prescribed test accommodations with 17 utilizing them = 100% compliance); Spring (117 and 105, respectively, for 89.7% compliance); Summer (14 and 14, respectively, for 100% compliance); and Fall (124 and 109, respectively, with 87.9% compliance). Students who are prescribed test accommodations and make

the necessary arrangements to use them do so at exceptionally high rates, indicating their recognition of this accommodation in their learning.

Results:

Acceptable Target Achievement: **Exceeded**

Ideal Target Achievement: **Exceeded**

Recommendations for Improvement:

While the acceptable and ideal target achievements were exceeded for both, strategies to increase the achievement rates are topics of discussion at staff meetings. Since the state allocation for supporting most of the work done by DSP&S, getting a more accurate accounting of those students who are helped by DSP&S is crucial. Therefore, the staff will apply concerted efforts to improve follow up with students who apply for services, but have not maintained contact. Reaching out to students will not only enhance our numbers, but will help students in the educational goals since they will get the services needed.

Reflections/Notes:

EMP: Student Support Services:

Support students effectively and efficiently in and out of the classroom for student success (EMP E1.5):

- Promote and integrate physical and mental health, wellness and self-advocacy (student health services, psychological services, and disabled student programs and services)

With the increase of students “on the spectrum” (Autistic Spectrum Disorders), students with psychiatric disorders, and combat veterans with traumatic brain injuries on college campuses now, there is an anticipated need for more staff with specialized knowledge and skills.

There is an anticipated change in 2014 that will likely result in a change in the organizational structure of DSP&S. The Assistant Dean will retire without a replacement and it is being proposed that the Counselor will assume coordination of day-to-day operations with the Department moving to Enrollment Services area. These proposed changes will necessitate staffing adjustments and changes.

Recommendations:

- 1) Hire a full-time Counselor to “back-fill” the hours that the Counselor will be using to coordinate the Department
- 2) Increase 11 month faculty to 12 month
- 3) Hire one full-time Intermediate Clerk II to replace the current

	<p>Intermediate Clerk II who is substituting for the Intermediate Clerk II who has been out on worker's compensation for over one year.</p> <p>4) Hire a part-time Testing Services Assistant to assist test accommodations.</p>
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Category II. Institutional Support	
Component A: Budget	N/A
Component B: Space Allocation	<p><u>THIS PORTION IN PROGRESS</u></p> <p><u>Outcome:</u></p> <p>Increase space for test accommodations.</p> <p><u>Description of Measure:</u></p> <p><u>Acceptable Target and Rationale:</u></p> <p><u>Ideal Target and Rationale:</u></p> <p><u>What steps were taken to analyze the data?</u></p> <p><u>Key/Responsible Personnel:</u></p> <p>Bianca Richards, Counselor, and Lisa Costa, Program Advisor</p> <p><u>Supporting Attachments:</u></p>





Pictures of current arrangements showing limited space for test accommodations.

	<p><u>Summary of Findings:</u></p> <p>The current arrangements within the Disabled Student Programs & Services does not meet the space needs for the administration and proctoring of accommodated tests.</p> <p><u>Results:</u></p> <p><u>Recommendations for Improvement:</u></p> <p>As a requirement for accessibility, test accommodations are a necessary part of the professional services offered to qualified students with disabilities. The current arrangement of having two sites with multiple rooms in which students are taking tests leads to inefficiency and scheduling conflicts. The type of space required for this growing service is a large room for 12 students to take accommodated tests simultaneously and smaller, closed off rooms in the same area for purposes of testing that requires noise and other distractions in the general testing area (e.g., Braille machine and voice-to-text and text-to-voice software). This larger testing room will require a viewing window so that the test takers can be properly monitored and proctored.</p> <p><u>Reflections/Notes:</u></p>
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Category III. Accountability	
Component A: Internal Accountability	N/A
Component B: External Accountability	<p><u>Outcome:</u></p> <p>Disabled Student Programs & Services complies with state regulations to ensure appropriate services to students with disabilities.</p> <p><u>Measure:</u></p> <p>Maintain compliance with Title 5 Regulations.</p> <p><u>Acceptable Target and Rationale:</u></p> <p>The Disabled Student Programs & Services must be 100% in compliance with state regulations and federal laws related to disability.</p> <p><u>Ideal Target and Rationale:</u></p>

The ideal target would be 100%.

What steps were taken to analyze the data?

Review of current practice guidelines.

Key/Responsible Personnel:

Dr. Kent Yamauchi, Assistant Dean of Special Services
Ms. Bianca Richards, Counselor

Supporting Attachments:

Annual Report to the Chancellor's Office: available upon request

Summary of Findings:

Results:

Acceptable Target Achievement: Met at 100%.

Recommendations for Improvement:

Reflections/Notes: