



Annual Program Review 2010-2011

Student Service Programs

Division/Service Area:
**Student Services/Disabled
Students Programs and Services**

Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

Signature of Manager

Signature of Dean

Date Submitted to Program
Review Committee

Describe the relationship of your program to the college's [Mission Statement](#):

Glendale College's Disabled Students Programs and Services (DSPS) are directly aligned with the college's mission statement in its commitment to serve the needs of students with disabilities of all diverse backgrounds, goals, ages, abilities and learning styles. The program offers support to both GCC students with disabilities and to the staff and faculty with whom they work.

The program provides a comprehensive spectrum of services and accommodations to qualified students, including, but not limited to the following:

- academic and personal counseling
- disability assessment
- access technology and instruction
- academic support and learning strategy instruction
- alternate media
- adapted physical education
- sign language interpreters and note taking services
- information and assistance to faculty
- collaboration with Department of Rehabilitation and other community resources
- mobility assistance

The program maintains a website with relevant information for students, faculty and community. Students are encouraged and supported in increasing their self-advocacy skills and achieving maximal independence. The program offers a wide array of services and courses that are aligned with the college's mission of using personal interaction, dynamic and rigorous instruction, and innovative technologies to foster the development of critical thinking and lifelong learning. The program will soon offer a faculty/staff training program on working with students with disabilities for staff development credit.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program: Service/Functi on	Acad. Year	Service Contacts	STAFFING			NOTES
			Other FTE FTE	Hourly Classified		
Counseling	2007-2008	2715	2.6	2	1	
Contacts	2008-2009	2635	2.6	2	1	
	2009-2010	2940	2.3	2	1	Student access to specialized counseling will be reduced when the Assoc. Dean retires in 2011. See 1.1.
Disability Eligibility Assessment Contacts	2007-2008	519	3	3		
	2008-2009	476	3.2	3		
	2009-2010	459	3.2	3		
High Tech Ctr Services Contacts	2007-2008	6485	2.5	2		
	2008-2009	6139	2.5	2		
	2009-2010	5966	2.5	2		
Instructional Assistance Ctr Tutoring Contacts	2007-2008	4564		2		
	2008-2009	5313		2		
	2009-2010	8158		2		Demand for IAC services increased 54% in 2009-2010. The expanded use of this facility intensifies the accessibility issues. See 1.1.
Interpreting Services Hours	2007-2008	7997.65			Av26/mo	
	2008-2009	10030.56			Av22/mo	
	2009-2010	9673.94			Av22/mo	
Alternate Media Production (ed. Matls in alternative formats for print disabilities)	2007-2008	E-Text 123 Aux Mtls 185 Audio 132 Braille 11		1		
	2008-2009	E-Text 107 Aux Mtls 200 Audio 106 Braille 5		1		
	2009-2010	E-Text 111 Aux Mtls 187 Audio 113 Braille 6		1		
Adapted Physical Ed.	2007-2008	140 students	1.5	.6	.75	

Classes		enrolled				
	2008-2009	152 students enrolled	1.5	.6	.75	
	2009-2010	154 students enrolled	1.5	.6	.75	One Adapted PE class, PE135, was not offered in Sp 2010 due to instructor on maternity leave – so numbers would have increased by a minimum of 15. Projected enrollment for 2010-2011 is 176 students or an increase of 16% over 2009-2010 enrollment. See 1.1.
Job Placement (WAllI Grant)	2007-2008	1) Dept Of Rehab Referrals 33 2)GCC DSP&S Referrals 12 3) Drop-Ins 25		1	.375	
	2008-2009	1) Dept Of Rehab Referrals 33 2)GCC DSP&S Referrals 15 3) Drop-Ins 30		1		
	2009-2010	1) Dept Of Rehab Referrals 33 2)GCC DSP&S Referrals 10 3) Drop-Ins 83		1	.375	

1.1. Describe how these trends affect students and/or your program:

The following are trends deserving attention:

Counseling: Counseling contacts increased in 2009-2010 when we saw an increase in the interest in programs for students with disabilities. The counseling staff was burdened, but we were able to handle the load. With the pending retirement of the Associate Dean, more counseling staff may be required as she services a caseload of students along with the CSD counselors.

High Tech and Instructional Assistance Center Contacts: These centers are both critical for the success of students with disabilities, yet they are wholly inadequate to meet the demand for their services. The Categorical Site Review Team identified Americans with Disabilities Act (ADA) code violations citing over-crowding and inadequate space to accommodate students in wheelchairs. These violations put the college in a precarious situation with the very high potential for Office of Civil Rights (OCR) complaints. The program proposed remedies as secondary effects of the planned Student Services/Lab Building. Realistically, they might not break ground until 2015 for this project. Solutions are required now.

Additional concerns include the need for **replacement of student seating** in the High Tech Center (HTC) and the on-going technology/software maintenance needs. The current student workstation chairs are in such poor condition that it impacts students' ability to use the lab comfortably and safely from an ergonomic standpoint, because **many of the chairs' height cannot be adjusted properly anymore and the backs of the chairs fall off**. With respect to the HTC's on-going technology/software maintenance needs, the drastic cuts to categorical funds from the State have severely impeded DSPS's ability to fund the software maintenance agreements (SMAs) needed to keep our assistive software for students with visual impairments and learning disabilities and our computer hardware up to date. Therefore, we will need to seek funds from our district in order to

ensure that our students with disabilities have equal access to the same mainstream software programs and computer hardware available to their non-disabled peers.

Alternate Media Production: The demand for alternate media is increasing exponentially. Currently we have one full-time media production technician. Serious consideration needs to be given to adding another technician to ensure materials are delivered in a timely manner. Note: the provision of Alternate Media is not an option for the college. See AB 422 in 1.2.

Adapted Physical Education Program: This program has been seriously under-staffed for many years. Students with the most severe physical, psychological and developmental disabilities attend these classes as the severity of their disabilities precludes their participation in mainstream activity classes. **For 15+ years, the program has employed hourly Student Assistants to support the one 60% permanent DSPS Student Assistant.** Due to increased demand created by SAO "C." and for health/safety reasons, additional permanent staff is a critical need. The program will make this request via the CHAC process.

1.2. Is there any other relevant information that affects the evaluation of your program?

Sections 504 and 508 of the Rehabilitation Act, Title II of the ADA, as well as Title 5 and AB422 are the federal and state regulations that define and mandate services for students with disabilities. **Section 508** requires that electronic and information technology purchased or used by public entities must be accessible for use by persons with disabilities. The state of California's SB105 and SB 302 adopt these same requirements. GCC's BP 2241: Section 508 Standards for Electronic and Information Technology Accessibility formally addresses these requirements. **AB422** requires the transcription, reproduction, and distribution of educational materials in Braille, large print, recordings, or other accessible media for use by students with disabilities.

The demand for this state and federally mandated program has increased exponentially; while the categorical budget allocation was reduced substantially in 2009-2010 and slashed an additional 45% in 2010-2011. The Governor vetoed restoring the categorical funds on October 19, 2010.

2.0. Student Service Learning Outcomes

For each program within the division, provide the following information.

Program: Service/Function	SAOs Written	Assess Tool Written	Assessment Completed	Assess Data Analyzed	Data Used For Improvement or Planning	Number of Cycles Completed
A. Interactive communications and mutual support with faculty/staff	Yes	Yes	Yes	Yes	Yes	1
B. Students will be able to identify and utilize effective accommodations including technology	Yes	Yes	Yes	Yes	Yes	1
C. Students will demonstrate an understanding of importance of physical activity in mainstream or APE classes	Yes	Yes	Yes	Yes	Yes	3

2.1. How has assessment of student service outcomes led to improvement in your program or plans?

A. After conducting the focus groups with faculty and completing the assessment, it was determined that the program needed to provide faculty more information about students with disabilities. It was decided to create an on-line informational/training program that faculty/staff may access for staff development credit.

B. We administered a student survey. The results have been compiled and analyzed. The data gleaned serves as a baseline for future trends in students' effective use of accommodations.

C. As counselors stressed the importance of including physical activity in students' schedules, students enrolled in physical education classes increased in numbers.

2.2. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

C. Not only has the demand for physical education classes increased, but more students with multiple and more severe disabilities are enrolling in the classes. Currently the ratio of Adapted P.E. instructor and instructional aide to student is as high as 1:6. There are valid concerns regarding student safety and the ability of students with complex disabilities to perform optimally without one on one support. The student assessment data has confirmed that we need additional permanent Student Assistant support in Adapted Physical Education classes. This program has been seriously under-staffed for many years. Students with the most severe physical, psychological and developmental disabilities attend these classes as the severity of their disabilities precludes their participation in mainstream activity classes. For 15+ years, the program has employed **hourly Student Assistants to support the one 60% permanent DSPS Student Assistant**. Due to increased demand created by SAO "C." and for health/safety reasons, an additional permanent aide is a critical need. The program will make this request via the CHAC process.

3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plans (EMP, SS SMP, IT Plan etc.)

These are the program goals in the current three year plan (2010-13):

I. DSPS faculty will develop an online survey for DSPS students that measures student awareness, utilization, and level of satisfaction with the services offered by the various components of DSPS. ***This action speaks directly to Educational Master Plan (EMP) Strategic Goal 1: "Students Awareness, Persistence and Success" and Core Competency 6. "Self-Management, Self-Awareness, Physical Wellness, and Study Skills." In addition, it addresses the Student Services Strategic Plan 4.5 Access and Success – "Survey students about barriers affecting their progress and their strategies for success."***

II. DSPS faculty will develop and implement an interactive online training program for faculty/staff who accommodate and/or have interaction with students with disabilities. ***This action speaks directly to the Student Services Strategic Plan 3.1: "Collaboration- Develop and implement a plan of collaboration between teaching and student services faculty to ensure student success."***

III. Investigate, develop, and provide expanded DSPS courses and workshops to better meet the needs of an ever changing student population. ***This action speaks directly to EMP Strategic Goal 1: "Students Awareness, Persistence and Success" and Core Competency 6. "Self-Management, Self-Awareness, Physical Wellness, and Study Skills." In addition, it***

addresses the Student Services Strategic Plan 4.5 Access and Success- “Survey students about barriers affecting their progress and their strategies for success.”

IV. Research, develop and implement a cohesive program to serve the needs of returning war veterans. *This action speaks directly to EMP Strategic Goal 1: “Students Awareness, Persistence and Success” and Core Competency 6. “Self-Management, Self-Awareness, Physical Wellness, and Study Skills”. In addition, it addresses the Student Services Strategic Plan 4.5 “Access and Success- Survey students about barriers affecting their progress and their strategies for success.”*

V. Students will demonstrate an understanding of the importance of physical activity in mainstream or APE classes. *This action speaks directly to EMP Strategic Goal 1: “Students Awareness, Persistence and Success” and Core Competency 6. “Self-Management, Self-Awareness, Physical Wellness, and Study Skills”. In addition, it addresses the Student Services Strategic Plan 4.5 “Access and Success- Survey students about barriers affecting their progress and their strategies for success.”*

3.2. What measurable outcomes were achieved due to the actions completed?

- I. DSPS students were surveyed to measure student awareness, utilization and satisfaction.
- II. DSPS faculty developed an interactive online training program for faculty/staff to be implemented November 2010.
- III. This is part of a three-year plan. It is slated to begin in 2011-2012 using the results from I. to explore program expansion.
- IV. In 2009-10, a Chancellor’s Office grant opportunity for the development of Veteran’s Resource Center on campus was explored. However, GCC was not able to meet the physical space requirements of that grant and was not able to compete. Another grant opportunity has been identified: Upward Bound for Veterans. Grant writing is scheduled to begin in January, 2011.
- V. It is projected that enrollment in adapted physical education classes will increase 18% in 2010-2011.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student success or program processes?

- I. DSPS faculty is modifying the student survey based on initial results.
- II. DSPS faculty is launching the online training for faculty/staff in November 2010.
- III. This action is slated to begin 2011-2012.
- IV. DSPS is pursuing additional funding opportunities to address the needs of returning war veterans.
- V. It is projected that there will be a substantial increase in students enrolling in adapted physical Education classes in 2010-2011.

3.4. What modifications/improvements do you plan to make to your program/ based on your assessments?

- I. An improved DSPS student survey will be distributed via Survey Monkey by Spring 2011.
- II. College faculty and staff will be able to access the online training in November 2010.
- III. This action is slated to begin 2011-2012.
- IV. DSPS is doing the preliminary work for an Upward Bound grant for Veterans that will be submitted in the Spring/Summer 2011.
- V. For health and safety reasons, increase support staff to lower the instructor-student ratio.

4.0. Action Plan

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

Action	Related EMP/SS SMP Goals and SAOs	How action will improve student success and/or service functions	Resource Needs
I. Modify and re-distribute student survey	EMP Goal 1, Core Comp 6, SS Strategic Plan 4.5	To better meet the needs of an ever changing student population, survey results will direct program expansions: DSPS courses and workshops	
II. Deliver and assess effectiveness of online training for faculty and staff.	SS Strategic Plan 3.1	Develop and implement a plan of increased collaboration between teaching and student services faculty to promote student success.	
III. Investigate, develop, and provide expanded DSPS courses and workshops to better meet the needs of an ever changing student population.	EMP Goal 1, Core Comp 6, SS Strategic Plan 4.5	Beginning in 2011-2012, based on assessment of student survey results, program expansion will be explored.	
IV. Research, develop and implement a cohesive program to serve the needs of returning war veterans.	EMP Goal 1, Core Comp 6, SS Strategic Plan 4.5	DSPS is pursuing additional funding opportunities to address the needs of returning war veterans. DSPS is doing the preliminary work for an Upward Bound grant that will be submitted in the Spring/Summer 2011.	
V. Accommodate increased enrollment in Adapted Physical Education (APE) classes	EMP Goal 1, Core Comp 6, SS Strategic Plan 4.5	More students with multiple and severe disabilities are enrolling in the APE classes. Currently the ratio of APE instructor and instructional aide to student is as high as 1:6. There are valid concerns regarding student safety and the ability of students with complex disabilities to perform optimally without increased support.	60% FTE DSPS Student Assistant

2010 PROGRAM REVIEW

Service Area

DSPS

S: DS-1

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs) AND SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

Educational Master Plan (EMP) Strategic Goal 1: “Students Awareness, Persistence and Success” and Core Competency 6. “Self-Management, Self-Awareness, Physical Wellness, and Study Skills.” In addition, it addresses the Student Services Strategic Plan 4.5 Access and Success – “Survey students about barriers affecting their progress and their strategies for success.”

5.2. What measurable outcome will result from filling this resource request?

More students with multiple and severe disabilities are enrolling in the APE classes. Currently the ratio of APE instructor and instructional aide to student is as high as 1:6. There are valid concerns regarding student safety and the ability of students with complex disabilities to perform optimally without increased support. The measurable outcome will be increased student : staff ratio.

5.3. Describe the resource request in detail.

The request is to hire a permanent 60% - 10 month staff DSPS Student Assistant. Estimated cost of contract and benefits is \$20,000.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Personnel	20,000 annually	10 month 60% DSPS Student Assistant	The Adapted Physical Education (APE) program has been seriously under-staffed for many years. Students with the most severe physical, psychological and developmental disabilities attend these classes as the severity of their disabilities precludes their participation in mainstream activity classes. For 15+ years, the program has employed hourly Instructional Aides to support the one 60% permanent DSPS Student Assistant. Due to increased demand created by SAO “C.” and for health/safety reasons, additional permanent staff is a critical need.	*
Total				

2010 PROGRAM REVIEW

Service Area

DSPS S: DS-2
Replace Student Chairs

Section 5.0. Resource Request

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs) AND SAOs

5.1. What planning goal, core competency, or SAO does this resource request address?

Educational Master Plan (EMP) Strategic Goal 1: “Students Awareness, Persistence and Success” and Core Competency 6. “Self-Management, Self-Awareness, Physical Wellness, and Study Skills.” In addition, it addresses the Student Services Strategic Plan 4.5 Access and Success – “Survey students about barriers affecting their progress and their strategies for success.”

5.2. What measurable outcome will result from filling this resource request?

There are concerns about the condition of the student seating in the High Tech Center (HTC). The current student workstation chairs are in such poor condition that it impacts students’ ability to use the lab comfortably and safely from an ergonomic standpoint, Many of the chairs’ height cannot be adjusted properly anymore and the backs of the chairs fall off. These chairs are the original ones provided when the HTC first opened in 1997.

5.3. Describe the resource request in detail.

The request is for the purchase of a minimum of 12 student computer chairs. Specifically we have gotten a quote for the HON Comfortask Task Swivel/Tilt Chair on casters. The quote was \$103 per chair plus task and shipping.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE, categorical, matriculation, Perkins, Basic Skills funding, etc.

Note: All personnel requests will require the additional “IHAC Addendum” or CHAC form to be completed.

Type of Resource	Amount Requested	Description	Justification	Potential Funding Sources
Equipment	\$1236	12 student computer chairs	Students are using 13-year old chairs that are no longer serviceable.	*
Total				

* It is DSPS’s fervent desire that personnel costs and equipment purchases could be accommodated by its Categorical allocation. However, present cuts make it impossible. It is requested that these expenses be paid from the General Fund until Categorical Funding is restored.

**GLENDALE COMMUNITY COLLEGE
OFFICE OF HUMAN RESOURCES**

TO: CLASSIFIED HIRING ALLOCATIONS COMMITTEE

FROM: Joy Cook

DATE: November 3, 2010

SUBJECT: REQUEST FOR NEW CLASSIFIED POSITION

**DSP&S Student Assistant
Position Title**

I. Description of Position

(The description used to advertise for the position.)

The DSP&S Student Assistant performs a variety of specialized services assisting faculty to provide instructional assistance for students with disabilities. The position provides instructional assistance to students with disabilities in Adapted Physical Education classes. In addition, this position provides assistance with setting up, organizing and maintaining equipment.

The successful applicant will have knowledge of the physical and emotional needs of students with disabilities. An understanding of the special resources and equipment designed and used by students with disabilities is essential. As well, the applicant will have knowledge of federal and state laws in relation to Title V and the Americans with Disabilities Act. The ability to physically participate in activity classes is required.

Minimum qualifications include a high school diploma or the equivalent, 20 units of coursework from an accredited university or college in physical therapy, education, psychology or a closely related field, and one year experience providing services to persons with disabilities.

II. Description of Division/Department/Program/Service that this position serves

The Adapted Physical Education (APE) Program is an integral part of the Disabled Students Programs and Services. APE provides access to physical education learning opportunities to students with disabilities. Students who enroll in APE classes have physical, intellectual and psychological disabilities that preclude their ability to participate in regular physical education classes.

The requested DSP&S Student Assistant position would involve working with students in the APE Program. The assistant actively participates in adapted aquatics, self-defense, dance, sports and spinning classes offered on and off-campus. For 15+ years, the program has employed hourly Instructional Aides **to support the one 60% permanent DSPS Student Assistant.**

III. Classified Hires

Human Resources will provide data on new classified hires during the past five years. These data will include the full-time percentage of each new hire.

IV. Criteria

1. Legal Mandates - Sections 504 and 508 of the Rehabilitation Act, Title II of the ADA, as well as Title 5 and AB422 mandate equal access to programs for individuals with disabilities.
2. Support College Goals - EMP Strategic Goal 1: "Students Awareness, Persistence and Success" and Core Competency 6. "Self-Management, Self-Awareness, Physical Wellness, and Study Skills". In addition, it addresses the Student Services Strategic Plan 4.5 "Access and Success-Survey students about barriers affecting their progress and their strategies for success."
3. Accreditation – The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. <u>Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success.</u>
4. Data/Analysis
5. Compliance with Bargaining Agreements
6. Industry Standards

1. Are there state or federal mandates that are particular to this program/service? If so, please describe.

Sections 504 and 508 of the Rehabilitation Act, Title II of the ADA, as well as Title 5 mandate equal access to programs for individuals with disabilities.

2. How does this position support the objectives and functions of the college?

- The Mission Statement Glendale Community College:
 - **The college welcomes students of all diverse backgrounds, goals, ages, abilities, and learning styles.**
 - **The college is committed to student learning and success.**
 - **The college fosters the development of lifelong learning.**
 - **The college provides students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals.**
 - **The college is committed to preparing students for their many evolving roles in and responsibilities to our community, our state, and our society.**

- EMP Goals - **EMP Strategic Goal 1: “Students Awareness, Persistence and Success” and Core Competency”**
- College’s Annual Goals
- Student Needs

3. How does this position meet/exceed Accreditation Standards?

This position speaks directly to Standard 1A; “The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally.” It will contribute to “creating a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner.”

Further Accreditation Standards state: “Student learning programs are aligned with college purposes, character, and student population. The college’s overarching purpose, as defined in the mission statement, is to provide a diverse student population with the knowledge and skills necessary to meet their educational, career, and personal goals. The college’s character is that of a comprehensive community college which serves a diverse student population in an urban setting.”

4. Please provide quantitative data to support your request? (Program Review, Research Office, Survey, etc.)

Due to a Student Learning Outcome: Counselors stressed the importance of including physical activity in students’ schedules, students enrolled in physical education classes increased in numbers. Projected enrollment for 2010-2011 is 160 students or an increase of 18% over 2009-2010 enrollment. See Program Review 1.1

5. Is this request related to compliance with a collective bargaining agreement? If so, please explain.

No.

6. Are there industry standards that relate directly to this position? If so, please explain.

No

V. Additional Information

7. What implications does the addition of this position have for the following?

- **Budget: It is DSPS’s fervent desire that personnel costs and equipment purchases could be accommodated by its Categorical allocation. However, present cuts make it impossible. It is requested that these expenses be paid from the General Fund until Categorical Funding is restored.**

- **Staffing: DSPS is requesting an additional 10 month .6 FTE DSPS Student Assistant for the Adapted Physical Education program.**
- Facilities
- Equipment

8. Discuss any benefits your program may have lost from not receiving the requested hire.

There are health/safety concerns that make this position a critical need.

By continuing to rely on hourly Instructional Aides, the Adapted Physical Education program continually stands the chance of losing a well-trained and competent student assistant to a permanent position elsewhere. This requires the complete training of a replacement. The program has already lost two student assistants to other employment in the past.

9. Are there special concerns that are not addressed in this document?

This program has been seriously under-staffed for many years. Students with the most severe physical, psychological and developmental disabilities attend these classes as the severity of their disabilities precludes their participation in mainstream activity classes. For 15+ years, the program has employed hourly Student Assistants to support the one 60% permanent DSPS Student Assistant. Due to increased demand created by SAO "C." and for health/safety reasons, additional permanent staff is a critical need.

Approved by Executive Cabinet:
Revised: 4-2-08