



# Disabled Student Programs & Services Program Review



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## Program Mission and Accomplishments

### The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College.

Briefly describe the activities and accomplishments of the department since the last program review.

DSPS mission: The mission of the "Disability Services Program" (Disabled Student Programs and Services) at Modesto Junior College is to provide students with disabilities access to postsecondary education through supportive services and/or instruction as well as promote better understanding of the needs of individuals with disabilities. "The DSPS Program provides support services, specialized instruction and educational accommodations to students with disabilities so they can participate as fully and benefit as equitably from the college experience, as their non-disabled peers". (Chancellor's Office for Community Colleges DSPS Home page mission statement)

Overview: The Modesto Junior College (MJC) Disabled Student Programs and Services (DSP&S) strives to make all aspects of campus life conducive to the physical, social and intellectual growth of all students. The department has grown to serve over 1000 students annually to promote the accessibility of programs and facilities at the college. DSPS helps assure compliance with the rules and regulations set forth by various congressional acts, i.e., the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) 1990. The primary goal of the MJC Disability Services is to ensure access for students with documented disabilities, and to contribute to the development of self-advocacy and confidence of students with disabilities. We encourage students to take control of their own learning and to discuss the means for arranging types of appropriate support. In addition, we serve as an advocate for students in determining appropriate considerations.

DSPS is aligned with the districts mission by responding to the needs of our diverse community through providing accommodations to students who may have physical, mental, and/or intellectual disabilities.

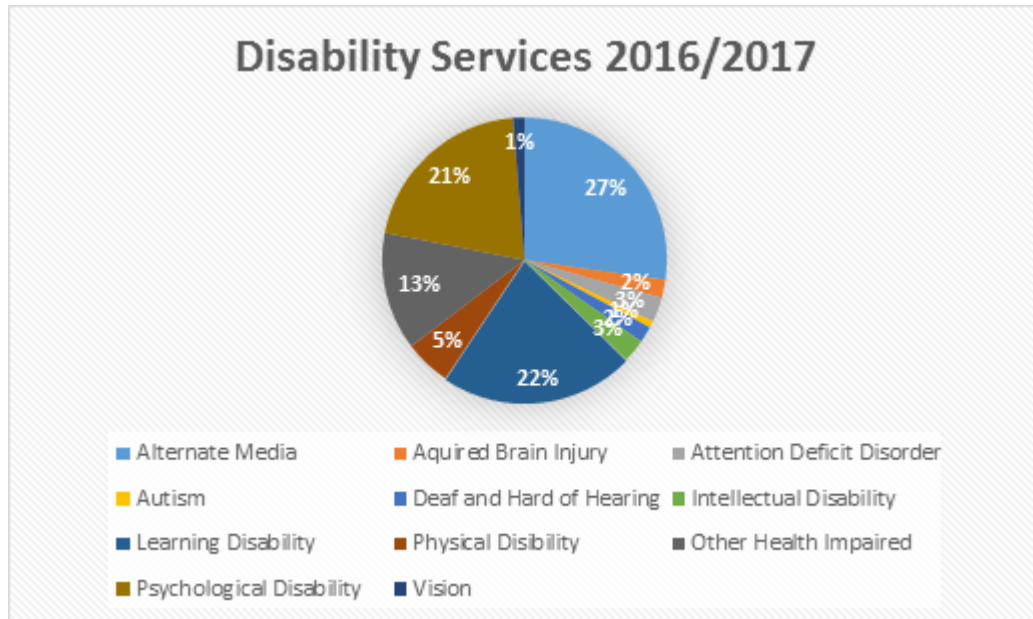
- Accommodations allow students to receive equal access to curriculum
- DSPS professionals advocate for students by assisting them in navigating registration, academic planning, and other core steps that are needed for student success and course completion

During the 2016/2017 academic year the following presentations were made across campus to educate faculty, staff and students about the services available through DSPS:

- Alternate Media- 2 FA/2SP
- Sonigent/Kurzweil
- Deaf and Hard of Hearing- 1 FA/1 SP
- DSPS and accommodations- 2 FA/3 SP
- DSPS Orientation for new students- 2 FA/2 SP

Describe how your department has responded to the commendations and recommendations of the previous review.

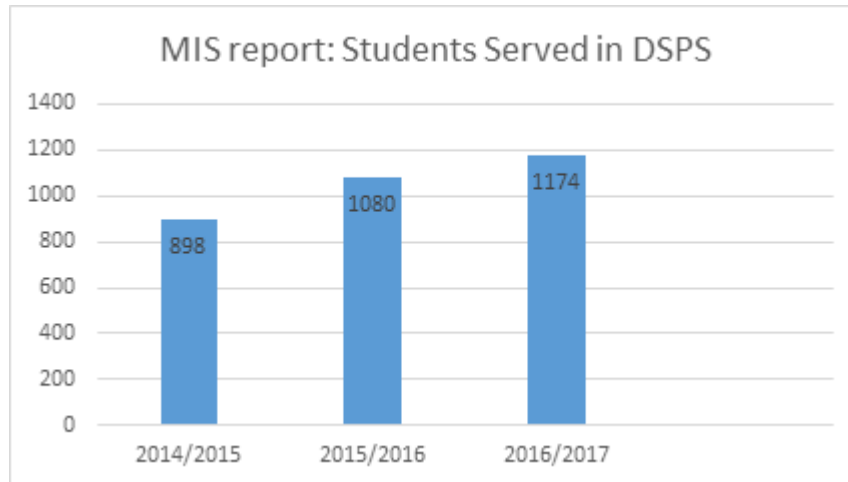
There were 1316 served in Disabled Students Program and Services during the 2016-2017 academic year.



A Verification of Disability is required. Title II of the Americans with Disabilities Act provides for eligibility of services through guidelines, which must be adhered to by Disability Services. Documentation includes a physician's or other licensed professional's diagnosis and treatment. Depending upon the disability, documentation may also include a copy of services provided by the local SELPA, a current audiogram, or other documentation that is requested to allow for appropriate evaluation of student needs to be accommodated. The extent of the documentation needed varies, depending on the type of disability.

### 1. Personnel and Leadership

The initial counseling appointment for new students are held on East Campus in the Student Services Building, Rm 112, where students can receive extended time on their exams in a distraction reduced setting.



There are currently:

- |   |                                   |
|---|-----------------------------------|
| 1 - Full-time DSPS Counselor                      | 3- Program Technician             |
| 1 - Full-time Deaf and Hard of Hearing Specialist | 1 - Program Assistant             |
| 1 - 25% DSPS Counselor                            | 1 - Program Specialist            |
| 2 - Adjunct counselors                            | 1 - Administrative Assistant      |
| 1- 75% Program Assistant                          | 1 - 50% Administrative Technician |

## 2. Community Engagement

DSPS collaborates with local community agencies by hosting an annual advisory group. This group adjourned during FA/16 and was made up of:

- Department of Rehabilitation
- Valley Mountain Regional Center
- Vocational Coaching & Developmental Institute, Inc.
- The Empowerment Center
- Society for disABILITIES
- DSPS Staff

Alternate media collaborates with Drail to provide training to students who need help with assistive technology.

## 3. Outreach and Campus Engagement

During the 2016/2017 academic year the following presentations were made across campus to educate faculty, staff and students about the services available through DSPS:

- Alternate Media- 2 FA/2SP
- Sonigent/Kurzweil
- Deaf and Hard of Hearing- 1 FA/1 SP

- DSPS and accommodations- 2 FA/3 SP
- DSPS Orientation for new students- 2 FA/2 SP
- CTE- 17 presentations (DSPS)

The DSPS Program Specialist completed outreach activities at the local high schools by providing core steps and matriculation support to students who are served in Special Education or through a Section 504 plan. Alternate Media has increased the technology that is available to students by purchasing:

- 10 SmartPens
- Kurzweil
- 20 Voice Recorders
- 3 New headsets
- Accessories for SmartPens
- New printer for scanning etexts and other alternate media needs

Educational videos were created to engage faculty and students to educate them about DSPS and the services available. Videos for:

Faculty/Classified Professionals/Administration:

[https://www.mjc.edu/student-services/disability/faculty\\_resources.php](https://www.mjc.edu/student-services/disability/faculty_resources.php)

Students:

[https://www.mjc.edu/student-services/disability/student\\_services.php](https://www.mjc.edu/student-services/disability/student_services.php)

#### 4. Professional Development

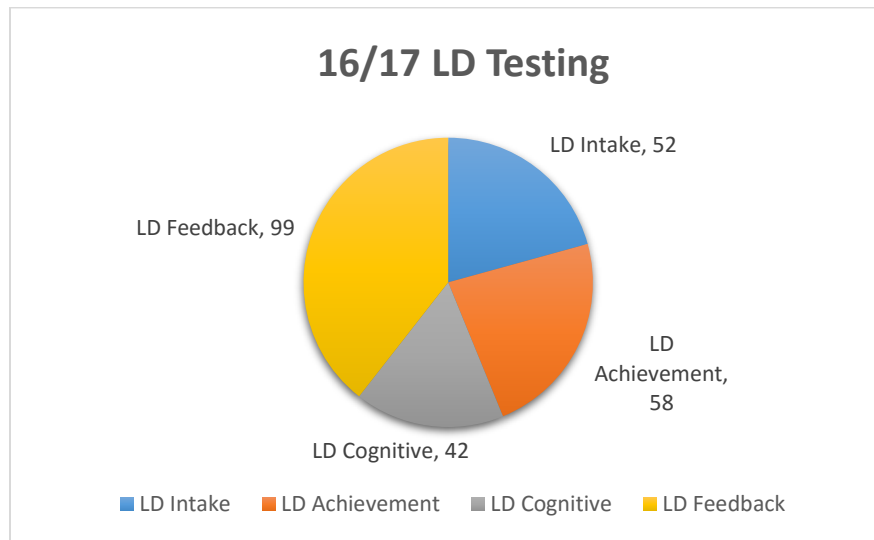
9/14/16: DSPS Directors Training	3/17/17: DSPS Region 5 Meeting
10/7/16: 2016 CAPED Conference	4/5/17: Northern California LD Business Meeting Workgroup
2/7/17: Community College Counselor Summit	5/12/17: Ensuring Transfer Success
2/16/17: DSPS All Directors Training	6/1/17: DSPS Region 5 Meeting

#### 5. Deaf and Hard of Hearing Program

The Deaf and Hard of Hearing program received a DECT grant through the state chancellor's office that has allowed the program to offset \$60,000 in interpretative and captioning services. In 16/17 the following supports were added:

- 3 Contracted Interpreters
- Increased Video Remote Interpretive opportunities
- Remote Captioning via laptop
- Updated assistive technology equipment
  - 3 tablets
  - 3 laptops
  - 3 wireless microphones

## 6. Learning Disability Testing

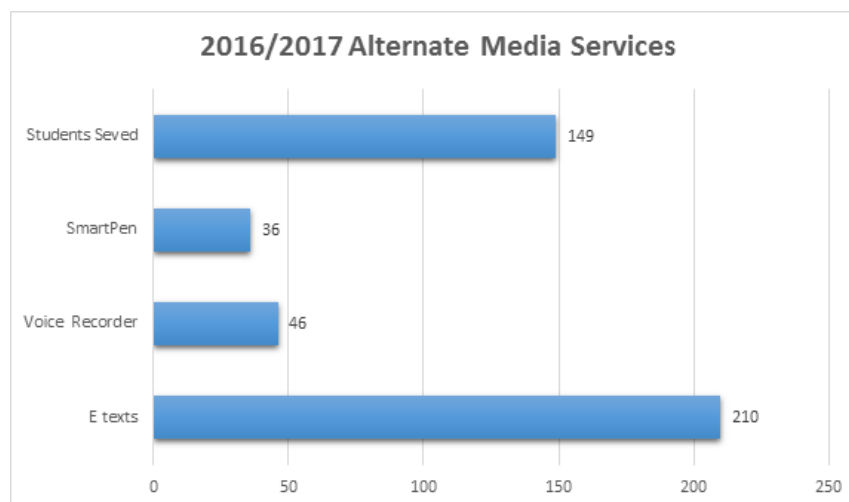


## 7. Disability Services

During the 16/17 year Individualized Instructions and Services courses were offered. The classes have not been offered since 2008 due to a lack of staff and budgetary constrictions. DSPS offered 2 Sections of each class in FA16 and 3 Sections of each class in SP17 in the following courses:

- IIS 13—IMPROVING LEARNING POTENTIAL
- IIS 20—MATH STRATEGIES FOR DISABLED STUDENTS
- IIS 21—MAKING THE MOVE: K-12 TRANSITION TO COLLEGE

## 8. Alternate Media

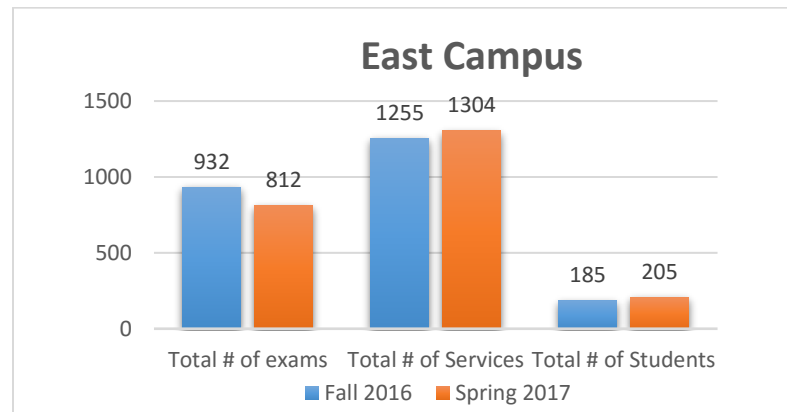
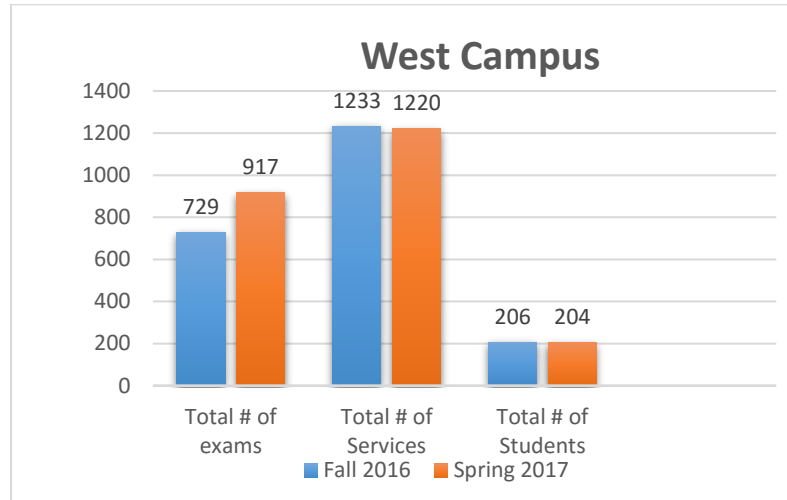


Services increased in the 16/17 academic year with campus wide presentations and the implementation of Sonigent, Kurzweil, and the purchase of 10 SmartPens. This assistive technology allows students with cognitive deficits to learn in a variety of modalities and implements universal design that increases their ability to complete classes and progress in their courses.

[https://www.mjc.edu/student-services/disability/alternate\\_media.php](https://www.mjc.edu/student-services/disability/alternate_media.php)

### 9. Accommodated Testing

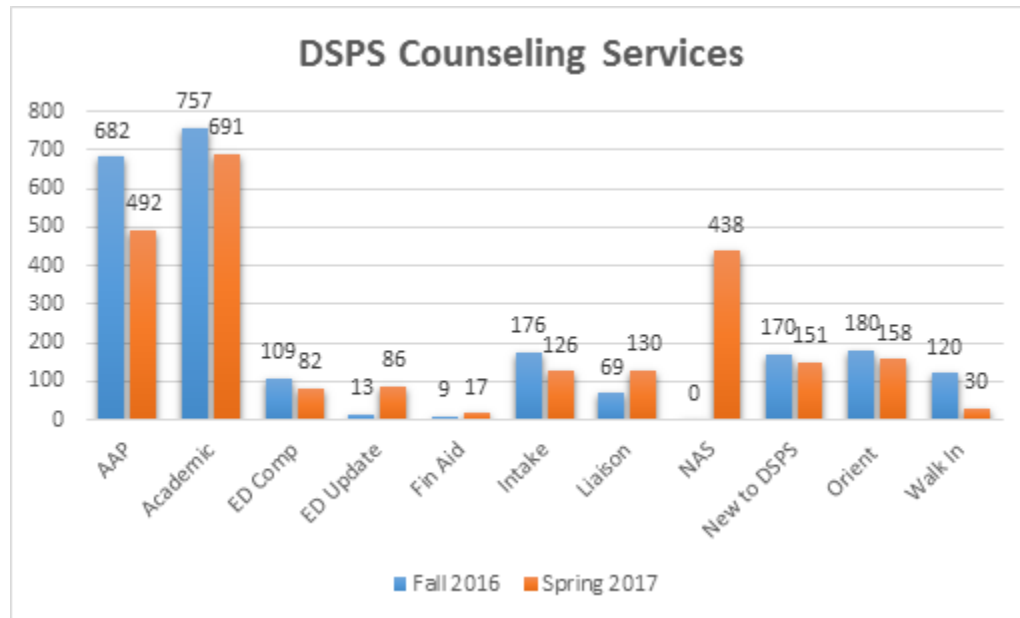
DSPS Accommodated Testing Labs are located on both East and West Campus, which allows students to test on the primary location of their classes.





## 10. DSPS Academic Counseling

During 2016 counselors served 1616 in student appointments. The following services were provided.



## Student Achievement and Completion

### College Goal for Student Achievement: Increase Scorecard Completion Rate for Degree and Transfer

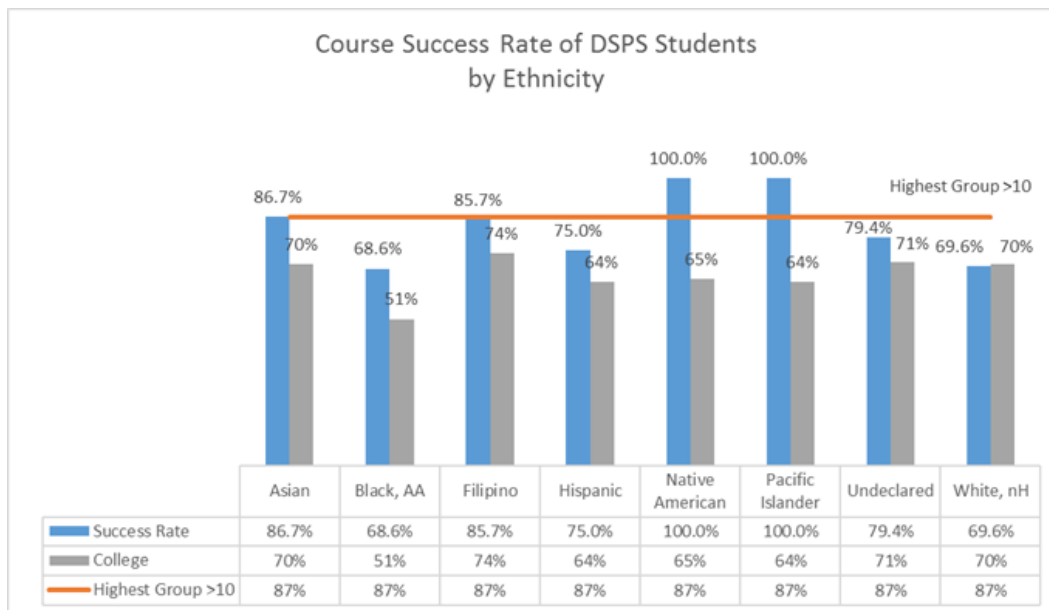
The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [\[view\]](#) by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCCO Scorecard by 2022.

### Success

The following questions refer to data from the [Success Rate Data Dashboard](#) or data regarding student achievement from the Office of Institutional Effectiveness. If using the data dashboard, use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

First, define the achievement data you are using for program review. What groups are you measuring? What indicators are you measuring? For how long (two-year trends are recommended)? Is there a comparison group—for example, against the college average or students who do not participate in your activity?



Consider your data. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data? Write a brief analysis.

These rates are surprising because many of the students served in disability services struggle with physical health disorders, mental health disorders, learning disabilities and cognitive disparities. Yet the DSPS student success ratios show that DSPS students score significantly higher than students who are not disability services students. However, this graph shows the importance of accommodated supports in regards to student success and closing achievement gaps. Based on this data DSPS students have significantly higher than the college success rates. Native America, Pacific Islander and Asian students scored within the highest group of DSPS, yet did not necessarily represent success amongst the general college student's success.

Given the data, what is your set goal for success? Do your department and individual course rates meet this goal? If your rates for success are lower than your goals, what are your plans to improve them?

Based on the data is my goal to create inquiry questions that allow us to better disaggregate demographic data by pulling information continuously throughout the semester and ensure that it represents a larger sample size, thus reflecting the demographic data of the campus as whole. DSPS also provides courses that promote student success and it will be the team's goal to collect data from each of the courses administered to also add this data in hopes of identify a correlation of accommodation, IIS courses, and the courses that lead to completion of a degree or certificate.

Consider your department equity rates on the [Success Rate Data Dashboard](#) (by pressing on the equity tab) or through the data provided by the Office of Institutional Effectiveness. Examine your disaggregated data over the last two years. Consider any student equity gaps—the differences across student populations, especially in relation to the highest performing group. How do you plan on addressing issues of equity in your area? In other words, how do you plan on closing achievement gaps across student populations?

In order to better identify achievement gaps DSPS needs to collect data from a larger data set by diversifying the opportunities, and services where data is collected.

## Student Learning Outcomes

### Student Learning and Outcomes Assessment

Please review your Student Learning Outcomes data located on the [MJC Student Learning Outcomes Assessment](#) website or through the specific data set prepared for your area.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the service area outcomes (SAOs), and institutional outcomes (ILOs) in your analysis.

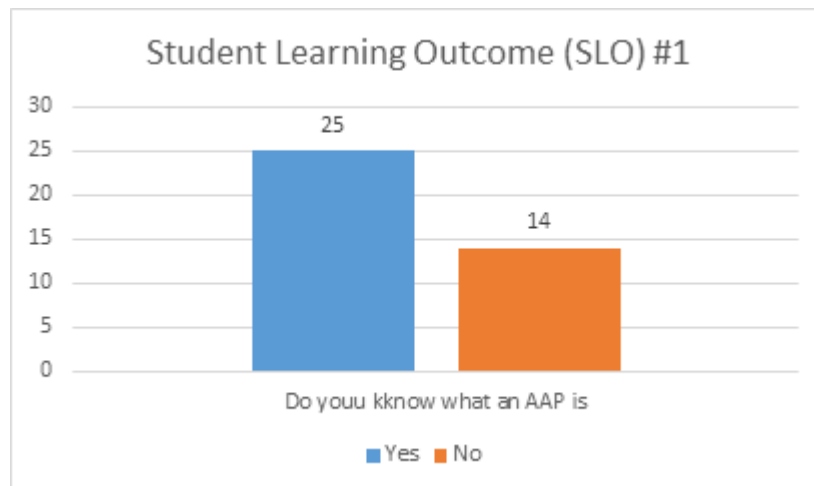
#### Service Area Outcomes (SAO)

What is your set goal for SAO success? Do your overall rates meet this goal?

**MJC Disabled Students Program and Services SAO:** DSPS students will understand the accommodations and services available for them.

Goal: At least 80% of surveyed students will understand what an Academic Accommodations Plan is.

**SLO#1:** DSPS students will be able to identify and utilize effective accommodations, including technology, to complete their goals.



During the DSPS new student orientation a three question survey was administered with a question specifically asking "Do you know what an Academic Accommodations Plan (AAP) is". With 39 responses, 73% of surveyed students were able to understand what an AAP is.

**Continuous Quality Improvement**

If your rates for success for any SAOs or ILOs are lower than your goals, what are your plans to improve them?

Our SAO was not met because a low number of students shared that they understood what an AAP is. In order to improve the students understanding of the AAP document students should be surveyed after their initial counseling appointment instead of during a mass orientation. Students who have physical, mental, and or intellectual disabilities need extra time and exposure to information so that they can process what is being presented. This data shows that although an orientation process allows for a larger number of students to be served, the information may not be conveyed or understood.

**Equity and Success**

Do your rates for your SAOs and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

Yes the DSPS student success rates represent the campus community. However, due to a small sample size it is my assumption that longitudinal data collection would provide more valid information. Although the numbers did show that students who use their accommodations have a higher success rate then students who represent the overall campus population.

## Program Analysis

### Program Personnel

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the names of faculty and adjuncts for the periods requested, and also supply the names of classified professionals and administrators in your area. Additional comments or narrative can be added below.

Faculty Name	Position Title: Full-Time or Part-Time	Hire Date (optional)
Hondoy, Elizabeth Puebla, Claudia Haywood-Smith, Maisha Michael Jackson	Full-Time Full-Time Part-Time 25% (Full-Time)	

Classified Professional Name	Position Title: Full-Time or Part-Time	Hire Date (optional)
Oralia Parker Aurora Sanchez Kimra Jordan Maria Nevarez Leticia Castillo Monica Walle Noel Moreno Claudia Mery	Full-Time Full-Time Full-Time Full-Time Full-Time Full-Time Full-Time	

Administrator Name	Position Title: Full-Time or Part-Time	Hire Date (optional)
Lonita Cordova	Full-Time	

## Long Term Planning and Resource Needs

### Long Term Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the [Program Review Instructions](#) page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

- Hire a full time Learning Disability Specialist to increase the number of SLD students who are being served as Other based on the DSPTS weighted reporting categories
- Improve procedures for Math Aids
- Implement data collection for IIS course
- Use technology to collect ongoing data for Program Review
- DSPTS counseling services on East and West Campus
- LD testing on East and West Campus
- Alternate Media/DSPTS resource lab/Alternate testing services all provided in one location
- Increase assistive technology:
  - Laptops and Tablets for DHOH Interpreters
  - Wireless microphones
  - Laptops for testing center for students who require a reader as an accommodation
  - SmartPens for each DHOH student
  - Purchase more SmartPens for DSPTS students

### Evaluation of Previous Resource Allocations

Below is a list of resource allocations received in previous Program Reviews. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (<https://www.mjc.edu/governance/rac/documents/ielmallocationsummary20142015.pdf>)

The Evaluation / Measured Effectiveness can be typed in another program and pasted here, or typed directly in to the box below. The box will expand with additional text, and paragraphs (hard returns) can be added by using Ctrl+Enter.

Type	Cost	Objective
LD Specialist	\$100,000	Number of LD Assessments completed/funds incurred based on weighted funding allocation categories
iPads	\$5,000	Data collection that can be used continuously through student feedback using student ID numbers

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## Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

DSPS is a program that proves equal access to curriculum for students who need extra supports to achieve academic success. The data collected shows that DSPS students need to be taught in a variety of modalities to ensure that they understand the educational supports that they have on campus. Our data also shows that the numbers of students being served through disability services is increasing, which will also require more personnel and a budget that allows for the purchasing of Alternate Media and Assistive technology that is expensive. It is our hopes that through consistent, strategic, longitudinal data collection we can justify the need for a full-time LD Specialist to assist the program in increasing funding to improve services, and stay current with the ever growing technology needs of the students served within disability programs.