MONTEREY PENINSULA COLLEGE
INSTITUTIONAL PROGRAM REVIEW

SUPPORTIVE
SERVICES
&
INSTRUCTION

SPRING 2012

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PART I. PROGRAM OVERVIEW/ANALYSIS

Supportive Services & Instruction (SS&I) provides resources to support students with disabilities and ensure equal access to all that MPC has to offer. On many campuses, and in the California Community College Chancellor's Office, this program is referred to as Disabled Students Programs & Services (DSPS). Faculty members in SS&I have expertise in their respective fields-- rehabilitation counseling, learning disabilities, adapted physical education, acquired brain injury, and assistive computer technology. Support staff facilitate accommodations, assist in Learning Skills (LNSK) courses, assist in processing files and tracking MIS information, and promote self-advocacy by helping students navigate department and college processes and procedures.

Documentation of a verified disability must be provided by the student before he/she can receive services. In order to determine eligibility, a student should come to SS&I and fill out an Application for Services; staff is available to assist in this process. Once a student is qualified, special services including provision and facilitation of class related accommodations can be arranged. A student with a disability may be given a reasonable accommodation to ensure that he/she has the opportunity to demonstrate competency in a course. The accommodation "levels the playing field" so that an academically-related functional limitation does not keep a student from participating or achieving in the classroom; an accommodation does not fundamentally alter the content or course requirements. Formal processes exist to facilitate the provision of academic accommodations at MPC, and students are encouraged to be self-advocates and contact faculty members regarding their authorized classroom accommodations. The Supportive Services and Instruction office, respecting the confidentiality of the student, will **not** notify an instructor of the presence of a student with a disability enrolled in a class without prior approval from the student and **only** when necessary to arrange accommodations; in addition, a student's disability will not be disclosed to anyone unless a student expressly requests it. A student has the legal right to request and receive disability-related accommodations through the College without going through the Supportive Services & Instruction office. This is done by contacting the ADA Coordinator; at MPC, the Vice President of Student Services serves in this role.

A. PROGRAM DESCRIPTION

Supportive Services and Instruction (SS&I) offers specialized instruction and services to work towards the inclusion, retention, persistence and success of students with disabilities in College programs, courses and campus activities; in addition, the department strives to support students in the achievement of academic, vocational and personal goals. Ultimately, the goal of SS&I, and all DSPS programs in California community colleges is to increase the number of students with disabilities in higher education.

In order to align with constraints of the Chancellor's Office directives and the current budget climate, SS&I continually examines the scope/focus of how mandated services are provided. As the name implies, both services and instruction are available. A diverse specialized instructional curriculum supports student success—both in basic skills classes and in other college courses. Services designed for students enrolled in campus classes may include such supports as specialized academic counseling, disability-related counseling, testing accommodations, use or loan of classroom aids/assistive devices (tape recorder, assistive listening device, note taker, etc.), priority registration, assistive technology/alternate media, temporary special parking, note takers, readers, and sign language interpreters.

A number of specialized classes are offered each semester and are taught by specialists (faculty) with a wide variety of disability-related credentials, and the Program offers a diverse curriculum that allows students with disabilities the opportunity to fully access college courses. Learning Skills courses include targeted and individualized instruction in reading, writing, math, and study strategies help students to develop basic skills necessary for success in college-level courses. Additional Strategy Labs target development and application of study strategies that support students with disabilities in other college courses they are enrolled in. Learning Skills classes include curriculum in the use of assistive technology and computer skills.
Examples of LNSK courses include:
ADPE 8 / 13: Adapted Physical Education
L NSK 320: Assistive Technology Applications
LNSK 331G: Auditory Processing Strategies Lab
LNSK 325: Introductory Computer Skills Lab
LNSK 352: Thinking and Reasoning Skills
LNSK 333 / 332 / 334: Writing, Reading, and Math Skills Development
LNSK 409: Workability III Program – Career Exploration and Job Search Strategies
LNSK 331C/D/E/F: a variety of strategy labs supporting LNSK and regular college courses.

The MPC WorkAbility III program is a Cooperative Contract between Monterey Peninsula College and Department of Rehabilitation (DOR). This contract is designed to jointly serve mutual clients receiving services from DOR and MPC. Staff and resources are combined to provide vocational rehabilitation services through the WAIII program. WAIII staff work closely with the DOR counselors throughout the referral, eligibility, planning and follow-up processes to ensure coordinated service provision that will lead to successful employment outcomes as per the Individual Plan for Employment (IPE).

The SS&I Program continues to provide quality services and curriculum within the constraints of recent state initiatives and the current economic climate. After careful review and discussion, the following priorities are being addressed: program management; accommodations/advocacy;

technology; and instruction. These priorities, as well as goals and objectives addressing them, are discussed later in this document.

B. STUDENT DEMOGRAPHIC INFORMATION

The information below provides historical and current comparative data on students in the Supportive Services & Instruction Program based on a variety of demographic categories as indicated. This information was obtained from the Chancellor's Office Data Mart and is derived from the Management Information Systems (MIS) data submitted annually.

Table 1A: Historical Data--Students by Age

	Annual 2008-2009		Annual 2009-2010		Annual 2010-2011	
	MPC	DSPS	MPC	DSPS	MPC	DSPS
Age Range	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**
1 - < 18	7.10%	1.30%	6.10%	1.04%	6.31%	1.62%
18 & 19	8.92%	14.53%	11.57%	13.98%	12.91%	12.97%
20 to 24	14.79%	22.23%	16.98%	24.84%	19.16%	26.55%
25 to 29	10.77%	9.22%	11.60%	9.63%	11.33%	11.55%
30 to 34	8.95%	6.40%	8.97%	5.90%	9.14%	7.50%
35 to 39	8.94%	5.97%	8.26%	6.31%	8.03%	5.98%
40 to 49	15.70%	15.40%	13.94%	15.01%	14.75%	12.26%
50 +	24.83%	24.95%	22.59%	23.29%	18.36%	21.58%

Source: California Community College Chancellor's Office: Data Mart

Table 1B: 2011-12 Current Year Data--Students by Age

	Summer 2011		Fall 2011	
	MPC	DSP5	MPC	DSPS
Age Range	**100.00%**	**100.00%**	**100.00%**	**100.00%**
1 - < 18	21.37%	1.91%	20.26%	1.20%
18 & 19		7.64%		16.75%
20 to 24	19.09%	21.02%	22.50%	23.42%
25 to 29	9.88%	12.74%	11.51%	10.43%
30 to 34	8.53%	5.73%	8.96%	6.67%
35 to 39	9.02%	8.28%	7.66%	6.32%
40 to 49	16.94%	8.92%	13.17%	11.62%
50 +	15.17%	33.76%	15.94%	23.59%

Source: California Community College Chancellor's Office: Data Mart

Table 2A: Historical Data--Students by Gender

	Annual 2008-2009		Annual 2009-2010		Annual 2010-2011	
	MPC	DSPS	MPC	DSPS	MPC	DSPS
Gender	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**
Female	51.27%	54.34%	50.87%	56.52%	47.11%	56.33%
Male	48.78%	45.66%	49.08%	43.48%	52.72%	43.67%
Unknown	0.04%	0.00%	0.05%	0.00%	0.17%	0.00%

Source: California Community College Chancellor's Office: Data Mart

Table 2B: 2011-12 Current Year Data--Students by Gender

	Summer 2011		Fall 2011	
	MPC	DSPS	MPC	DSPS
Gender	**100.00%**	**100.00%**	**100.00%**	**100.00%**
Female	46.60%	56.69%	46.83%	57.61%
Male	53.33%	43.31%	51.61%	42.05%
Unknown	0.27%	0.00%	1.56%	0.34%

Source: Colifarnia Community College Chancellor's Office: Dato Mart

Table 3A: Historical Data--Students by Ethnicity

| | Annual 2008-2009 | | Annual 2009-2010 | | Annual 2010-2011 | |
	MPC	DSPS	MPC	DSPS	MPC	DSPS
Ethnicity	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**
African-American	3.68%	8.79%	4.88%	9.63%	4.37%	9.42%
American Indian/Alaskan Native	0.7S%	1.74%	0.95%	1.97%	0.90%	2.13%
Asian	6.11%	3.47%	7.04%	5.07%	5.97%	4.66%
Filipino	2.76%	2.17%	3.29%	2.80%	3.13%	2.63%
Hispanic	18.96%	1S.18%	19.92%	18.43%	25.42%	20.67%
Pacific Islander	0.00%	0.98%	1.04%	1.35%	2.10%	1.32%
Two or More Races	1.19%	0.00%	1.30%	0.52%	1.19%	1.62%
Unknown/Non-Respondent	13.81%	11.17%	5.52%	2.80%	0.17%	0.00%
White Non-Hispanic	52.73%	56.51%	56.05%	57.4S%	56.76%	57.55%

Source: California Community College Chancellor's Office: Data Mart

Table 3B: 2011-12 Current Year Data--Students by Ethnicity

| | Summer 2011 | | Fall 2011 | |
	MPC	DSP5	MPC	DSPS
Ethnicity	**100.00%**	**100.00%**	**100.00%**	**100.00%**
African-American	5.01%	8.92%	4.90%	10.94%
American Indian/Alaskan Native	0.73%	0.64%	0.79%	0.85%
Asian	8.02%	5.73%	5.93%	4.27%
Filipino	3.59%	1.91%	3.55%	1.88%
Hispanic	22.17%	19.75%	26.40%	24.10%
Pacific Islander	1.15%	1.27%	1.27%	1.54%
Two or More Races	2.44%	0.64%	2.69%	2.56%
Unknown/Non-Respondent	6.93%	0.00%	3.72%	0.85%
White Non-Hispanic	49.95%	61.15%	50.75%	52.99%

Source: California Cammunity College Chancellor's Office: Data Mart

3. PROGRAM DATA

Departmental MIS data documents the number of students served in each defined disability category annually.

Table 4A: Historical Data--Students Served by Disability Category

	Annual 2008-2009		Annual 2009-2010		Annual 2010-2011	
	Student Count	(%)	Student Count	(%)	Student Count	(%)
Disability Category	**922**	**100.00%**	**966**	**100.00%**	**987**	**100.00%**
Acquired Brain Injury	46	4.99%	46	4.76%	43	4.36%
Developmentally Delayed Learner	73	7.92%	59	6.11%	61	6.18%
Hearing Impaired	23	2.49%	24	2.48%	25	2.53%
Learning Disabled	264	28.63%	274	28.36%	251	25.43%
Mobility Impaired	100	10.85%	90	9.32%	80	8.11%
Other Disability	243	26.36%	277	28.67%	325	32.93%
Psychological Disability	159	17.25%	181	18.74%	181	18.34%
Speech/Language Impaired	1	0.11%	2	0.21%	3	0.30%
Visually Impaired	13	1.41%	13	1.35%	18	1.82%

Source: California Community College Choncellor's Office: Dato Mart

Table 4B: 2011-12 Current Year Available Data--Students Served by Disability Category

	Summer 2011		Fall 2011	
	Student Count	(%)	Student Count	(%)
Disability Category	157	100.00%	585	100.00%
Acquired Brain Injury	10	6.37%	25	4.27%
Developmentally Delayed Learner	7	4.46%	35	5.98%
Hearing Impaired	3	1.91%	10	1.71%
Learning Disabled	27	17.20%	133	22.74%
Mobility Impaired	24	15.29%	52	8.89%
Other Disability	55	35.03%	221	37.78%
Psychological Disability	24	15.29%	99	16.92%
Visually Impaired	7	4.46%	10	1.71%

Source: California Community College Choncellor's Office: Dato Mart

Table 5: Retention & Successful Course Completion Rates

Retention = Grade of A, B, C, P, D, F, NP
Success = Grade of A, B, C, P

	Fall 2009		Fall 2010		Fall 2011	
	MPC	DSPS	MPC	DSPS	MPC	DSPS
Success	71.2%	67.3%	71.3%	67.1%	71.6%	69.3%
Retention	82.8%	80.5%	82.6%	79.9%	83.4%	81.9%

Source: MPC Office of Institutional Research

Table 5 above shows retention and completion of course rates for students with disabilities are similar to those of the MPC general student population. The data indicates that rates have been stable over the past three academic years.

Table 6: Fall-to-Fall Persistence Rates

Examines all students who enrolled in a given fall semester and whether they returned the following fall.

	Fall 2008 to Fall 2009		Fall 2009 to Fall 2010		Fall 2010 to Fall 2011	
	MPC	DSPS	MPC	DSPS	MPC	DSPS
Persistence	40.8%	56.1%	37.3%	59.4%	42.0%	38.3%

Source: MPC Office of Institutional Research

The Fall-to-Fall persistence rates of DSPS students reflected in Table 6 are significantly different from Fall 2010 to Fall 2011. While explanation for this may not be readily identifiable, possible explanations include changes in financial aid regulations, implementation of Student Success Task Force (SSTF) recommendations, and our internal review of data reporting for MIS. These factors certainly have played a part in the discrepancy noted in persistence rates.

The data in Table 7 below was compiled by the MPC Office of Institutional Research to identify Fall 2011 DSPS student enrollment in Learning Skills, Adaptive Physical Education and concurrent regular classes. As a program, we have a desire to examine the type and configuration of courses our students are enrolled in. The information below represents the first attempt to request data from the Office of Institutional Research to help us in this endeavor; thus, interpretation at this time has not been done. This data will be collected annually in order to examine, in future program review, possible relationships in concurrent enrollment of LNSK classes and persistence, retention and successful completion rates of regular courses.

Since this is the first time this information has been compiled, and it is for the most recent semester for which the information is available so that it reflects the most accurate picture of our population of students.

Table 7: Course Enrollment of Students with Disabilities--Fall 2011 Term

Number of DSPS students enrolled in a LNSK course: 172   Number of DSPS students enrolled in LNSK *only*: 25
Number of DSPS students enrolled in an ADPE course: 56   Number of DSPS students enrolled in ADPE *only*: 34
Number of DSPS students enrolled in LNSK and ADPE: 10   Number of DSPS students enrolled in LNSK and ADPE *only:* 8
Number of DSPS students enrolled in LNSK and concurrent regular courses: 139
Number of DSPS students enrolled in ADPE and concurrent regular courses: 14
Number of DSPS students enrolled in regular courses only: 319

Source: MPC Office of Institutional Research

We intend to reflect on these numbers and identify ways in which the information might be used in planning and decision-making, and prioritizing services and instruction for our students. In the next program review cycle we hope to have comparative data to identify other kinds of data which may be useful in the process. It is interesting to note that a large percentage of the students are enrolled in concurrent regular courses at MPC or in regular college courses only, and this may indicate the need for increased instructional labs to support students' development and application of individualized learning strategies for courses they are enrolled in.

Table 8 below identifies the number of students served in the Workability III Program.

Table 8: Historical WorkAbility III Program Data

MPC/WorkAbility III			
	2008-2009	2009-2010	2010-2011
Total Active Students	83	69	52
New Referrals	48	29	14
Successful Closures	17	8	6

Table 9 below shows the number of DSPS students currently being served in two other categorical programs, EOPS and Veterans programs. This data indicates the need for strong collaboration amongst Student Services areas in order to ensure consistent, accurate and efficient planning with students for their educational plans and to support student success.

Table 9: DSPS Students Qualified / Served in Other Categorical Programs

Number of students that are both DSPS and EOPS: 51
Number of DSPS students who are also VETERANS: 74

Source: MPC Office of Institutionol Research

Table 10: HISTORICAL 5-YEAR COMPARISION OF ANNUAL SPECIAL CLASS FTES GENERATED (LEARNING SKILLS & ADAPTED PHYSICAL EDUCATION)

ADPE Sections

Semester	2007 - 08		2008 - 09		2009 - 10		2010 - 11		2011 - 12	
CrNc	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit
Summer	0.00	0.00	2.76	0.00	2.86	0.00	2.63	0.00	2.58	0.00
Fall	13.22	0.00	12.17	0.00	13.00	0.00	12.00	0.00	10.67	0.00
Spring	13.17	0.00	12.67	0.00	13.33	0.00	12.67	0.00	12.00	0.00
Total Annual	**26.38**	**0.00**	**27.60**	**0.00**	**29.20**	**0.00**	**27.29**	**0.00**	**25.25**	**0.00**

LNSK Sections

Semester	2007 - 08		2008 - 09		2009 - 10		2010 - 11		2011 - 12	
CrNc	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit
Summer	0.00	0.00	0.00	0.08	0.00	0.00	0.17	0.19	0.00	0.00
Fall	23.75	15.95	22.38	11.42	24.97	9.10	26.70	20.58	25.62	24.62
Spring	28.10	15.01	26.79	6.60	25.15	9.36	25.45	28.31	23.25	31.68
Total Annual	**51.85**	**30.96**	**49.18**	**18.10**	**50.12**	**18.46**	**52.32**	**49.09**	**48.87**	**56.30**

Source: MPC Office of Institutionol Research

Table 10 above is reflective of enrollment patterns, variance of course offerings, and budget impact. The decline in noncredit FTES between 2007-08 and 2008-09 is due to state budget cuts to community programs resulting in a reduction of the number of clients served by Hope Industries, for which we offer LNSK 410, one of two noncredit courses offered by SS&I. In 2010-11, the increase in noncredit FTES resulted from an additional section of LNSK 410 providing instruction to another community agency, North Bay Industries (NBI).

With regard to credit FTES, fluctuations reflect a reduction in the number of faculty (both full-time and adjunct) teaching courses due to budget cuts.

The chart below provides a comparison of test accommodations provided by SS&I over the past three years.

Table 11: Test Accommodations

	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012
Tests Administered	1272	1282	1343
Readers (tests)	6	21	40
Scribe (tests)	3	18	26
Alternate Media (tests)	3	7	18
English Placement Test (EPT)	44	58	95
EPT Administered to High School Students	N/A	N/A	64
Math Placement Test (MPT)	49	62	102
MPT Administered to High School Students	N/A	N/A	14
Ability to Benefit Test	6	6	17

There is a steady increase in the number of students receiving test accommodations, while at the same time, in 2009, the Testing Center reduced its hours of operation due to budget constraints. Additionally, the Testing Center did not have a permanent location on campus until May 2011. Prior to that, it was located in several different places on campus before it was housed in a modular building on the fringe of campus in 2010. It is currently located adjacent to the SS&I office on the first floor of the Student Services building. The Testing Center is shared with Matriculation for administration of college placement tests. The use of the Center for both functions is steadily increasing.

Data collection for testing accommodations has proven valuable for planning purposes and watching trends. There is a recognition that tracking data for classroom accommodations would be useful as well. Beginning in the Fall 2012 semester, classroom accommodations will be tracked consistently.

4. STUDENT LEARNING OUTCOMES

SS&I has embraced the MPC program reflections and dialogue process that was developed by the College in 2008 to create a framework for faculty and staff to converse about teaching, learning and provision of services. This process occurs during flex days just prior to the beginning of each semester. Our dialogue at each semester reflection session is thoroughly documented, and we are utilizing the content of our discussions to inform the development and adaptation of our program and instructional SLO's.

In preparation for our Program Review, this year, our dialogue focused on the evaluation of assessment measures and the subsequent review of the data collected. Specific staff was designated to facilitate the evaluation of data and its relationship to SLO's. Specific goals that came out of the discussion included the creation and implementation of orientation sessions for new DSPS students, accommodations information sessions, and exploration of alternate media use and possible training methods for students.

Program Reflections from Fall 2009 through Spring 2012 can be found in Appendices A, B, and C. Specific SLO's for each Student Services Theme and assessment measurements are defined and included as part of the SS&I Annual Program Review Updates. The Updates are comprehensive of the department SLO process, so there is no need to duplicate the information in this section. Rather, what follows is a summary of the development, modification and progress made towards achievement of these outcomes from 2009 through 2012.

The predominant issue that came out of our January 2010 dialogue about SLO's was the need to create outcomes that were measurable, observable and relevant. Given this framework, we modified some of our assessment methods and discussed how to analyze and utilize data that had already been collected. In addition, a decision was made to select and prioritize specific SLO's to be addressed currently based on those that would most accurately meet the requirements of the established framework and remain within the context of the SLO themes identified by Student Services . These SLO's are summarized below.

SS&I identified Technical Competence as an important area to focus on for student learning outcomes. Our department outcome states, "Students will identify and use technology and alternate media appropriate for their functional limitations." In order to meet this outcome a number of processes were established and changes to curriculum were made. For example, in Fall 2011, LNSK 325 was modified to include direct instruction in two of the most commonly used pieces of adaptive technology; this course has high enrollment and has proven to be a critical part of the curriculum. Course enrollment trends are being identified and analyzed. In addition, SS&I developed a process for using a trained work study student to assist students in how to set up

and access campus e-mail accounts and schedule testing appointments via e-mail. A similar process was used to help students access and use web registration. There have also been significant changes made to the SS&I website which have made it more accessible, user friendly and informative. Students can find current program and college information as well as other disability related topics.

Another SLO theme that the department is focusing on is Critical Thinking. Our department learning outcome says, "Students will identify, explore and utilize knowledge of their disability(ies) and functional limitations to assist in academic planning." One method established for measuring and assessing this outcome is to cross link data from the Institutional Research Department to examine persistence, retention and success rates for students with disabilities compared to students without disabilities at MPC. This information is displayed in the Program Data section of this document and represents our first attempt at collecting and examining these statistics. This will be an ongoing process and will be used to help inform future program and curriculum planning. In addition to data collection and analysis, several different student orientation and workshop sessions have been established to help explain office and accommodations processes and procedures. After the orientations, students will have the opportunity to meet one on one with counselors to ask questions and discuss their specific needs. These orientations will be held every semester for both new and returning students. SS&I has also developed a new Student Education Contract (SEC) that serves two primary functions. The contract assists students in making the necessary connections between their disability(ies), their academic/vocational goals and the accommodations and services required to address their functional limitations. In addition, the new SEC meets the most current mandated requirements established by the Chancellor's Office.

The most current SLO's for each LNSK course can be found in the Spring 2012 SLO reflection in Appendix C. In addition to the bi-annual reflections on the Program SLO's, teaching faculty do course reflections to evaluate the instructional SLO's. An example of one instructor reflection is included in Appendix C. These reflections are used to inform decisions about curriculum content and to assist us in prioritizing course offerings

5. STAFFING PATTERNS

A 47.5% state budget cut to DSPS categorical programs in 2009 resulted in major staffing changes, beginning with the loss of the Associate Dean position. In response to this loss, one of the full-time faculty members took on the role of Faculty Coordinator, functioning in a dual capacity as 2/3 coordinator and 1/3 teaching faculty. This has resulted in a substantial workload increase not only for the Faculty Coordinator/Instructor, but for all Program staff and

faculty. Additional staffing reduction to the Program, resulting in reduction of services to students, included:

- Twenty-two hours of learning skills assessment services were cut when an 18 hour/week adjunct Learning Disabilities Specialist position was eliminated, and the full-time LD Specialist removed assessment from her teaching load in order to cover teaching of courses displaced by the faculty member assuming the 2/3 Faculty Coordinator role.
- Adjunct counseling hours have also been significantly reduced, causing delays in the provision of services because of limited counseling appointments and longer wait times: 30% reduction in Fall 2009; 18% reduction in Spring 2010; 50% or greater reduction in Early Spring 2010 and Summer 2010.
- A 20 hour/week counselor, specifically funded to work with students with psychological disabilities and personal counseling directly related to the student's performance at MPC, was eliminated.
- A full-time tram driver position was eliminated resulting in elimination of on-campus transportation service.
- Classified part-time positions have also been greatly reduced, necessitating cross-training within the scope of appropriate job duties and responsibilities.
- One 18 hour/week Instructional Specialist position was lost resulting in a 9 hour reduction in instructional support staff for Adaptive P.E. classes and 9 hour reduction in alternate media/HTC lab classes.
- Reduction in daytime and evening hours of operation and elimination of part-time proctors in the Testing Center.
- 6 hour/week reduction in office clerical support.

At the same time that staffing has decreased, the need for test accommodations has substantially increased, making it necessary to pull Instructional Specialists from the classrooms to provide proctoring, reading, or scribing services in the Testing Center. Most staff members have cross-trained to assist in covering for absences or personal leaves. This reassignment of staff has a substantial effect on the quality of classroom and small group instruction that is provided to students in LNSK and ADPE courses as well as increased wait time for counseling appointments. Program staff members have worked diligently to maintain the high quality instruction and services provided by SS&I. The current organizational chart is shown in Figure 1 on the next page.

Figure 1. SS&I Organizational Chart
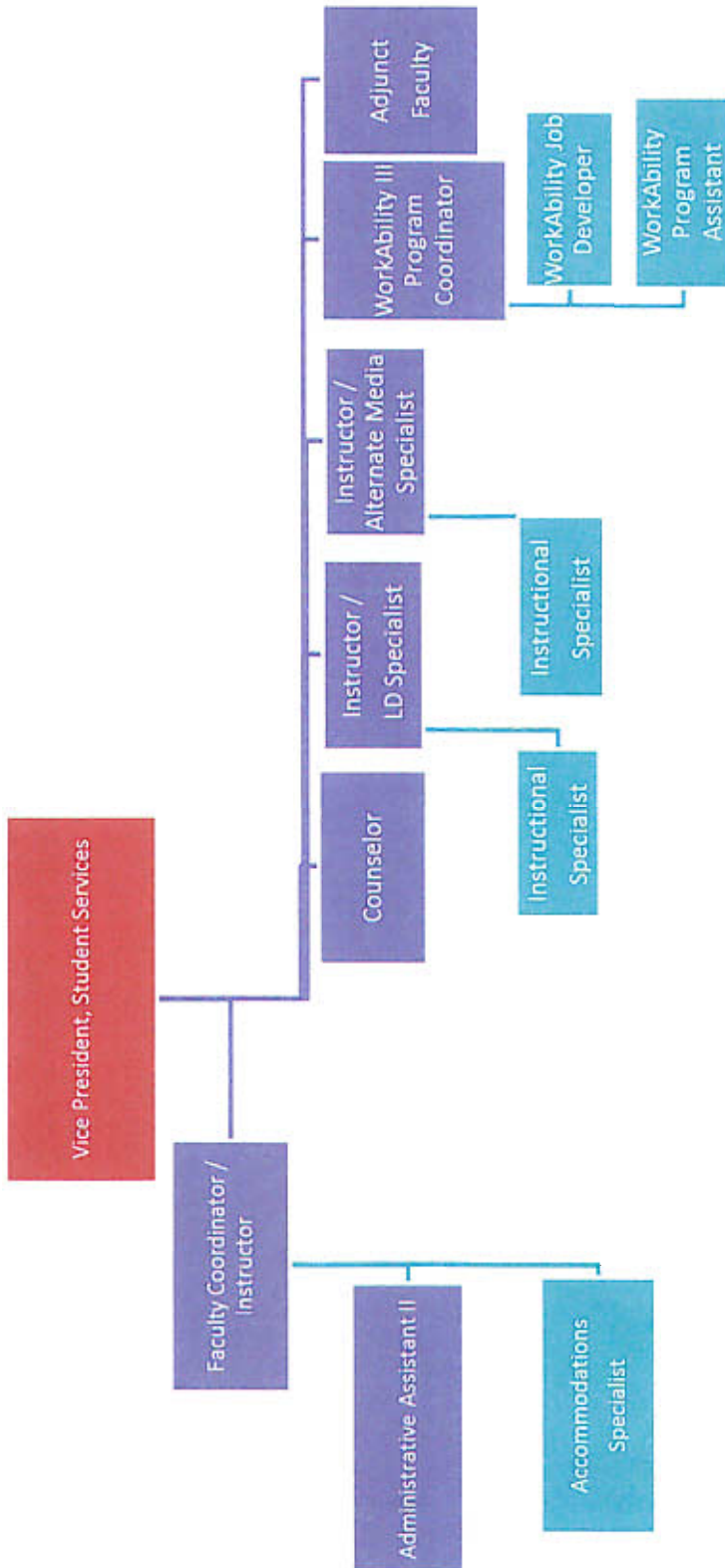
6. Student Satisfaction

Student Satisfaction Survey: Student satisfaction is indicated by the results of a student survey that was administered in April, 2012. One hundred twenty-four students completed the survey; both the survey and statistical analysis, performed by the MPC Office of Institutional Research, are in Appendix D. Overall, student satisfaction with both program services and Learning Skills classes was very high. Survey results demonstrated that approximately 50% of students with disabilities at MPC are part-time students, consistent with the overall MPC student population which is also 50% part-time. When questioned about how they learned about the SS&I Program, 51% of students responded that they were told about it by an instructor or counselor at MPC, indicating that the program has strong visibility on campus and that faculty and staff has confidence in the services provided to students.

Students review their Student Educational Contract (S.E.C.), one of the required documents for DSPS students, on an annual basis with their counselor. The counselor reviews and discusses the student's academic goal and the accommodations/services being utilized with the student to determine the services' effectiveness in helping the student be successful. This dialogue is another opportunity for students to provide program input based on their personal experiences.

Other Program Evaluation Measures: Students evaluate full-time faculty as part of the College faculty evaluation process which occurs every three years for each instructor. Student evaluations are completed in every course taught by each instructor, and this is the primary component for faculty evaluations. Narrative comments are transcribed and shared with each instructor, along with the statistical analysis that summarizes the objective student evaluation responses. Counseling faculty are on the same evaluation intervals as teaching faculty, but students complete a student survey in the office that relates to counseling and delivery of services.

Teaching faculty meet each week to discuss classroom and student-related matters. Student and instructional issues are brought to the meeting; faculty have found that the following activities diffuse problems with students and promote student success: discussion about student performance and behavior; reflection and cohesiveness of curriculum content and delivery; and consistent information and feedback to students. The counselors have not routinely been involved in these meetings. When there are specific student concerns, a counselor is asked to attend to discuss any issues whether they are student-specific or programmatic. Classified staff report student issues and provide input directly to faculty they interact with; that information is brought to these meetings.

7. PROGRAM COMPLIANCE

Audit Results/MIS Data Collection

Due to the newly implemented annual DSPS audits mandated by the Chancellor's Office, SS&I began a complete review of student data and recordkeeping, as well as analysis of file components during the 2010-11 academic year. Our first audit was conducted in November 2011, and the auditor interviewed the Coordinator extensively regarding the process and procedures for each step a student would follow from intake and verification of a student's disability all the way through provision of services, accommodations, and instruction. No findings were reported, thus indicating successful compliance with DSPS program requirements including:

- Application/Request for Services
- Student Eligibility/Verification of Disability
- Release of Information
- Student Educational Contract (SEC)
- Documentation of Contacts (4 minimum/year)

The DSPS program audit for 2011-12 was completed in April 2012, and was again successfully passed with no findings.

Program Input/Advisory Committee

Supportive Services and Instruction maintains regular communication with many community agencies and other local community college DSPS programs. The SS&I teaching faculty and counselors interact regularly with college faculty in every division through flex day presentations, division and department presentations, representation on college shared governance committees, and personal contact regarding students. With the current reduced number of faculty and staff to serve students, articulation amongst both campus and community is often via phone, email, or web-based telephone/video conferencing. A list of community and campus professionals with whom the Program consults and interacts on a regular advisory basis is in Appendix J.

Funding, Expenditures and Accountability: The program is funded through the DSPS State Allocation, Earned FTES and College Effort. All funding is utilized for the provision of services and instruction to students with disabilities.

The majority of funds are allocated toward salaries and benefits.

The DSPS Coordinator is funded through DSPS categorical restricted funds.

Revenue for Special Classes is calculated by semester. The yearly calculation determines the amount of funds provided by the District for the earned FTES. FTES are calculated by the College (Project Assistant to the Superintendent/President).

The DSPS budget and expenditures are administered by the DSPS Coordinator in close cooperation with, and under the direct supervision of, the Vice President of Student Services. Budgets are developed with the input of program faculty and staff. Annually, the Action Plan is utilized to review budgetary needs within the program.

At MPC, the process for development of the DSPS Year-End Report is a collaborative effort between SS&I and Fiscal Services. The Accounting Specialist in Fiscal Services produces the final copy of the year's budget and all records of expenditures. The Accounting Specialist develops the first draft of the report and meets with the Vice President of Student Services and SS&I Faculty Coordinator to review the expenses indicated. The report is then directed to the Director of Fiscal Services who initials the budget prior to the report being sent on to the Vice President of Administrative Services and others for final review and signatures.

MPC has a robust system for providing students with disabilities educational materials in a variety of accessible formats. The hardware and software used in the Alternate Media Production workflow has been designed based on recommendations from the High Tech Center Training Center Unit. Each semester, the program digitizes between 70 to 100+ textbooks, numerous assignments, and a substantial number of exams for use in our Testing Center. Given the extensive amount of scanning, OCR, and various digital file manipulations and enhancements, the Program requires above average up-to-date hardware and software.

Funds for Access to Print and Electronic Information are utilized to establish a core set of the most advanced equipment (scanners, workstations, printers) and software and/or for salary of staff working in the production of alternate media.

The task of recording student data for MIS reporting is done three times a year: summer, fall and spring semesters. Data is verified by SIS information including registration/enrollment monitoring and by contact records in the student files. Each student is required to meet with a counselor annually to review his/her SEC, and once each semester to receive his/her accommodations. The counselors indicate in the file each contact made with students, with notes about the session. In addition, all Staff who make substantive contacts with students are asked to enter a contact note in the student's file. The Administrative Assistant II has the primary responsibility for monitoring and maintaining file contents, completeness, accuracy and data entry; this is done in conjunction with other staff and the Faculty Coordinator.

In an effort to review MIS documentation and data reporting procedures when the new Chancellor's Office mandate for annual DSPS file audits began in the 2010-2011 academic year, the SS&I staff collaborated on review and analysis of our files and student information. Revision of processes and file organization have occurred to ensure compliance with the mandates of the Chancellor's Office. Two successful audits in 2010-11 and 2011-12 indicate that these methods are working well for both maintenance of student records and MIS reporting.

Funding for the DSPS program, Supportive Services & Instruction, is a result of three funding sources: (1) the DSPS state allocation; (2) Earned FTES; and (3) college effort. The DSPS allocation is based upon a base allocation provided to colleges, the number of students served and the weighted count by disability group. In addition, the college effort provided by the district generates additional funds for the Program budget.

PART II. PLANNING

The planning process used by SS&I in undergoing our program review included multiple steps, was inclusive of all staff members and utilized both past and current data and reflections to guide the process. A planning retreat was held in October 2011 in which each of the program review components was discussed and brainstorming occurred to ensure collective input. A framework of committees, each with a lead staff member to coordinate a team, was established to begin evaluating and formulating ideas and plans for the top prioritized goals and objectives the group identified for development or improvement. The information in this section of this Program Review document summarizes our work as a department.

A. Prior Program Review Impact
An Institutional Student Services Program Review was conducted in 2007. The Supportive Services & Instruction Program was evaluated as being very effective. The findings on Effective Practices and Opportunities for Improvement in DSPS are in Appendix I. Comments from the 2007 Program Review are an indication of the positive impact and contributions the Program is making on student success at Monterey Peninsula College. A summary follows:

Successful Program Elements included:
- extensive and strong instructional component
- Accommodations Specialist position provides test integrity and strong approach to provision of services
- current adaptive technology and instructional materials in LNSK courses

Recommendations for Program Improvements:
- reductions in staffing reduces ability to maintain quality of services
- not always able to meet demand for classes and services
- reduction in staffing impede maintenance of representation on major campus committees
- reduced counseling staff/hours results in delay for appointments/services

B. Planning Assumptions/Trends
The Student Success Task Force (SSTF) recommendations identify the system-wide priorities of Community Colleges as: "(1) reflect the core mission of transfer, career technical education and basic skills development; (2) encourage students to identify their educational objective and follow a prescribed path most likely to lead to success; (3) ensure access and the opportunity for success for new students; and (4) incentivize students to make progress toward their

educational goal." The SSTF recommendations identify many key components necessary to move students effectively through the Community College system, and at least three of them are extremely relevant for SS&I: new technology, additional counselors, and enhanced professional development (both faculty and staff, especially related to the instructional and support needs of basic skills students).

The planning assumptions and constraints identified at our planning retreat reflect that there are substantial challenges in addressing the SSTF recommendations within these constraints. In addition, "key momentum points" of the SSTF define student success based on successful course completion beginning at the basic skills preparation level and progressing through successful achievement of Certificate, Degree or Transfer requirements. Many students with disabilities enter MPC at the basic skills level, need support for courses as they enter into college level courses, and continue to use accommodations and services throughout their college process. Students with disabilities often expend more time studying than an average college student and enroll in support courses for additional units to prepare them for college level courses. Additionally, students with learning disabilities may require an accommodation of a reduced course load due to processing speed deficits and need to devote substantially more time to course requirements to demonstrate their competency. These factors are realities for students with disabilities. Thus, SSTF priorities and pace/progression requirements can jeopardize the ability of a student with a disability to succeed.

Our annual planning assumptions and trends for 2009-2011 are extensively outlined in the SS&I Program Review Annual Updates found in Appendix A and B. At our October planning retreat, the following assumptions and trends were identified by the department:
- We will continue to be expected to do more with less.
- Increasing on-line/distance ed course delivery will occur, and the College and SS&I will need to meet the mandates for accommodations/services for students with disabilities.
- There will be an increasing number of services requested as the number of courses, at the Marina campus grows.
- Increased numbers of displaced workers will likely enroll at MPC.
- The number of veterans taking courses on campus after returning from services has, and will continue to, increase substantially over the next couple of years.
- The state has implemented SSTF and budgetary guidelines which reduce duplication of classes (at the basic skills level).
- There is an increased need for basic skills instruction, and while it is a state priority for community colleges to address basic skills, CTE, and transfer students as priorities, fast track methods don't always address students' needs.
- The population of students is increasingly culturally diverse.

- The use of the Testing Center and assistive technology/alternate media continues to increase.
- Students are experiencing challenging personal and socioeconomic issues complicating their success in college.
- There may be a need to vary hours for services and LNSK 330 assessments; with the current budget limitations an adjustment in one area results in a reduction in another.
- There are increasing referrals and requests for LNSK 330 assessments.
- Financial Aid requirements to expedite completion of classes and education plans and limit the number of units covered by financial aid funds impacts success of many students.
- Due to the Student Success Task Force recommendations, Community Colleges are returning to a junior college model, and this likely will change the demographics of the students SS&I serves.

C. Planning Constraints

Following is a list of factors which have affected our planning and achievement of goals over the last three years. As we look to the next few years, it is not anticipated that relief will come from these limitations; in fact, potentially increased reductions may occur. Thus, it is important to keep these factors in mind while at the same time trying to maintain and provide quality service and support to our students. These factors include:

- Operating on a budget which is 95% or greater committed to staffing costs.
- Reduced personnel trying to perform their own functions, and at the same time, cross-train and help cover leaves and absences to maintain services.
- Reduced financial aid for students substantially increases the need for timely, accurate, and efficient counseling and ed planning. Our counseling staffing is currently not adequate to meet the need.
- Student Success Task Force implementation further complicates the factor above.
- In unchartered waters, it is not always possible to correctly anticipate needed changes and plan accordingly. Planning for services and instruction typically happens well in advance of the actual delivery.
- Reduced funds for instructional materials and supplies; less College support in this area due to no state block grants or special funding, create challenges in staying current.

D. Goals & Achievements 2007-2011

In formulating SS&I goals for 2012-2017 at the October 2011 planning retreat, the staff generated a list of our perceived strengths.

Strengths

- Sensitivity to the needs of students
- Strong relationships with students; becoming a "home base" for many
- Credibility on campus
- Providing students with support and tools for equal access & self-advocacy
- Extensive and unique instructional component of the Program; using this model as another way to deliver services and teach advocacy skills
- Collaborations with other instr. programs & community organizations
- Facilities (new offices in STS building)
- Facilities (new lab classrooms in HSS building)
- Scholarship Reception & student recognition
- Innovative and dedicated staff and faculty
- ULD (Universal Learning Design)
- "Consultants" for our campus and other CC campuses
- Having strong support from MPC Administration

Progress on 2007-2011 Long Term Program Goals

1. Maintain the level of services and quality of instruction needed to ensure continued academic excellence.
   - Revised Testing Center hours based on students' needs and collaboration/co-habitation with MPC Assessment Center
   - Maintained full curriculum (with the exception of one course) despite budget cuts of 47.5%
   - Reassigned existing faculty to different teaching loads to cover teaching and assessment needs; exhibited tremendous flexibility, creativity and group problem-solving skills in adjustments of course offerings
   - Articulated with general faculty through collaboration on BSI Kurzweil Smartxt project
   - Used work study/CO-OP student to cover appropriate front office duties and lunch breaks so the office could be kept open
   - Developed Faculty Coordinator position to temporarily replace administrative Associate Dean position vacancy as a result of budget cuts
   - Complete review and revision of all LNSK courses.
   - Successful time-intensive move and transition to new Student Services building
   - Successful time-intensive move and transition to new instructional labs (HSS building)
   - Implementation of upgraded and new curricular software and assistive technology

- Experimented with several activities to be further developed in our next program review cycle such as accommodations workshops, orientation to SS&I, web access and MPC email sessions.

2. Enhance services to address the needs of students with varying disabilities such as Asperger's and Autism.
   - Counselor in-services at Division meetings to provide resources and discuss issues related to students' disabilities
   - Began formulating an accommodations guidebook and created an alternate media procedures manual
   - Continued to with consult with College Living Experience academic liaison regarding individual student needs
   - Flex Day In-service: Drama "Into the Fire" informed campus about PTSD in Vets, Mental Health/CLE, Veterans Panel, Dealing with Difficult Students

3. Encourage student involvement in program and campus activities as related to the established Student Learning Outcomes for Supportive Services and Instruction.
   - Assisted with the development of a task force consisting of students, staff and administrators to promote problem-solving and advocacy related to the tram service elimination
   - Encouraged students to explore eligibility for the Department of Rehabilitation so they would be eligible to participate in the Workability Program Job Club; expanded Workability Program Job Club
   - Promoted student participation in various campus organizations such as the Latino Club, Multicultural Resource Center, EOPS and Honor Society
   - Encouraged SS&I students familiar with assistive technologies to act as mentors both in LNSK classes and in Kurzweil Mentor Program
   - Collaborated with CalWorks/CARE/EOPS/TRIO/Supportive Services & Instruction Priority Registration WebReg assistance event
   - Increased students' knowledge and use of services such as web registration, mental health counseling and Financial Aid
   - Promoted student enrollment and involvement in the PASS program

4. Collaborate with outside agencies in the development of new and creative programs and/or services for students with disabilities on-campus and within the community.
   - Alternate media specialist collaborated on several projects with Cambium Learning Company, CSUMB, and MPUSD
   - Met with staff from Interim to discuss career/employment opportunities
   - Continued partnership with Monterey County Center for the Employment of People with Disabilities

- Continued partnership and collaboration with the Workability program/Dept. of Rehab
- In conjunction with Kathleen Clark (COOP) and Jacque Evans, explored hiring of students with disabilities with CTE Program majors at the Naval Postgraduate School
- Developed specific objectives and activities for CTE students working with counselor funded by Perkins (VATEA) funds
- Worked with Michael Gilmartin to establish an LNSK 410 contract class for North Bay Industries (NBI)

5. Develop marketing materials that publicize the comprehensive program available to students including an effective web page, and other computer-assisted marketing tools addressing targeted populations. Utilize community agencies serving disabled populations to inform and recruit potential students.
   - Consolidated program information into a color brochure reflecting accurate information on course offerings and services
   - Completed the front page of the program website and worked to develop an enhanced more accessible site with department and disability-related information
   - Continued facilitation of the Kurzweil Smartxt BSI Project
   - Provided customized tours to potential students or groups of students when requested

In addition to the progress made on the stated 2007-11 long-term program goals above, an unplanned priority emerged during 2011, and this priority became the department focus during the 2011-12 academic year. As a result of analysis of student files and MIS reporting procedures, it became the priority to create new ways for effective tracking and recordkeeping of service contacts made with students. New student files were selected and purchased, and a system for organizing the contents was developed. Each file was reviewed to determine if contents were complete and efforts were made to reconcile any documents or signatures needed. The need for a new Student Education Contract (SEC) was noted, and a new form will be developed and implemented in 2012-13. Tremendous time, energy and personnel resources were expended in this process. In 2012-13 recording and refining the process established is an important objective so that clarity, accuracy and consistency will be maintained.

E. Future Goals and Objectives
The Program continues to provide quality services and curriculum within the constraints of recent state initiatives and the current economic climate. After careful review and discussion, the following priority areas are being addressed: program management; accommodations / advocacy/ technology; and instruction. These priorities, as well as goals and objectives addressing them, are shown below in Figure 2.

Long-Term Goals and Planning

Figure 2.   SS&I 2012-2017 Long-term Goals & Objectives

	2012-2017 Long-term Goals & Objectives	
	Long-term Goal	**Objective / Activities**
Program Management	Ongoing review of the roles and responsibilities of department staff and faculty. Analyze and modify office operations for student information management; automate and streamline processes/procedures.	• Develop a SS&I SARS framework, implement use, and evaluate ways to create reports and utilize data for efficient documentation of contact and service information. • Create an annual calendar of target dates for routine department events and activities • Implement regular schedule of staff meetings to increase effective and efficient communication. • Based on review of current staff and program needs, refill vacant positions.
Accommodations/Advocacy	Evaluate and modify how accommodations are provided to students to maximize effectiveness and efficiency in compliance with Title 5 and in alignment with our Program SLO's.	• Develop and implement a new Student Education Contract (SEC) • Establish a student orientation • Establish accommodations workshops • Adjust counselor's schedule with strategic drop-in blocks of appointments to meet demand for accommodations authorization/advising in a timely manner • Develop standardized process for use of assistive technology for test accommodations
Technology	Incorporate state-of-the-art technology in supporting success in, and access to, college courses, programs and facilities; this includes assistive technology software, current hardware and access devices and a classroom/lab environment conducive to optimal learning.	• Develop curriculum students can access via the HTC website. • Continue to train students in use of WebReg and campus email • Be available to provide consultation and input regarding: distance education and curriculum delivery; accessibility and compliance with accessibility guidelines; implementation of assistive technologies on campus—particularly during the 2012-13 reorganization of the campus technology organizational model.
Instruction	Maintain quality of instructional support for students.	• Review and revise our course offerings and scheduling on a continual basis to prioritize based on the demographics and needs of students served by the Program. • Retain Instructional Specialist positions providing support in the classroom. • Modify course curriculum to integrate latest basic skills and cognitive software.

Each objective in Figure 2 requires committing personnel to activities and services that will produce the desired outcomes. At the October 2011 SS&I planning retreat, committees were created and staff was identified to lead the effort to attain objectives; these individuals will attempt to enlist the support of department and/or other campus resources and to coordinate the committee's work on an objective. Progress on goals and objectives established is directly related to the level of staffing, adjustment/assignment of staff functions and responsibilities, and budget support within realistic constraints under the current circumstances and climate. Objectives developed by the staff and faculty in the department focus on experimenting with ways to efficiently address student needs with current resources and implementing those which are found effective.

F. Timelines

Timelines for completion of objectives and activities for the selected 2012-13 annual objectives are being established within each committee and will be reviewed periodically throughout each academic year by the department collectively. Goals and objectives for each academic year are identified in Action Plans. The 2012-13 SS&I Action Plan is presented in Part III of this document.

PART III. BUDGET INFORMATION

A. Budget History

Table 12: 5-Year Comparison DSP&S Revenue/Expenses

5-Year Comparison DSP&S Revenue/Expenses					
Fiscal Year	DSPS Restricted Funds	Prior Year Restricted Funds Carried to 1st Quarter	Restricted Apprenticeship Funds (Categorical Flexibility)	DSPS Unrestricted Funds	Total Annual Revenue
FY 2007-08 *(Actual Expenses)*	$930,090			$336,000	$1,266,090
FY 2008-09 *(Actual Expenses)*	$868,851			$329,812	$1,198,663
FY 2009-10 *(Actual Expenses)*	$509,153	$23,051	$68,298	$295,368	$895,870
FY 2010-11 *(Actual Expenses)*	$524,223	$33,087	$0.00	$351,146	$908,456
FY 2011-12 (Based on State P-2 Budget)	$517,455	$0.00	$0.00	$346,538	$863,993

Source: MPC Fiscal Services

B. Current Budget

The current budget is reflected in Table 12 above in a 5-year comparison of total annual revenue for the past 5 fiscal years. A 55.6% budget reduction occurred in state DSPS restricted funds allocated to the Program when the 2007-2008 and 2011-2012 fiscal years are compared. These funds are restricted for use on specific allowable expenses. The actual budget reduction realized was a 32% decrease in total annual revenue over the same 5 year period. On page 14 of this document the budget reduction impacts are clearly identified under the "Staffing" section.

C. Future Budget Implications

Each year the College uses the Action Plan process to help determine how its resources will be allocated. Institutional and/or Programmatic goals are used to develop Action Plan activities—both budgetary and non-budgetary. Given the fact that 95% of the SS&I budget is expended on

staffing related costs, the objectives and activities to address our program goals will primarily be those that are non-budgetary contingent.

Historically, the College has been supportive of the Program and has contributed "college effort". When the 2009-2010 budget cuts occurred, apprenticeship funds that are flexible categorical monies were allocated by the College to SS&I. These dollars have been critical to our budget. VATEA (Perkins) funds also contribute to our annual budget and have funded counseling hours for students with disabilities who have academic goals and majors related to Career and Technical Education (CTE).

The DSPS unrestricted funds shown in Table 12 include special class FTES dollars generated by Learning Skills (LNSK) and Adapted Physical Education (ADPE) courses.

D. Action Plans

Historical action plans are part of the Annual Program Review Updates and can be found in Appendix A (2009-2010), B (2010-2011), and C (2011-2012). The SS&I 2012-2013 Action Plan is shown in Figure 3 below.

Figure 3. 2012-13 ACTION PLAN—SUPPORTIVE SERVICES & INSTRUCTION

Priority	BUDGET-DEPENDENT (Prioritized) Action Item Goal / Description	Item(s) Requested	BUDGET-DEPENDENT $$	OT/OG
1	Establish new DSPS student record maintenance system and acquire/develop a database for required internal DSPS information management relating to MIS reporting.	FileMaker Pro (10 licenses) to be used with Santa Rosa Junior College's DSPS internal data base which will be given to us OR If SRJC DSPS is successful in its effort to develop an upgraded database in SQL programming, this may be given to us at little or no cost since MPC purchases SIS. Requires hardware as well.	$7,000	OT
2	Hire additional full-time counselor position	Full-time faculty-counselor position	$95,000	OG
3	Reinstatement of Associate Dean position	Full-time Associate Dean of Student Services	$120,000	OG
4	Current technology, both hardware and software for instruction, for the 2 new HTC labs to open in Spring 2012. We are currently uncertain how many of the listed requests will be funded as part of the remodel of the building; therefore, we are listing to document need. (Assistive Technology must be kept up-to-date with current versions to ensure access and student accessibility in multiple campus locations; specific instructional software, both for academic and cognitive skills development, in LNSK courses in CAI Lab will have to be current and compatible with Microsoft systems on campus—current software used is antiquated and barely compatible with current XP system in lab).	High Speed Color Scanner (alternate media prod) / Software-academic/cognitive for CAI lab courses / Assistive technology software	$7,000 / $5,000 / $5,800 TOTAL $17,800	OT
5	Refill Instructional Specialist position that was vacated in Spring 2010 and not replaced. (Demand for production of alternate media, proctoring coverage during absence of Accommodations Specialist, reader and scribe services in TC, support and safety in APE, as well as anticipation of increasing service needs at Marina warrant replacement of this position.)	Instructional Specialist-18 hr/week	$16,000	OG
Priority	NON BUDGET-DEPENDENT(Prioritized) Action Item Goal / Description	Item(s) Requested	$$	OT/OG
1	Establish and document the DSPS student record maintenance system and continue to evaluate the best ways to manage internal DSPS information relating to MIS reporting.	N/A.	N/A	N/A
2	Evaluate and modify how accommodations are provided to students to maximize effectiveness and efficiency, yet remain in compliance with Title 5 regs and progress on the achievement of Program SLOs. Continue to enhance and document processes for services: • Identify most efficient and cost-effective method for supporting test accommodations through the use of alternate media when appropriate for individual students • Accommodations Processes Reference/Training Manual—keep current • Alternate Media Production Guide—keep current • Cross-training of staff on alternate media and equipment used for accommodation • Manage accommodation data (consistent format / location /automation) • Orientation & Accommodations Workshops	N/A	N/A	N/A
3	Prioritize LNSK curriculum to align with current Chancellor's office priorities, the current budget climate, and the current SS&I student demographics and needs.	N/A	N/A	N/A

PART IV. APPENDIX

A. ANNUAL PROGRAM REVIEW UPDATE—2009-2010
B. ANNUAL PROGRAM REVIEW UPDATE—2010-2011
C. SLO REFLECTIONS 2011-2012
D. STUDENT SATISFACTION SURVEY & SUMMARY OF RESULTS
E. SS&I 2011PROGRAM REVIEW ANNUAL UPDDATE PRESENTATION TO JOINT SSAG & COMA MEETING, MAY 2012
F. 2012-2013 ACTION PLAN
G. SS&I EDUCATIONAL MASTER PLAN DEVELOPMENT DOCUMENT
H. 2007 MPC STUDENT SERVICES CATEGORICAL PROGRAMS REVIEW—DSPS EXCERPT
I. SS&I COMMUNITY & CAMPUS CONNECTIONS
J. SS&I PROGRAM BROCHURE

APPENDIX A

Student Services Program Review Annual Report

Program:	Supportive Services & Instruction
Program Year:	2009-2010
Prepared by:	Terria Odom-Wolfer, Faculty Coordinator

Address each area in the Annual Report Form completely. Use extra pages if necessary.
Attach Action Plans that support the Program Goals, Objectives and Priorities.

1. Goals and Objectives	Identify all progress towards your goals and/or annual objectives as stated in the last formal Program Review and/or Annual Update.

Progress on 2007-2010 Long Term Program Goals

1. *Maintain the level of services ond quality of instruction needed to ensure continued academic excellence.*
   - Revised Testing Center hours based on students' needs
   - Maintained full curriculum (with the exception of one course) despite budget cuts of 47.5%
   - Reassigned existing faculty to different teaching loads to cover teaching and assessment needs; exhibited tremendous flexibility, creativity and group problem-solving skills in adjustments of course offerings
   - Articulated with general faculty through collaboration on BSI Kurzweil Smartxt project
   - Used work study/CO-OP student to cover appropriate front office duties and lunch breaks so the office could be kept open
   - Developed Faculty Coordinator position to temporarily replace administrative Associate Dean position vacancy as a result of budget cuts

2. *Enhance services to address the needs of students with varying disabilities such as Asperger's and Autism.*
   - Counselor in-services at Division meetings to provide resources and discuss issues related to students' disabilities
   - Began formulation of an accommodations guidebook and alternate media procedures manual
   - Continued to with consult with College Living Experience academic liaison regarding individual student needs

3. *Encourage student involvement in program and campus activities as related to the established Student Learning Outcomes for Supportive Services and Instruction.*
   - Assisted with the development of a task force consisting of students, staff and administrators to promote problem-solving and advocacy related to the tram service elimination
   - Supported the task force's plan for the strategic placement of benches on campus for students impacted by the elimination of tram service
   - Encouraged students to explore eligibility for the Department of Rehabilitation so they would be eligible to participate in the Workability Program Job Club; expanded Workability Program Job Club
   - Promoted student participation in various campus organizations such as the Latino Club, Women's Re-entry Program and Honor Society

- Increased students' knowledge and use of services such as web registration, mental health counseling and Financial Aid
- Promoted student involvement in the PASS program

4. *Collaborate with outside agencies in the development of new and creative programs and/or services for students with disabilities on-campus and within the community.*
   - Alternate media specialist collaborated on several projects with CSUMB
   - Met with staff from Interim to discuss possible course offerings on- and off-campus
   - Continued partnership with Monterey County Center for the Employment of People with Disabilities
   - Continued partnership and collaboration with the Workability program

5. *Develop marketing materials that publicize the comprehensive program available to students including an effective web page, and other computer-assisted marketing tools addressing targeted populations. Utilize community agencies serving disabled populations to inform and recruit potential students.*
   - Consolidated program information into one brochure and completed the rough draft
   - Completed the front page of the program website
   - Continued facilitation of the Kurzweil Smartxt BSI Project

2. Student Learning Outcomes	Describe the progress made toward the assessment of your Student Learning Outcomes.

SEE ATTACHMENT DOCUMENTS FROM SPRING 2010 FLEX DAY ACTIVITY

3. Planning Assumptions/Trends	Identify any new challenges and/or opportunities, based on planning assumptions or trends that have emerged since the last report. Please include any applicable data as an attachment.

Supportive Services & Instruction operates under a variety of assumptions which are:
- *The program is providing services to a wide variety of diverse populations. The program is required to do more with less. (see list of budget reduction impacts on program and services)*
- *Our program integrates services and instruction under one organizational model.*
- *Services need to be equitable ond accessible for students in satellite sites and distance learning settings.*
- *We served 9% more students with disabilities in '09-'10 as compared to '08-'09 while operating with 47.5% less funds in the program budget.*
- *There has been on increase of Hispanic students with disabilities reported in Monterey County. (Monterey County Housing Needs of People with Disabilities Assessment)*
- *The expansion of CLE (College Living Experience) is requiring increased contact and collaboration between SS&I counselors and instructional faculty.*
- *There is an increase in the number of re-entry students, veterans, and displaced workers due to the high unemployment rate in Monterey County.*
- *Supportive Services & Instruction has developed one comprehensive program as opposed to separate programs such as the APE Program, HTC Program, and ABI Program to serve students based on skills, learning strengths/weaknesses and functional limitations related to o disability.*

- *College Living Experience (CLE) serves primarily adults with Asperger's Syndrome and Autism. There are 32 CLE students registered at MPC receiving support services in fall of 2009. The program expects to reach 36 students this year.*
- *There is a significant increase in the number of students utilizing testing accommodations and alternate media.*
- *The off-site center in Fort Ord/Marina requires planning for the implementation and provision of equitable services and programs for all students with disabilities. (MPC Institutional Goal)*

CHALLENGES: 2009 – 2010 DSPS BUDGET CUT PROGRAM IMPACT
Positions and Services Lost or Reduced:
- Unfilled Associate Dean's Position
- 1 full-time faculty member reassigned to faculty coordinator for 2/3 load; adjunct faculty/overload backfill
- 1 less LNSK course offered in order for a permanent faculty member to backfill the Faculty Coordinator's reduction in teaching (LNSK 325 course not taught)
- reduced LNSK 329 lab hours
- 22 hours/week LD Assessment services—loss of adjunct position & overload of faculty member who does assessment
- 20 hours per week of psych services / personal counseling related to disability
- Testing Center—day and evening hours reduced and elimination of part-time proctors
- Elimination of Tram Services
- Reduction in alternate media production time
- Reduced dollars in budget category for services & accommodations to students
- Academic Counselor 30% reduction in fall 2009 semester; 18% reduction in spring 2010. Early spring and summer hours cut 50% or greater.
- Instructors now share Instructional Specialists and vary their specific job duties
- No Instructional Supplies $$ in allocated in restricted funds budget
- 6 hours/week office clerical support

TOTAL: 47.5% reduction in budget compared to 2008-2009

Impact on Students:
- Disruption of scheduled counseling appointments due to lack of flexibility in counseling schedules to handle emergencies/urgent situations as they arise. This causes a backlog and slower services to students who need counseling – longer wait time for appointments and shorter appointment times
- Students not able to get immediate phone service due to Admin Assistant's extra duties
- Students having to wait longer periods of time to be assessed for a learning disability
- Increased class size
- Reduction in Testing Center hours limit students' scheduling time for tests
- LNSK classes closed earlier because of increase in demand
- Delay in the accommodation provision process due to increased demand for counseling appointments

4. Action Plan	Attach current Action Plans reflecting the activities that support your program goals and/or annual objectives.

SEE ATTACHMENT DOCUMENT—ACTION PLAN 2009 - 2010

5. Program Data Budget	Please provide any applicable program data or budget information as an appendix to this document.

SEE ATTACHMENT—TOTAL STUDENTS SERVED BY DISABILITY CATEGORY; SUPPORTIVE SERVICES & INSTRUCTION CATEGORICAL RESTRICTED BUDGET; SUPPORTIVE SERVICES & INSTRUCTION UNRESTRICTED (FTES APPORTIONMENT)

Supportive Services & Instruction
SUMMARY OF SLO REFLECTION & DIALOGUE

Spring 2010 Flex day
Wednesday, January 27, 2010

Department or Group Name	Semester	Date
Supportive Services and Instruction	Spring 2010	February 3, 2010 Meeting held on 1/27/10 during Flex Day

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Kathleen Rozman Terria Odom-Wolfer Alexis Copeland Jacque Evans Susan Villa Ellen Stevens Marsha Zeitlin Richard Weigle Linda Parise Mimsie Redmayne	**Communication:** Students will effectively communicate their accommodation requests to an instructor in an academic course in a timely manner. **Self-Advocacy:** Students will utilize campus resources to ensure academic success. **Critical Thinking:** Students will identify, explore and utilize knowledge of their disability and functional limitations to assist in academic planning. **Technical Competence:** Students will identify and use appropriate technology and alternate media. Student will access and use web reg. Students will use e-mail to schedule tests with the Accommodation Specialist.

Summary of Discussion about Student Learning in SS&I PROGRAM

Reviewed discussion prompts for SLO dialogue
- Are our SLO's still what we want?
- Are they effective?
- Do they measure the outcome?

Decided that our SLO's should be measurable, observable, and able to demonstrate. Given this framework, we modified several assessment methods and discussed data already collected, how to analyze the data and what information it provides in relation to SLOs.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent): Our action plan was not discussed this session.

Communication:
   a.   MPC Institutional Survey will be conducted
       i.   Susan V. has developed survey questions in process of being edited by Terria & Rosaleen
      ii.   Survey will be completed by instructors who have students with accommodations to evaluate their communication skills.
   b.   Suggestion was made to add SS/I counselors to those who receive survey
       i.   Susan and Jacque to work on counselor survey
   c.   Data to include counseling & LNSK 330 appt.
Self-Advocacy:
   a.   Cross-link data of SS&I students who are enrolled in other support classes (i.e. Reading center, Lindamood, Academic Support Center etc...)
   b.   Terria will provide list to Rosaleen in order to accumulate data.

Critical Thinking:
a. SLO – Students will identify, explore and utilize knowledge of their disability(ies) and functional limitations to assist in academic planning.
   i. Cross-link data of students in SS/I provided by MPC Institutional Research
      a. Those that are taking only LNSK classes
      b. Those that are taking only mainstream classes
      c. Those that are taking a mix of LNSK & mainstream

Technical Competence:
a. SLO – Student able to access and use WebReg
b. Include Kurzweil minutes
c. Alexis will assist Terria in making up chart to keep track of data

Personal Development & Community Responsibility
a. Report of failures to follow Testing Center accommodation procedure

A COPY OF OUR PROGRAM SLOs CHART IS ATTACHED WITH THE MODIFICATIONS WE DISCUSSED ADDED IN BLUE.

A MODIFIED COPY OF OUR REVISED, NOW CURRENT AS OF 2/4/10, PROGRAM SLOs IS ALSO ATTACHED.

Summary of Discussion about Student Learning in SS&I INSTRUCTION

Faculty members have been doing course revisions during 09-10 academic year. All LNSK courses will have been revised and in the CurricuNet system by March 2010. This is helpful in preparation for our Program Review for next year.

A COMPLETE LIST OF SLOS FOR EACH LNSK COURSE IS ATTACHED.

Each faculty member selected one course to do a reflection on at the end of this semester:
Terria Odom-Wolfer LNSK 331G
Kathleen Rozman LNSK 306
Alexis Copeland LNSK 329

Student Learning Outcomes: *Supportive Services & Instruction Program*
February 2010

Student Services Learning Outcome	Department Student Learning Outcome	Process	Assessment Method	Progress	Notes
COMMUNICATION	*Students will effectively communicate their* accommodation requests to an instructor in an academic course in a timely manner.	⇨ Enrollment in LNSK 330 ⇨ One-on-one appointments with Counselor and/or Learning Specialist ⇨ Enrollment in LNSK 331F— Self Advocacy Strategies	⇨ Instructor ⇨ Accommodations Questionnaire	⇨ Susan V. working on questionnaire ⇨ **Review survey monkey rough draft with staff during next couple of weeks; probably administer ¾ through semester (12th week?)** ⇩	⇨ Establish target date for completion and point person(s): **Jacque & Susan** ⇨ Other Ideas: **Data-# of counseling contacts & # of enrollments in 331F** ⇨ Work with IR on Monkey Survey & administer Spring 2010
SELF-ADVOCACY	Students will utilize campus resources to ensure academic success.	⇨ Referrals to counseling, financial aid , Women's Programs, Reading Center/Lindamood, Academic Support Center, English and Study Skills Center, etc.	⇨ Research and request cross-referenced data from IR		⇨ Terria will make a list of data to request from IR; Alexis will help
CRITICAL THINKING	Students will identify, explore, and utilize knowledge of their disability and functional limitations to assist in academic planning.	⇨ LD Assessment & LNSK classes ⇨ Meet and discuss disability related considerations with counselors and/or instructors for appropriate class / instructor selection	⇨ Cross reference students with LD that came in and had classes or counseling??		⇨ Create a baseline for doing this. ⇨ Alexis will meet with Terria to determine data that can be accessed and compared through MIS, CO, and IR ⇨ Request data on students in LNSK and/or not in LNSK classes and FTE generation to college
TECHNICAL COMPETENCE	Students will identify and use appropriate technology and alternate media. Student able to access and use web reg. Students will use email to schedule tests with the Accommodations Specialist.	⇨ LNSK classes ⇨ Students request appropriate software and hardware accommodations ⇨ Students use MPC website to research schedules and enroll in classes through web registration ⇨ Students make their testing center appointment(s) via email	⇨ # of alternate media requests per semester ⇨ # of students enrolling through web registration ⇨ Number of students who scheduled a test via email each semester	⇨ # alt media requests (Alexis) ⇨ Kurzweil: # of accounts; # of Kurzweil Minutes ⇨ # students enrolling thru web reg ⇨ # students using priority reg, then using web reg	⇨ Discuss at CoMa & especially with EOPS and A&R, the tracking of who is eligible for PR and what requirements must be met to maintain eligibility. ⇨ DATA from: All Media—Alexis TC / ACCOMM—Susan Reg—Terria via A&R and IT

SShared Program SLO Chart as of 2-1-10
Modifications to 3-48 version made form discussion of SLOs at PRv 1/27/10
2/7/10

Student Services Learning Outcome	Department Student Learning Outcome	Process	Assessment Method	Progress	Notes
PERSONAL DEVELOPMENT & COMMUNITY RESPONSIBILITY	Students will request appropriate testing accommodations in a timely manner and be able to follow testing center appointment regulations.	⟹ Make appt with counselor to authorize testing accomm within first month of school ⟹ Schedule testing appts 48 hrs or more in advance of test ⟹ Obtain instructor's signature and return signed Test Accomm Service Procedure form within first 4 weeks of semester	⟹ # of students who turned in a Test Accomm Service Procedure Form in first 4 weeks of semester ⟹ # of tests scheduled by students within required time limits During a specific time period (past 2 years since last PR??) measure: ⟹ # of students enrolled in LNSK/APE classes ⟹ # of students not enrolled in LNSK/APE classes ⟹ # of student enrolled in combination	⟹ **# student tests scheduled via e-mail (Susan V.)**	⟹ Susan will begin tracking this data this semester-SP 2010: date student turned in Test Accomm. Serv. Proc Form—track Total- # after 4th week to be subtracted from the Total # TA Serv Proc Forms processed; # of test scheduled by students within time limits of 48 hrs; track Total # students requesting minus # of students who didn't request on time.

Student Learning Outcomes: Learning Skills (LNSK) Classes
January 2010

COURSE NUMBER/NAME	STUDENT LEARNING OUTCOME(S)
LNSK 306	1. Demonstrate increased awareness and knowledge about attention deficits, learning disabilities and individual learning profiles.
LNSK 320	1. Apply basic business productivity software such as the Internet, word processing, and email to complete college coursework, prepare for employment, or complete employment-related projects. 2. Recognize the relationship between computer hardware, operating systems, and software applications.
LNSK 325	1. Demonstrate proficiency with assistive technology software (including screen reading, screen magnification, text-to-speech and voice recognition software) and hardware (including ergonomic workstations, adapted keyboards, trackballs and other devices) appropriate to students' needs. 2. Apply assistive technology effectively to coursework, job skills, and self-enrichment projects.
LNSK 329	1. Use a variety of programs with and without assistance: (a) specialized hardware and software adaptations (i.e. screen reader, voice recognition, large print software). (b) Windows operating system. (c) Other (Basic skills software, Internet browsers, Web-based applications). 2. Demonstrate ability to work independently on individualized projects using appropriate assistive technology.
LNSK 330	1. Identify individual learning strengths and weaknesses. 2. Identify and describe appropriate academic accommodations based on his/her functional limitations. 3. Select and employ specific strategies based on his/her individual learning profile.
LNSK 331A	1. Select and apply appropriate learning strategies to specific assignments and course work. 2. Increase proficiency and independence in the use of adaptive computer technology and learning strategies.
LNSK 331B	1. Select and utilize appropriate technology to assist in the reading process. 2. Identify and apply active reading strategies appropriate for comprehending a variety of texts. 3. Use a variety of strategies to learn new vocabulary in texts across disciplines.
LNSK 331C	1. Define and use a process approach to writing. 2. Apply individualized writing strategies at the sentence/paragraph/essay level. 3. Use identified assistive technology to facilitate writing productivity.

Course	Outcomes
LSNK 331D	1. Choose the correct arithmetic operation and perform the calculations required to solve applied problems. 2. Perform calculations with, convert between, or compare common fractions, decimals, and percents in the context of applications. 3. Solve problems involving perimeter, area, and volume.
LNSK 331E	1. Identify personal cognitive strengths/weakness in the areas of attention span, memory, reasoning and information processing.
LNSK 331F	1. Identify and evaluate the skills needed to communicate issues relating to disability verification, explanation of functional limitations and requests for accommodations in academic and/or work settings.
LNSK 331G	1. Demonstrate knowledge of the impact of sound stimulation on the learning process. 2. Apply strategies to optimize auditory processing.
LNSK 332	1. Utilize appropriate reading comprehension strategies in assigned readings. 2. Identify and determine main ideas and supporting details in assigned readings.
LNSK 333	1. Classify basic parts of speech, sentence types and apply that knowledge in the examination and review of their own writing. 2. Demonstrate the use of a multi-sensory process approach to writing to formulate a coherent paragraph or short essay.
LNSK 334	1. Perform basic arithmetic operations. 2. Determine and interpret percents. 3. Convert units of measurement using proportions. 4. Solve application problems using formulas.
LNSK 352	1. Synthesize information about the learning process to identify, select, and apply effective learning and problem-solving strategies in academic and personal situations. 2. Assemble and utilize a personal learning portfolio to communicate knowledge of his or her disability, attitudes and perspectives, and learning style.
LNSK 371	WORK IN PROGRESS BY TERRIA & KATHLEEN; subsections 371.1 -4 were put in for deletion and one course will remain on Interpersonal Communication Skills
LNSK 409	1. Identify knowledge and techniques used in job search strategies. 2. Identify and demonstrate skills for job retention.
LNSK 410	1. Demonstrate increased skills and independence to prepare for and enter entry-level work. 2. Identify and explore strategies for job retention.

Action Plan/Program Plan 2009-2010
Supportive Services & Instruction

Description of Activity/Plan	Meets Goal	Item(s) Requested	Total Amount

1. Implement Student Learning Outcomes.
  • Communication
  • Self-Advocacy
  • Personal Responsibility and Community Development
  • Critical Thinking
  • Technical Competency
 	
Λ Design the instruments needed for measuring each SLO to include:
  • Student evaluation
  • Instructor Accommodations Questionnaire
  • Referral Tracking System.
	Education
	Leadership
	Diversity		

2. Maintain the quality of the instructional program. Λ Develop and maintain an adjunct faculty pool. Λ Review and upload content for website. Designate staff to assume a lead role in the coordination and accomplishment of the Action Plan/Program Plan objectives (all staff). Λ Collaborate and confer with faculty and staff on Fridays when no meetings are scheduled. Λ Monitor and strategize how to meet the fluctuating demands for learning skills assessment. Λ Evaluate the process by which instructional equipment funds are distributed in all Student Services instructional programs.	Education Leadership Fiscal Stability Growth		

Activity	Strategic Directions	Resources / Description	Budget
➤ Upgrade instructional equipment. ➤ Develop and offer a Kurzweil Software Training class.			
3. Strengthen mental health services for students with disabilities. ➤ Continue to provide mental health counseling for students with disabilities.	Education Partnerships Diversity Growth	Funds to support a Mental Health Counselor	$27,000
4. Plan for the provision of services for students with disabilities enrolled at the Marina site. ➤ Provide counseling services, LD assessment and testing accommodations. ➤ Assign a member to the Ed Center Committee.	Education Leadership Growth	Assign additional hours for counseling, assessment and proctors for the Marina site.	$5,622 for LD Assessment 1,200 for Counseling 1,500 for Proctoring
5. Provide leadership and direction with the Basic Skills Initiative. ➤ Continue to coordinate with other college programs. ➤ Collaborate with EOPS faculty in utilizing basic skills software. ➤ Continue to coordinate the Kurzweil Smartxt Project as an example of effective practices for instruction with basic skills students.	Partnerships Leadership Education Fiscal Stability Growth		
6. Ensure appropriate and adequate accommodations and services for students. ➤ Offer evening testing for students who cannot utilize the Testing Center during the day hours. ➤ Provide services in offices that ensure privacy and confidentiality. (institutional responsibility) ➤ Restructure the priority registration process in line with technological changes. ➤ Clarification of Alternate Media Accommodation Process Alternate Media Workload Distribution and modification.	Education Diversity	Funds for on-call evening proctor ($8.63 x 12 hours x 20 weeks)	$2,071

#	Activity	Strategic Area	Resources	Funding Source
7.	Develop Board policies and procedures for: ➢ Course substitutions. Disaster preparedness.	Leadership Education		
8.	Review course outlines and catalogue listings. ➢ Update course outlines. ➢ Continue to explore alternate scheduling, such as late start classes. ➢ Continue to incorporate SLOs into course outlines.	Education Growth		
9.	Oversee and continue to advocate for institutional physical accessibility for students with disabilities, with the goal of, at the minimum, the completion of the following items by summer 2008. • An accessible door into the neighboring PE Department • Accessible doors into the bathrooms	Leadership Education		
10.	Expand outreach activities ➢ Develop outreach materials in Spanish. Continue outreach efforts to high schools.	Education Partnerships Leadership	$200	Funds for translation of Spanish materials (possible matriculation funding)
11.	Raise funds to support departmental activities, such as student scholarships.	Partnerships		Ken Perkins Memorial Scholarship, Quota Club possible funding source

PROGRAM DATA
Supportive Services & Instruction

Annual Enrollment History – Fall Semester

Disability Categories	Primary Secondary	Fall 2007	Fall 2008	Fall 2009
1. Mobility	P	62	70	71
Impaired	S	33	34	28
2. Visual	P	6	7	11
Impaired	S	7	9	8
3. Hearing	P	12	19	18
Impaired	S	6	4	3
4. Speech	P	2	1	2
Impaired	S	3	3	1
5. Learning	P	165	188	204
Disabled	S	7	9	12
6. Acquired Brain	P	44	33	37
Injury	S	0	0	0
7. Developmentally	P	65	69	45
Delayed	S	4	6	3
8. Psychologically	P	100	107	124
Disability	S	24	26	35
9. Other Health	P	171	178	212
Impaired	S	51	62	69
TOTAL (Unduplicated)		627	672	724

DSPS FTES COMPARISON

SEMESTER	07-08 Credit Non-Credit		08-09 Credit Non-Credit		09-10 Credit Non-Credit	
SUMMER	2.34	0.00	2.97	0.33	2.87	1.99
FALL	38.02	15.9S	34.57	11.42	37.98	9.11
5PRING	41.28	15.01	39.45	6.59	In Progress	
TOTAL ANNUAL DSP&S FTES	81.64	30.96*	76.99	18.34*	In Progress	

Note: The decline in Non-Credit FTES reflects statewide budget cuts resulting in o change in services provided by HOPE Services to their clients. There was a decline in the number of their clients who were involved in the contract class we provide on-site for them. The increase in Credit FTES for Fall 2010 reflects a significant effort on the part of our foculty to occommodate increased numbers of students in LNSK classes; as shown, even though ane less closs wos offered in the thot term, the FTES increased.

DSPS ANUUAL REVENUE COMPARISON

3-Year Comparison DSP&S Revenue/Expenses					
Fiscal Year	DSPS Restricted Funds	2008-09 Restricted Funds Carried to 1st Quarter 2009-10	Restricted Apprenticeship Funds (Categorical Flexibility)	DSPS Unrestricted Funds	Total Annual Revenue
FY 2007-08 (Actual Expenses)	$930,090			$336,000	$1,266,090
FY 2008-09 (Actual Expenses)	$854,551	$23,051		$328,040	$1,205,642
FY 2009-10 (Based on Approved Budget)	$506,181		$68,298	$325,346	$899,825

APPENDIX B

Student Services Program Review Annual Report

Program: **Program Year:** **Prepared by:**	Supportive Services & Instruction 2010-2011 Terria Odom-Wolfer, Faculty Coordinator

Address each area in the Annual Report Form completely. Use extra pages if necessary.
<u>Attach Action Plans</u> that support the Program Goals, Objectives and Priorities.

1. Goals and Objectives	Identify all progress towards your goals and/or annual objectives as stated in the last formal Program Review and/or Annual Update.

Progress on 2007-2010 Long Term Program Goals

1. *Maintain the level of services and quality of instruction needed to ensure continued academic excellence.*
   - Revised Testing Center hours based on students' needs and collaboration/co-habitation with MPC Assessment Center
   - Maintained full curriculum (with the exception of one course) despite budget cuts of 47.5%
   - Reassigned existing faculty to different teaching loads to cover teaching and assessment needs; exhibited tremendous flexibility, creativity and group problem-solving skills in adjustments of course offerings
   - Articulated with general faculty through collaboration on BSI Kurzweil Smartxt project
   - Used work study/CO-OP student to cover appropriate front office duties and lunch breaks so the office could be kept open
   - Developed Faculty Coordinator position to temporarily replace administrative Associate Dean position vacancy as a result of budget cuts

2. *Enhance services to address the needs of students with varying disabilities such as Asperger's and Autism.*
   - Counselor in-services at Division meetings to provide resources and discuss issues related to students' disabilities
   - Began formulation of an accommodations guidebook and alternate media procedures manual
   - Continued to with consult with College Living Experience academic liaison regarding individual student needs
   - Flex Day Inservice: Drama "Into the Fire" about PTSD in Vets, Mental Health/CLE, Veterans Panel, Dealing with Difficult Students

3. *Encourage student involvement in program and campus activities as related to the established Student Learning Outcomes for Supportive Services and Instruction.*
   - Assisted with the development of a task force consisting of students, staff and administrators to promote problem-solving and advocacy related to the tram service elimination
   - Encouraged students to explore eligibility for the Department of Rehabilitation so they would be eligible to participate in the Workability Program Job Club; expanded Workability Program Job Club

- Promoted student participation in various campus organizations such as the Latino Club, Multicultural Resource Center, EOPS and Honor Society
- Encouraged SS&I students familiar with assistive technologies to act as mentors both in LNSK classes and in Kurzweil Mentor Program
- Collaborated with CalWorks/CARE/EOPS/TRIO/Supportive Services & Instruction Priority Registration WebReg assistance event
- Increased students' knowledge and use of services such as web registration, mental health counseling and Financial Aid
- Promoted student involvement in the PASS program

4. *Collaborate with outside agencies in the development of new and creative programs and/or services for students with disabilities on-campus and within the community.*
   - Alternate media specialist collaborated on several projects with Cambrium Learning Company, CSUMB, and MPUSD
   - Met with staff from Interim to discuss career/employment opportunities
   - Continued partnership with Monterey County Center for the Employment of People with Disabilities
   - Continued partnership and collaboration with the Workability program/Dept. of Rehab
   - In conjunction with Kathleen Clark (COOP) and Jacque Evans, explored hiring of students with disabilities with CTE Program majors at the Naval Postgraduate School
   - Worked with Michael Gilmartin to establish an LNSK 410 contract class for North Bay Industries (NBI)

5. *Develop marketing materials that publicize the comprehensive progrom available to students including an effective web page, and other computer-assisted marketing tools addressing targeted populations. Utilize community agencies serving disabled populations to inform and recruit potential students.*
   - Consolidated program information into one brochure and completed the rough draft
   - Completed the front page of the program website
   - Continued facilitation of the Kurzweil Smartxt BSI Project
   - Provided customized tours to potential students or groups of students when requested

2. Student Learning Outcomes	Describe the progress made toward the assessment of your Student Learning Outcomes.

SEE ATTACHMENT DOCUMENTS FROM SPRING 2011 FLEX DAY ACTIVITY and INSTRUCTIONAL CURRICULUM REVISIONS RESULTING IN COMPLETED LNSK INSTRUCTIONAL SLOs

3. Planning Assumptions/Trends	Identify any new challenges and/or opportunities, based on planning assumptions or trends that have emerged since the last report. Please include any applicable data as an attachment.

Supportive Services & Instruction operates under a variety of assumptions which are:
- *The program is providing services to a wide variety of diverse populations. The program is required to do more with less. (see list of budget reduction impacts on program and services)*

- *Our program integrates services and instruction under one organizational model.*
- *Services need to be equitable and accessible for students in satellite sites and distance learning settings.*
- *We served more students with disabilities in '10-'11 as compared to '09-'10 while operating with less funds in the program budget.*
- *There has been an increase of Hispanic students with disabilities reported in Monterey County. (Manterey County Housing Needs of People with Disabilities Assessment)*
- *The expansion of CLE (College Living Experience) is requiring increased contact and callabaratian between SS&I caunselars and instructianal faculty.*
- *There is an increase in the number af re-entry students, veterans, and displaced warkers due ta the high unemployment rate in Monterey County.*
- *Suppartive Services & Instruction has developed one comprehensive program as oppased to separate programs such as the APE Program, HTC Program, and ABI Pragram to serve students based on skills, learning strengths/weaknesses and functional limitations related to a disability.*
- *College Living Experience (CLE) serves adults with Asperger's Syndrome, Autism and psychiatric disabilities. There are 32 CLE students registered at MPC receiving support services in fall of 2010. The program expects to reach 36 students this year.*
- *The number of students utilizing testing accommodatians continues to increase each semester.*
- *The demand for services for readers or scribes for testing accommodation is on the rise. Consequently, there is a need for a way to provide a quick and efficient way to train students to use the basics of assistive technology applications to meet this need without pulling existing staff from other jab responsibilities. Instructional Specialists being pulled from classroom support responsibilities is significantly impacting the quality of instruction.*
- *There is an increase in demand for production of alternate media to be used with assistive technology.*
- *The off-site center in Fort Ord/Marina requires planning for the implementation ond provision of equitable services and programs for all students with disabilities. (MPC Institutional Goal)*

CHALLENGES: 2009 – 2010 DSPS BUDGET CUT PROGRAM IMPACT
Positions and Services Lost or Reduced:
- Unfilled Associate Dean's Position
- 2009-11: 1 full-time faculty member reassigned to faculty coordinator for 2/3 load; adjunct faculty/overload backfill
- 2009-10: 1 less LNSK course offered in order for a permanent faculty member to backfill the Faculty Coordinator's reduction in teaching (LNSK 325 course not taught;) 2010-11: 2 less LNSK courses offered due to elimination of adjunct teaching hours
- reduced LNSK 329 lab hours
- 2009-10: 22 hours/week LD Assessment services—loss of adjunct position & overload of faculty member who does assessment; 2010-11: additional reduction of LD assessment hours from 104/semester in '09-10 to 52/semester in '10-11
- 20 hours per week of psych services / personal counseling related to disability
- 2009-11: Testing Center—day and evening hours reduced and elimination of part-time proctors
- 2009-10: Elimination of Tram Services
- 2009-10: Reduction in alternate media production time; 2010-11: further reduction in Alternate Media Instructional Specialist to and increased need; conversion of temporary to permanent position affected costs/assistant and ability to rehire upon vacancy of two of the IS employees in permanent positions during the first ½ of the spring term

- 2009-11: Reduced dollars in budget category for services & accommodations to students
- 2009-10: Academic Counselor 30% reduction in fall 2009 semester; 18% reduction in spring 2010. Early spring and summer hours cut 50% or greater; 2010-11: addition reduction in spring 2011 counseling hours.
- 2009-11: Instructors now share Instructional Specialists and vary their specific job duties including covering reader/scribe accommodations and leave or absence of A.S. in the Testing Center
- 2009-11: No Instructional Supplies $$ allocated in restricted funds budget; instructional materials and supplies only from district or Student Services funds applied for.
- 2009-11: 6 hours/week office clerical support

TOTAL: 47.5% reduction in budget compared to 2008-2009

Impact on Students:
- Disruption of scheduled counseling appointments due to lack of flexibility in counseling schedules to handle emergencies/urgent situations as they arise. This causes a backlog and slower services to students who need counseling – longer wait time for appointments and shorter appointment times. As of Spring 2010, full-time counselor went to ½ hour appointments.
- Students not able to get immediate phone service due to Admin Assistant's extra duties
- Students having to wait longer periods of time for learning disability assessment
- Increased class size
- Reduced classroom support due to I.S. being pulled for other coverage
- Reduction in Testing Center hours limit students' scheduling time for tests
- LNSK classes closed earlier because of increase in demand
- Delay in the accommodation provision process due to increased demand for counseling appointments

4. Action Plan	Attach current Action Plans reflecting the activities that support your program goals and/or annual objectives.

SEE ATTACHMENT DOCUMENT—ACTION PLAN 2010 - 2011

5. Program Data Budget	Please provide any applicable program data or budget information as an appendix to this document.

SEE ATTACHMENT—TOTAL STUDENTS SERVED BY DISABILITY CATEGORY; SUPPORTIVE SERVICES & INSTRUCTION CATEGORICAL RESTRICTED BUDGET; SUPPORTIVE SERVICES & INSTRUCTION UNRESTRICTED (FTES APPORTIONMENT)

Supportive Services & Instruction
SUMMARY OF SLO REFLECTION & DIALOGUE

Spring 2011Flex day
Thursday, January 26, 2011

Department or Group Name	Semester	Date
Supportive Services & Instruction	Spring 2011	February 4, 2011 Meeting held on 1/26/11 during Flex Day

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
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Summary of Discussion about Student Learning in SS&I PROGRAM

Reviewed discussion prompts for SLO dialogue
- Are our SLO's still what we want?
- Are they effective?
- Are assessments in place to measure the SLOs??

Our SLO's should be <u>measurable</u>, <u>observable</u>, and able to be <u>demonstrated.</u> Given this, we modified several assessment methods and discussed data already collected, how to analyze the data and what information it provides in relation to SLOs.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent): Our action plan was not discussed this session.

Each principle SLO from our January 2010 dialogue was reviewed and discussed. Those were:
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    i.   Susan V. has developed survey questions in process of being edited by Terria & Rosaleen
    ii. Survey will be completed by instructors who have students with accommodations to evaluate their communication skills.
b.   Suggestion was made to add SS/I counselors to those who receive survey
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a.   Cross-link data of SS&I students who are enrolled in other support classes (i.e. Reading center, Lindamood, Academic Support Center etc...)
b.   Terria will provide list to Rosaleen in order to accumulate data.

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   a.   SLO – Students will identify, explore and utilize knowledge of their disability(ies) and functional limitations to assist in academic planning.
      i.   Cross-link data of students in SS/I provided by MPC Institutional Research
         a. Those that are taking only LNSK classes
         b. Those that are taking only mainstream classes
         c. Those that are taking a mix of LNSK & mainstream

Technical Competence:
   a.   SLO – Student able to access and use WebReg
   b.   Include Kurzweil minutes
   c.   Alexis will assist Terria in making up chart to keep track of data

Personal Development & Community Responsibility
   a.   Report of failures to follow Testing Center accommodation procedure

OUR REVISED 2/1/11, PROGRAM SLO CHART IS ATTACHED. Changes in the processes and assessment methods were made based on our reflection and discussion of practicality of implementation and measurement, programmatic changes, and our ability to collect meaningful data. See comments/notes on the chart.

Summary of Discussion about Student Learning in SS&I INSTRUCTION

Faculty members have been doing course revisions during 09-10 and 10-11 academic years. All LNSK courses have been revised using the CurricuNet system and moved through the CAC process to completion by March 2011. This is helpful in preparation for our Program Review for next year.

A COMPLETE LIST OF SLOS FOR EACH LNSK COURSE IS ATTACHED.

Each faculty member selected one course to do a reflection on at the Spring 2011 semester:
Terria Odom-Wolfer LNSK 331G
Kathleen Rozman LNSK 332
Alexis Copeland LNSK 329

Student Learning Outcomes: *Supportive Services & Instruction Program*
February 2011

Student Services Learning Outcome	Department Student Learning Outcome	Process	Assessment Method	Progress	Notes
COMMUNICATION & PERSONAL DEVELOPMENT AND COMMUNITY RESPONSIBILITY	Students will effectively communicate their accommodation requests to an instructor in an academic course in a timely manner.	⇑ Track accommodations process to assess whether students are meeting timelines	⇑ Accom. Specialist tracks data each semester. Tallies # students who obtained authorization and signatures and returned form in 1st weeks of semester	⇑ % success rate defined as # of students who completed process in 1st 4 week divided by # of students authorized for accom.	⇒ Discussed impracticality of previous processes/assessments and developed more reliable indicator ⇑ New students/students just authorized for 1st time will affect data
SELF-ADVOCACY & PERSONAL DEVELOPMENT AND COMMUNITY RESPONSIBILITY	Students will utilize campus resources to enhance academic success.	⇑ Referrals to Counseling, Financial Aid, Multicultural Resource Center, Reading Center, Academic Support Center, English and Study Skills Center, etc. ⇑ Establish collaborative Web registration assistance session during Priority Registration with TRIO, EOPS, CalWorks, CARE	⇑ Research and request cross-referenced data from IR (if available) ⇑ # of student participants Fall 2010 and Spring 2011	⇑ Cross referral data from IR (if available) ⇑ Significant increase in participation from F2010 to Sp2011 Early promotion/signage helped increase participation	⇑ Terria and Alexis will make a list of data to request from IR
CRITICAL THINKING	Students will identify, explore, and utilize knowledge of their disability and functional limitations to assist in academic planning.	⇑ LD Assessment & LNSK classes ⇑ Meet and discuss disability related considerations with counselors and/or instructors for appropriate class / instructor selection			⇑ Alexis will determine data that can be accessed and compared through MIS, Chancellor's Office Data Mart and IR and review with Terria ⇑ Request data on students in LNSK and/or not in LNSK classes and FTE generation to college ⇑ Discussed impracticality of collecting accurate data on this, but this is still an essential function of faculty, both counselors and instructors

SStudtl Program SLO Chart as of 2-1-11
Modifications to 1/27/10 version
6/21/11

Student Services Learning Outcome	Department Student Learning Outcome	Process	Assessment Method	Progress	Notes
TECHNICAL COMPETENCE	**Students will identify and use technology and alternate media appropriate for their functional limitations.**	⇨ Curriculum changes to LNSK 325 to include direct instruction in Kurzweil and Dragon Naturally Speaking			⇨ Discuss at CoMa & especially with EOPS and A&R, the tracking of who is eligible for PR and what requirements must be met to maintain eligibility.
		⇨ Students request appropriate software and hardware accommodations	⇨ # of alternate media requests per semester ⇨ # Kurzweil accounts	⇨ # alt media requests 135 (Spring 2011)	⇨ DATA from: Alt Media—Alexis IC / ACCOM—Susan
		⇨ Train students in the use of alternate media to facilitate test accommodations	# of students attending workshops for alternate media training to facilitate test accommodations		⇨ Alexis & Susan develop/organize a model for this and co-facilitate trainings
	Student able to access and use web reg.	⇨ Students use MPC website to research schedules and enroll in classes through web registration	⇨ # of students enrolling through web registration	⇨ # students using priority reg, then using web reg ⇨ # students enrolling thru web reg	Reg Data—Terria via AR, IT, and SS&I PR lists
		⇨ Establish collaborative Web registration assistance session during Priority Registration with TRiO, EOPS, CalWorks, CARE			Significant increase in participation from F2010 to Sp2011. Early promotion/signage helped increase participation
	Students will use email to schedule tests with the Accommodations Specialist.	⇨ Students make their testing center appointment(s) via email	# of students who scheduled a test via email each semester	⇨ Susan Villa compiles %age of email requests vs. total # scheduled tests	

SSdraft Program SLO Chart as of 2-1-11
Modifications to 1/27/10 version
6/23/11

Student Learning Outcomes: Learning Skills (LNSK) Classes

April 2011

(As of Spring 2011, every LNSK course has been revised through CurricuNet)

COURSE NUMBER/NAME	STUDENT LEARNING OUTCOME(S)
LNSK 306	1. Demonstrate increased awareness and knowledge about attention deficits, learning disabilities and individual learning profiles. 2. Identify and access appropriate campus and community resources and supports. 3. Define and choose appropriate accommodations based on his/her individual learning profile.
LNSK 320	1. Apply basic business productivity software such as the Internet, word processing, and email to complete college coursework, prepare for employment, or complete employment-related projects. 2. Recognize the relationship between computer hardware, operating systems, and software applications.
LNSK 325	1. Demonstrate proficiency with assistive technology software (including screen reading, screen magnification, text-to-speech and voice recognition software) and hardware (including ergonomic workstations, adapted keyboards, trackballs and other devices) appropriate to students' needs. 2. Apply assistive technology effectively to coursework, job skills, and self-enrichment projects.
LNSK 329	1. Use a variety of programs with and without assistance: (a) specialized hardware and software adaptations (i.e. screen reader, voice recognition, large print software). (b) Windows operating system. (c) Other (Basic skills software, Internet browsers, Web-based applications). 2. Demonstrate ability to work independently on individualized projects using appropriate assistive technology.
LNSK 330	1. Identify individual learning strengths and weaknesses. 2. Identify and describe appropriate academic accommodations based on his/her functional limitations. 3. Select and employ specific strategies based on his/her individual learning profile.
LNSK 331A	1. Select and apply appropriate learning strategies to specific assignments and course work. 2. Increase proficiency and independence in the use of adaptive computer technology and learning strategies.
LNSK 331B	1. Select and utilize appropriate technology to assist in the reading process. 2. Identify and apply active reading strategies appropriate for comprehending a variety of texts. 3. Use a variety of strategies to learn new vocabulary in texts across disciplines.
LNSK 331C	1. Define and use a process approach to writing. 2. Apply individualized writing strategies at the sentence/paragraph/essay level. 3. Use identified assistive technology to facilitate writing productivity.

COURSE NUMBER/NAME	STUDENT LEARNING OUTCOME(S)
LSNK 331D	1. Choose the correct arithmetic operation and perform the calculations required to solve applied problems. 2. Perform calculations with, convert between, or compare common fractions, decimals, and percents in the context of applications. 3. Solve problems involving perimeter, area, and volume.
LNSK 331E	1. Identify personal cognitive strengths/weakness in the areas of attention span, memory, reasoning and information processing. 2. Select cognitive and study strategies appropriate for processing and retention of various kinds of information.
LNSK 331F	1. Identify and evaluate the skills needed to communicate issues relating to disability verification, explanation of functional limitations and requests for accommodations in academic and/or work settings.
LNSK 331G	1. Demonstrate knowledge of the impact of sound stimulation on the learning process. 2. Apply strategies to optimize auditory processing.
LNSK 332	1. Analyze how text is organized. 2. Select and utilize appropriate reading comprehension strategies in assigned readings. 3. Identify and determine main ideas and supporting details in assigned readings.
LNSK 333	1. Classify basic parts of speech, sentence types and apply that knowledge in the examination and review of their own writing. 2. Demonstrate the use of a multi-sensory process approach to writing to formulate a coherent paragraph or short essay.
LNSK 334	1. Perform basic arithmetic operations. 2. Determine and interpret percents. 3. Convert units of measurement using proportions. 4. Solve application problems using formulas.
LNSK 352	1. Synthesize information about the learning process to identify, select, and apply effective learning and problem-solving strategies in academic and personal situations. 2. Assemble and utilize a personal learning portfolio to communicate knowledge of his or her disability, attitudes and perspectives, and learning style.
LNSK 371	WORK IN PROGRESS BY TERRIA & KATHLEEN; subsections 371.1 -4 were put in for deletion and one course will remain on Interpersonal Communication Skills
LNSK 409	1. Identify knowledge and techniques used in job search strategies. 2. Identify and demonstrate skills for job retention.
LNSK 410	1. Demonstrate increased skills and independence to prepare for and enter entry-level work. 2. Identify and explore strategies for job retention.

Action Plan/Program Plan 2010-2011
Supportive Services & Instruction

Meets IG# PR LTG#	BUDGET-DEPENDENT Action Item Goal / Description (Prioritized)	Item(s) Requested	BUDGET-DEPENDENT $$	OT or OG
IG #1 PR #1	CAPED Statewide Conference	Registration and travel expenses	$2,100 ($700 per attendee)	OT
IG #3 PR #5	Utilize marketing materials to publicize program services	Brochure printing costs	$1000	OT
IG #4 PR #1	Maintain the quality of services for students with disabilities (Including provision of services for students at Marina campus as they increase).	Assessment materials / Adjunct LD Specialist / Part-time test proctor	$600 / $20,000 / $7,000	OT / OG / OG
IG #4 PR #1	Hire additional full-time counselor position.	Full-time faculty-counselor position	$80,000	OG
IG #6 PR #1	Reinstatement of Associate Dean position	Full-time Associate Dean of Student Services	$120,000	OG
PR #1,2 IG #4	Reinstate mental health services for students with disabilities	Adjunct mental health counselor	$50,000	OG
Meets IG# PR LTG#	**NON BUDGET-DEPENDENT Action Item Goal / Description (Prioritized)**	**Item(s) Requested**	**BUDGET-DEPENDENT $$**	**OT or OG**
IG #3,4 PR #1,5	Set up outreach activities to market the program • Brochure • Website	N/A	N/A	N/A
	Conduct planning meetings to discuss provision of services for distance education and satellite campus sites			
IG #1, 6 PR #1	Continue to enhance and document processes for services • Accommodations Processes Reference/Training Manual • Alternate Media Production Guide • Cross-training of staff • Sign Language Interpreter Contact List	N/A	N/A	N/A
IG #1,4 PR #1	Implement course curriculum to be in alignment with CurricuNet course revisions submitted in Spring 2010 • Kurzweil software class • Explore establishing adjunct faculty pool that meets minimum qualifications for DSPS	N/A	N/A	N/A
IG #1,4 PR #1,3	Develop and implement SLO assessment measures • Instructor accommodation questionnaire • Counselor questionnaire • Establish workshops to inform students about accommodation process	N/A	N/A	N/A
IG #2,4 PR #1,2,4	Network with agencies and programs on and off campus to assist in the development of increased programs and services to veterans	N/A	N/A	N/A

4/8/10

PROGRAM DATA
Supportive Services & Instruction

Annual Enrollment History – Fall Semester

Disability Categories	Primary Secondary	Fall 2007	Fall 2008	Fall 2009	Fall 2010
1. Mobility	P	62	70	71	61
Impaired	S	33	34	28	24
2. Visual	P	6	7	11	14
Impaired	S	7	9	8	3
3. Hearing	P	12	19	18	19
Impaired	S	6	4	3	6
4. Speech	P	2	1	2	2
Impaired	S	3	3	1	2
5. Learning	P	165	188	204	192
Disabled	S	7	9	12	14
6. Acquired Brain	P	44	33	37	30
Injury	S	0	0	0	0
7. Developmentally	P	6S	69	45	41
Delayed	S	4	6	3	2
8. Psychologically	P	100	107	124	142
Disability	S	24	26	35	27
9. Other Health	P	171	178	212	250
Impaired	S	51	62	69	67
TOTAL (Unduplicated)		627	672	724	751

DSPS FTES COMPARISON

SEMESTER	07-08 Credit	Non-Credit	08-09 Credit	Non-Credit	09-10 Credit	Non-Credit	10-11 Credit	Non-Credit
SUMMER	2.34	0.00	2.97	0.33	2.87	1.99	2.8	xxxx
FALL	38.02	15.95	34.57	11.42	37.98	9.11	38.5	xxxx
SPRING	41.28	15.01	39.45	6.59	38.41	9.36	37.91	xxxx
TOTAL ANNUAL DSP&S FTES	81.64	30.96*	76.99	18.34*	79.26	20.45*	79.21	xxxx

(xxxx still waiting to receive final figures from Vicki Nokomuro)

Note: The decline in Non-Credit FTES reflects statewide budget cuts resulting in a change in services provided by HOPE Services to their clients. There was a decline in the number of their clients who were involved in the contract class we provide on-site for them. The increase in Credit FTES for Fall 2010 reflects a significant effort on the part of our faculty to accommodate increased numbers of students in LNSK classes; as shown, even though one less class was offered in the that term, the FTES increased.

DSPS ANUUAL REVENUE COMPARISON

4-Year Comparison DSP&S Revenue/Expenses					
Fiscal Year	DSPS Restricted Funds	Prior Year Restricted Funds Carried to 1st Quarter	Restricted Apprenticeship Funds (Categorical Flexibility)	DSPS Unrestricted Funds	Total Annual Revenue
FY 2007-08 (Actual Expenses)	$930,090			$336,000	$1,266,090
FY 2008-09 (Actual Expenses)	$854,551			$328,040	$1,205,642
FY 2009-10 (Actual Expenses)	$544,740	$23,051	$68,298	$315,908	$951,997
FY 2010-11 (Based on State P-1 Budget)	$524,005	$33,087	$68,298	$325,354	$950,744

APPENDIX C

Supportive Services & Instruction
SUMMARY OF SLO REFLECTION & DIALOGUE

Fall 2011 Flex day
Thursday, August 18th, 2011

Department or Group Name	Semester	Date
Supportive Services and Instruction	Fall 2011	September 2, 2011 Meeting held on 8/18/11 during Flex Day

Department or Group Members Present	Principle SLOs or Supporting Objectives Discussed
Kathleen Rozman Jacque Evans Richard Weigle Mimsie Redmayne Terria Odom-Wolfer	**Communication:** Students will effectively communicate their accommodation requests to an instructor in an academic course in a timely manner. **Self-Advocacy:** Students will utilize campus resources to ensure academic success. **Critical Thinking:** Students will identify, explore and utilize knowledge of their disability and functional limitations to assist in academic planning. **Technical Competence:** Students will identify and use appropriate technology and alternate media. Student will access and use web reg. Students will use e-mail to schedule tests with the Accommodation Specialist.

Summary of Discussion about Student Learning in SS&I PROGRAM

Reviewed discussion prompts for SLO dialogue
- Have authentic assessment methods been developed for SLO's?
- Have results from SLO assessment influenced service delivery to students?
- Do SLO's allow students to demonstrate awareness of the program/services?

Discussed the need to focus on evaluation of assessment measures and evaluation of data collected. Specific staff were designated to facilitate evaluation of data and its relationship to SLO's. Decided to include Personal Development and Community Responsibility SLO with Communication and Self-Advocacy SLO's.

Description of action plans resulting from the analysis of student attainment of SLOs or supporting objectives (budget dependent or non-budget dependent): Our action plan was not discussed this session.

During our August 2011 dialogue, each principle SLO as outlined in our 2010-11 Program Review Update was reviewed, discussed and updated with the focus on assessment methods. Methods discussed were:
Communication & Personal Development and Community Responsibility:
  a. Track accommodation process to see whether students are meeting timelines.
    i. Susan V. tracks data each semester. Tallies # of students who obtained signatures and returned form in 1st 4 weeks of semester.
    ii. % success rate defined as # of students who completed process in 1st 4 weeks divided by # authorized for accom.
Self-Advocacy & Personal Development and Community Responsibility:
  a. Cross-link data of SS&I students who are enrolled in other support classes (i.e. Reading center, Lindamood, Academic Support Center etc...)
    i. Terria and Alexis create list of data to request from IR.
  b. Participate in collaborative Priority Registration web registration.
    ii. Significant increase in participation from F2010 to Sp2011.

Critical Thinking:

    a. Cross-link data of students in SS/I provided by MPC Institutional Research

        Those that are taking only LNSK classes

        Those that are taking only mainstream classes.

        Those that are taking a mix of LNSK & mainstream

    b. Alexis will determine data that can be accessed and compared through MIS, Chancellor's Office, and IR and review with Terria

Technical Competence:

    a. # of alternate media requests per semester (Alexis)

    b. # of Kurzweil accounts (Alexis)

    c. # of students attending alt. media training to facilitate test accommodations (Susan)

        i. Alexis and Susan will develop/organize model for this and co-facilitate meetings

    d. Alexis will assist Terria in making up chart to keep track of data

A COPY OF OUR PROGRAM SLOs CHART (as of February 2011) IS ATTACHED WITH THE MODIFICATIONS WE DISCUSSED HIGHLIGHTED.

Summary of Discussion about Student Learning in SS&I INSTRUCTION

Faculty members completed course revisions for all LNSK courses during the period Spring 2010 through Spring 2011.
Each faculty member selected one course to do a reflection on at the end of Fall 2011 semester:
Terria Odom-Wolfer LNSK 331E
Kathleen Rozman   LNSK 333
Alexis Copeland   LNSK 331D

Program Reflections on Student Learning

Department/Group Name	Semester	Date
Supportive Services & Instruction	Spring 2012	January 25, 2012
Department/group members present		
Terria Odom-Wolfer, Kathleen Rozman, Jacque Evans, Richard Weigle, Alexis Copeland, Susan Villa, Lori George, Mimsie Redmayne, Linda Parise		
Principle SLOs, supporting objectives, and/or challenges discussed		

Due to the fact that we are going through our Program Review (PR) this year, our discussion focused on the SLO and program-related challenges that we had identified in our October 2011 planning session for our PR. We accomplished this by:

3:15-3:35:   Review of Program Review notes (10/2011)--goals, trends, challenges

3:35-4:20   Discussion of accommodations and technology

- when we recommend an accommodation to students we need to be familiar with what we're recommending and evaluate how it would/would not be related to an individual student's functional limitation(s); i.e. alt media
- SEC is document that says student with this disability has specific functional limitations which relate to the academic/college environment. SEC must be done in an interactive process and reviewed with the student once each year to determine what the accommodations being used are and how they are working for the student towards his/her success.
- Mini-orientation on Accommodations during summer/early spring to facilitate accommodations process; students need to understand what they need and why they need it in terms of the relationship between their disability and accommodations.
- Supporting students ability to navigate and use web reg independently
- Supporting students ability to activate and use email independently for Program and College communication
- Substantial difference between doing an Ed Plan vs. accommodations in terms of the time it takes with a student.
- Idea: 1st two weeks of semester counselor could do only accommodations (and triage). Don't see new students, do Ed Plans, etc., except where essential to that student's need for one to be done then; make a follow-up appointment
- Idea that it might streamline the process for students with a quick need for accommodations authorizations and facilitate some reviews of the SECs at the same time to designate one counselor/specialist to process those and allow the other two counselors to address the rest of the drop-in students. Jacque said she would help 1st week.
- Susan Villa does placement tests on the same Saturday as matric and veterans program; said she'd like to build in an a parallel orientation DSPS students would attend after testing

Other Challenges & Ideas Mentioned: • increased student enrollment in Marina • need for accommodations at Marina and Distance Ed classes • When a need arises the question to be asked: "How can I help this student in this moment? • importance

Summary of department/group discussion about student learning
Most of the above are areas or goals we have identified in our PR process which need to be addressed. Committees are currently in the process of working on several of the ideas we have generated—explained above and written as goals below. Our PR will identify these areas and provide summaries of our progress to date in each area. The session was both positive and productive. Instructional Faculty discussed courses, enrollments, and the increasing importance of appropriate recommendations/placements of students in LNSK classes, especially given the Financial Aid regulations and the new Student Success Task Force Initiative. Began to discuss the potential impact of these two factors on our student populations and prioritization of which classes we offer in our curriculum.

Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent)
Per above: 1. implement mini-accommodations orientations 2. develop DSPS New Student Orientation 3. explore alternate media accommodations use and ways to orient students to Kurzweil and Natural Reader 4. do some problem solving on ways to accomplish annual SEC reviews / student success

Action Plan/Program Plan 2011-2012

Supportive Services & Instruction

Meets IG# PR LTG#	BUDGET-DEPENDENT Action Item Goal / Description (Prioritized)	Item(s) Requested	BUDGET-DEPENDENT $$	OT or OG
IG #1 PR #1	CAPED Statewide Conference	Registration and travel expenses	$1,500	OT
IG #4 PR #4	Refill 2 Instructional Specialist positions that were vacated in Spring 2010	Instructional Specialists (2)	$15,000	OG
IG #4 PR #1	Maintain the quality of services for students with disabilities	Assessment materials	$1,300	OT
		Adjunct LD Specialist	$20,000	OG
	(Including provision of services for students at Marina campus as they increase)	Part-time test proctor	$7,000	OG
IG #4 PR #1	Hire additional full-time counselor position	Full-time faculty-counselor position	$80,000	OG
IG #6 PR #1	Reinstatement of Associate Dean position	Full-time Associate Dean of Student Services	$120,000	OG
PR #1,2 IG #4	Reinstate mental health services for students with disabilities	Adjunct mental health counselor	$50,000	OG
Meets IG# PR LTG#	**NON BUDGET-DEPENDENT Action Item Goal / Description (Prioritized)**	**Item(s) Requested**	**$$**	**OT or OG**
IG #3,4 PR #1,5	Set up outreach activities to market the program • Website content and development Conduct planning meetings to discuss provision of services for distance education and satellite campus sites	N/A	N/A	N/A
IG #1, 6 PR #1	Continue to enhance and document processes for services • Accommodations Processes Reference/Training Manual • Alternate Media Production Guide • Cross-training of staff	N/A	N/A	N/A
IG #6 PR #1	• Identify most efficient and cost-effective method for provision of test accommodations that can be supported through the use of alternate media	N/A	N/A	N/A
IG #1,4 PR #1,3	Develop and implement SLO assessment measures • # of alternate media requests • # of student test accommodations scheduled via e-mail • # of students using priority registration • Establish workshops/orientations to inform students about accommodation process	N/A	N/A	N/A
IG #2,4 PR #1,2,4	Network with agencies and programs on and off campus to assist in the development of increased programs and services to veterans	N/A	N/A	N/A

APPENDIX D

Supportive Services

1. Are you currently receiving services from Supportive Services & Instruction?

( ) Yes

( ) No

2. Please check below to indicate the nature of your primary disability.

( ) physical disability

( ) traumatic brain injury

( ) developmental disability

( ) learning disability

( ) visual impairment

( ) speech impairment

( ) hearing impairment

( ) psychological disability

( ) other (please specify)

3. Indicate the amount of units you are currently taking this semester at MPC.

( ) 1 to 2.9 units

( ) 3 to 5.9 units

( ) 6 to 8.9 units

( ) 9 to 11.9 units

( ) 12 to 14.9 units

( ) 15 or more units

Supportive Services

4. I first learned about Supportive Services & Instruction from:

○ a friend or acquaintance before entering college

○ a presentation at college orientation

○ a brochure or other literature that was given to me when I enrolled

○ a college website

○ another student with a disability

○ a teacher

○ a counselor

○ other staff person

○ other (please specify)

5. Please rate the following Student Services if you use them. If not, please rate as "not applicable."

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Not applicable
Please rate your satisfaction with the process of applying for services through Supportive Services & Instruction	◯	◯	◯	◯	◯
New location of the Supportive Services & Instruction office in the Student Services building	◯	◯	◯	◯	◯
Physical accessibility of the Supportive Services & Instruction office	◯	◯	◯	◯	◯
Courtesy and friendliness of the Supportive Services & Instruction staff	◯	◯	◯	◯	◯
Availability of the Supportive Services & Instruction counselors to meet with me	◯	◯	◯	◯	◯
Workability III Program	◯	◯	◯	◯	◯
Supportive Services & Instruction counselors' knowledge regarding my disability	◯	◯	◯	◯	◯
Supportive Services & Instruction counselors' knowledge of campus and community resources	◯	◯	◯	◯	◯
Reader services	◯	◯	◯	◯	◯
Notetaker services	◯	◯	◯	◯	◯
American Sign Language (ASL) interpreting service	◯	◯	◯	◯	◯
Real-time captioning service	◯	◯	◯	◯	◯
Print enlargement	◯	◯	◯	◯	◯
Alternate Media	◯	◯	◯	◯	◯
Testing Center facility	◯	◯	◯	◯	◯
Campus physical accessibility	◯	◯	◯	◯	◯
Assistive listening device	◯	◯	◯	◯	◯

6. Please rate the following statements about Learning Skills classes if you have enrolled in them.
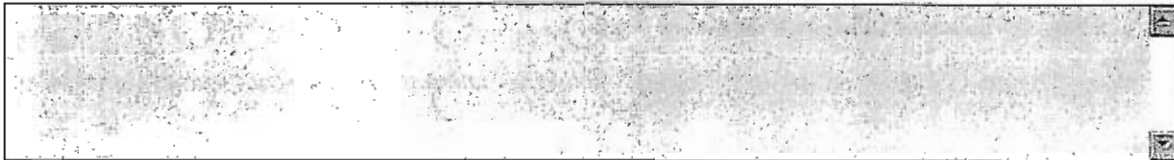
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not applicable
The Learning Skills assessment I completed in Supportive Services & Instruction has helped me better understand my individual learning strengths and weaknesses	◯	◯	◯	◯	◯
The Learning Skills classes recommended to me have been satisfactory	◯	◯	◯	◯	◯
I was able to enroll in all of the Learning Skills classes I desired	◯	◯	◯	◯	◯
I was able to enroll in all of the Adapted Physical Education (ADPE) classes I desired	◯	◯	◯	◯	◯
As a result of my Learning Skills classes, I better understand my individual strengths and weaknesses	◯	◯	◯	◯	◯
I am using accommodations in classes offered outside the Learning Skills Program	◯	◯	◯	◯	◯

Supportive Services

7. Overall, I would describe my MPC college experience as:

◯ Poor

◯ Fair

◯ Good

◯ Very good

◯ Outstanding

8. What could the staff of Supportive Services and Instruction do to improve your college experience?

Supportive Services

SurveyMonkey

1. Are you currently receiving services from Supportive Services & Instruction?

	Response Percent	Response Count
Yes	89.1%	123
No	10.9%	15
	answered question	138
	skipped question	5

2. Please check below to indicate the nature of your primary disability.

	Response Percent	Response Count
physical disability	8.5%	11
traumatic brain injury	5.4%	7
developmental disability	4.6%	6
learning disability	62.3%	81
visual impairment	1.5%	2
speech impairment	2.3%	3
hearing impairment	0.8%	1
psychological disability	6.2%	8
other (please specify)	8.5%	11
	answered question	130
	skipped question	13
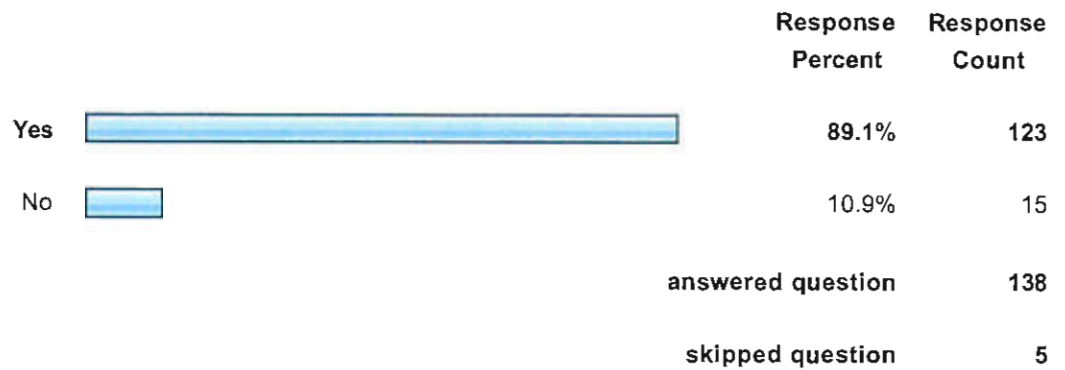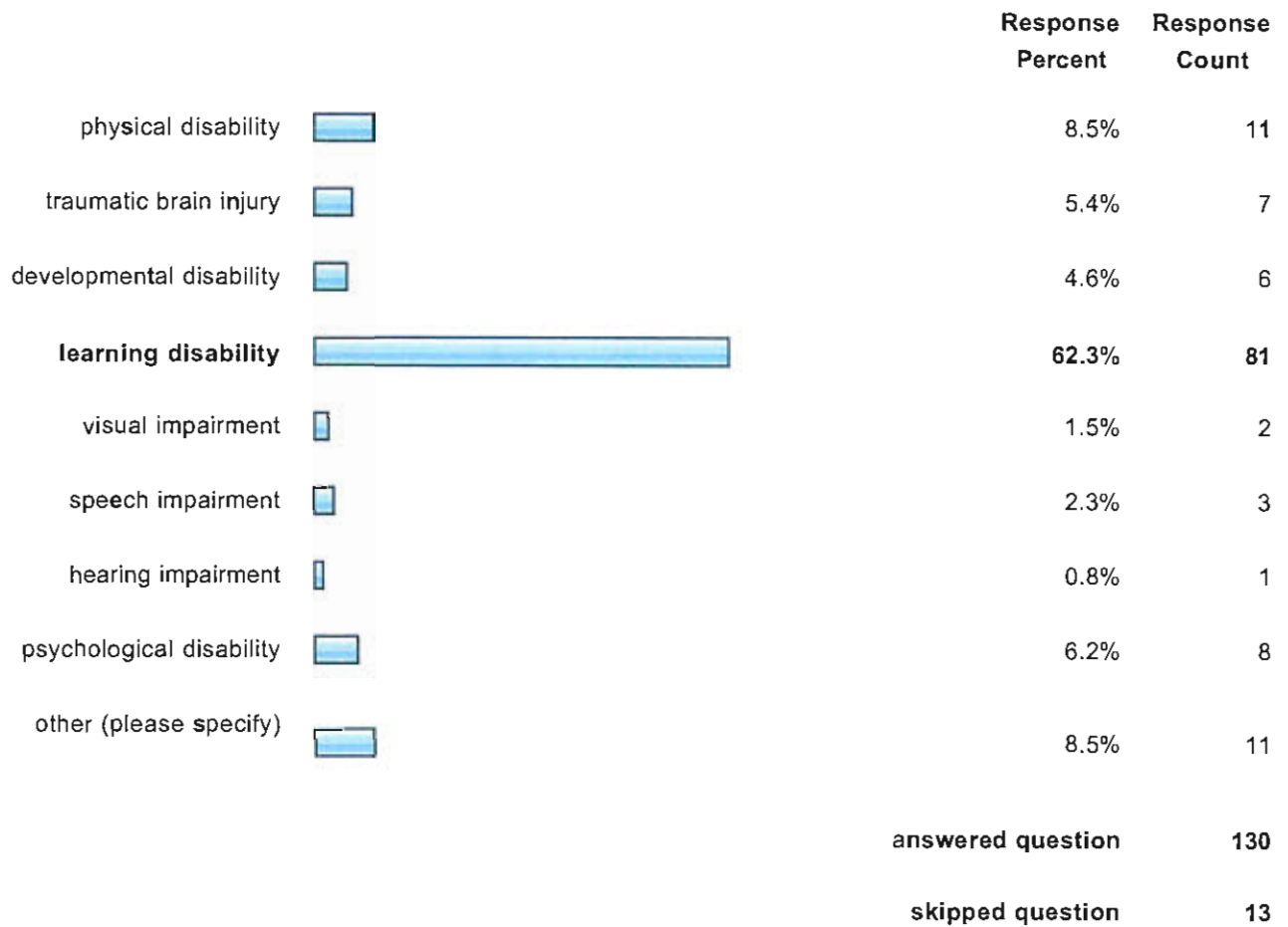
3. Indicate the amount of units you are currently taking this semester at MPC.

		Response Percent	Response Count
1 to 2.9 units		13.1%	17
3 to 5.9 units		24.6%	32
6 to 8.9 units		24.6%	32
9 to 11.9 units		12.3%	16
12 to 14.9 units		22.3%	29
15 or more units		3.1%	4
	answered question		130
	skipped question		13

4. I first learned about Supportive Services & Instruction from:

	Response Percent	Response Count
a friend or acquaintance before entering college	12.3%	16
a presentation at college orientation	8.5%	11
a brochure or other literature that was given to me when I enrolled	0.8%	1
a college website	1.5%	2
another student with a disability	6.9%	9
a teacher	21.5%	28
a counselor	30.0%	39
other staff person	3.8%	5
other (please specify)	14.6%	19
answered question		130
skipped question		13

5. Please rate the following Student Services if you use them. If not, please rate as "not applicable."

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Not applicable	Response Count
Please rate your satisfaction with the process of applying for services through Supportive Services & Instruction	5.7% (7)	2.4% (3)	36.6% (45)	**52.8% (65)**	2.4% (3)	123
New location of the Supportive Services & Instruction office in the Student Services building	4.9% (6)	3.3% (4)	26.2% (32)	**58.2% (71)**	7.4% (9)	122
Physical accessibility of the Supportive Services & Instruction office	3.3% (4)	1.6% (2)	36.9% (45)	**50.0% (61)**	8.2% (10)	122
Courtesy and friendliness of the Supportive Services & Instruction staff	5.7% (7)	0.0% (0)	25.4% (31)	**67.2% (82)**	1.6% (2)	122
Availability of the Supportive Services & Instruction counselors to meet with me	7.6% (9)	3.4% (4)	38.7% (46)	**47.9% (57)**	2.5% (3)	119
Workability III Program	3.4% (4)	1.7% (2)	16.8% (20)	16.0% (19)	**62.2% (74)**	119
Supportive Services & Instruction counselors' knowledge regarding my disability	5.9% (7)	5.0% (6)	35.3% (42)	**47.9% (57)**	5.9% (7)	119
Supportive Services & Instruction counselors' knowledge of campus and community resources	4.1% (5)	5.0% (6)	24.8% (30)	**53.7% (65)**	12.4% (15)	121
Reader services	3.4% (4)	3.4% (4)	17.8% (21)	31.4% (37)	**44.1% (52)**	118
Notetaker services	3.4% (4)	6.0% (7)	16.2% (19)	20.5% (24)	**53.8% (63)**	117
American Sign Language (ASL) interpreting service	1.7% (2)	0.9% (1)	13.0% (15)	16.5% (19)	**67.8% (78)**	115
Real-time captioning service	2.6% (3)	3.5% (4)	13.0% (15)	16.5% (19)	**64.3% (74)**	115
Print enlargement	3.5% (4)	1.8% (2)	17.5% (20)	17.5% (20)	**59.6% (68)**	114
Alternate Media	3.5% (4)	3.5% (4)	21.1% (24)	25.4% (29)	**46.5% (53)**	114

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not applicable	Response Count
Testing Center facility	5.1% (6)	0.8% (1)	14.4% (17)	**46.6% (55)**	33.1% (39)	118
Campus physical accessibility	4.3% (5)	2.6% (3)	22.2% (26)	**39.3% (46)**	31.6% (37)	117
Assistive listening device	3.5% (4)	3.5% (4)	18.3% (21)	20.9% (24)	**53.9% (62)**	115

answered question   **126**

skipped question   **17**

6. Please rate the following statements about Learning Skills classes if you have enrolled in them.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not applicable	Response Count
The Learning Skills assessment I completed in Supportive Services & Instruction has helped me better understand my individual learning strengths and weaknesses	1.7% (2)	3.3% (4)	34.2% (41)	**37.5% (45)**	23.3% (28)	120
The Learning Skills classes recommended to me have been satisfactory	2.5% (3)	1.7% (2)	27.5% (33)	**46.7% (56)**	21.7% (26)	120
I was able to enroll in all of the Learning Skills classes I desired	4.2% (5)	4.2% (5)	27.1% (32)	**38.1% (45)**	26.3% (31)	118
I was able to enroll in all of the Adapted Physical Education (ADPE) classes I desired	0.9% (1)	2.6% (3)	19.0% (22)	24.1% (28)	**53.4% (62)**	116
As a result of my Learning Skills classes, I better understand my individual strengths and weaknesses	2.5% (3)	1.7% (2)	33.6% (40)	**42.0% (50)**	20.2% (24)	119
I am using accommodations in classes offered outside the Learning Skills Program	1.7% (2)	3.3% (4)	25.6% (31)	**40.5% (49)**	28.9% (35)	121

answered question   **123**

skipped question   **20**

7. Overall, I would describe my MPC college experience as:
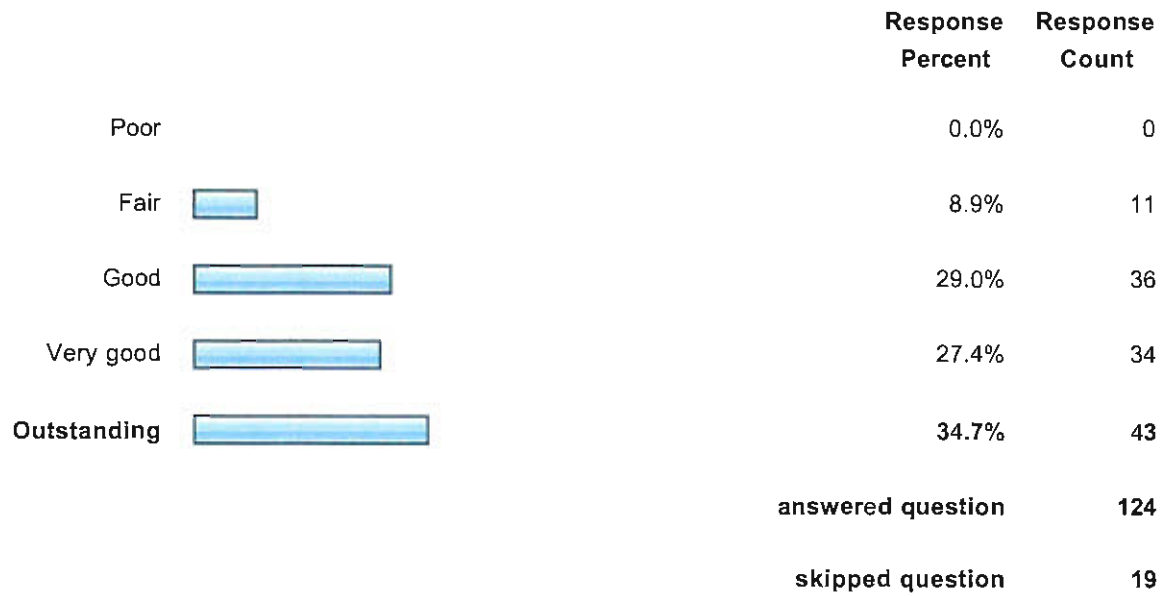
	Response Percent	Response Count
Poor	0.0%	0
Fair	8.9%	11
Good	29.0%	36
Very good	27.4%	34
Outstanding	34.7%	43
answered question		124
skipped question		19

8. What could the staff of Supportive Services and Instruction do to improve your college experience?

	Response Count
	85
answered question	85
skipped question	58

Page 2, Q2. Please check below to indicate the nature of your primary disability.

1	ADHD	Apr 10, 2012 1:48 PM
2	Learning disability and physical diability	Mar 15, 2012 10:53 AM
3	medical	Mar 14, 2012 10:20 AM
4	medical	Mar 14, 2012 10:12 AM
5	Need more time to absorb information and think about what is being asked on test.	Mar 12, 2012 1:58 PM
6	Asperger's Syndrome	Mar 7, 2012 9:12 AM
7	Initial reading comprehension, uptake of information	Mar 6, 2012 3:46 PM
8	dyslexia	Mar 6, 2012 2:11 PM
9	bi-polar disorder	Mar 6, 2012 2:06 PM
10	selective mutism	Mar 6, 2012 10:50 AM
11	memory assistance	Mar 6, 2012 10:33 AM

Page 4, Q4. I first learned about Supportive Services & Instruction from:

1	English & Study Skills Center	Apr 10, 2012 3:17 PM
2	Parents	Apr 10, 2012 1:51 PM
3	my mom	Mar 15, 2012 10:54 AM
4	brother	Mar 14, 2012 10:20 AM
5	brother	Mar 14, 2012 10:14 AM
6	assesment speacialist	Mar 9, 2012 1:08 PM
7	over heard people talking about it	Mar 8, 2012 4:08 PM
8	picking out a class i wanted to take because of noticing something was wrong.	Mar 8, 2012 4:05 PM
9	my mother	Mar 7, 2012 2:32 PM
10	self informed	Mar 7, 2012 2:32 PM
11	mother is a student worker for office she told me.	Mar 7, 2012 9:05 AM
12	from using similar services at other colleges	Mar 6, 2012 4:56 PM
13	The department of rehabilitation sent me to Supportive services for Support on my education	Mar 6, 2012 3:20 PM
14	High school teacher	Mar 6, 2012 2:13 PM
15	Health services	Mar 6, 2012 2:11 PM
16	monterey high	Mar 6, 2012 1:15 PM
17	Parent	Mar 6, 2012 11:17 AM
18	high school	Mar 6, 2012 10:52 AM
19	Leaszon	Mar 6, 2012 10:33 AM

1	Not total sure yet. Regarding question #1, wrote: "LD testing".	Apr 10, 2012 3:18 PM
2	they should inform new students enrolling about various courses to take in becoming more aware and efficient in preparing for college lie. For I had found out about certain services and other things when it was too late. Also encourage students to apply for scholarships. Regarding question 2, also checked "visual impairment" and "hearing impairment." Regarding question 4, also checked "other": D.O.R. counselor.	Apr 10, 2012 3:16 PM
3	N/A	Apr 10, 2012 3:13 PM
4	Keep up the great work. Regarding question 4, also marded "a counselor" and "other": EOPS student and parent meeting.	Apr 10, 2012 3:12 PM
5	Maybe, if possible do check-ins with students.	Apr 10, 2012 2:44 PM
6	Don't cut any programs, maybe have students who were in previous learning skills classes share their experience to motivate and to encourage them. Office hours for students or schedule appointments, instead of 30 minutes--an hour instead. There is nothing else to improve the SSI. I feel this is a good facility and I really feel the staff and faculty are very supported and kind. The learning skills classes have made become the person that I am today. Enjoy the counseling sessions too.	Apr 10, 2012 2:41 PM
7	Yea it helps out a lot	Apr 10, 2012 2:36 PM
8	I like the T.C. and Susan is great	Apr 10, 2012 2:34 PM
9	There was extended to regular hours as before for easy access! Regarding question #5, said "satisfied" because they have been cut back, harder to reach.	Apr 10, 2012 2:17 PM
10	hours	Apr 10, 2012 2:11 PM
11	I want TC to be open longer during the day	Apr 10, 2012 2:06 PM
12	Nothing they are good.	Apr 10, 2012 2:02 PM
13	I love the Testing Center	Apr 10, 2012 1:59 PM
14	Maybe add a way of transportation around schoool for persons with disability	Apr 10, 2012 1:58 PM
15	More availability	Apr 10, 2012 1:55 PM
16	Very helpgul. I very much appreciate the kindness & helpful attitudes of Supportive Service Staff. They are wonderful!	Apr 10, 2012 1:50 PM
17	I like the Testing Center and Susan	Apr 10, 2012 1:44 PM
18	they are doing a great job!	Mar 21, 2012 1:06 PM
19	Not a whole bunch; the staff here is wonderfull to work with. I don't think anything needs to change	Mar 15, 2012 2:31 PM
20	nothing	Mar 15, 2012 11:00 AM

21	they need more staff to help with all the people who need help.	Mar 15, 2012 10:55 AM
22	possiblt to hold a general informational seminar in order to enco,mpass all services during a single event to all.	Mar 15, 2012 9:08 AM
23	They can not do any better!	Mar 14, 2012 10:24 AM
24	i love these classes!!	Mar 14, 2012 10:21 AM
25	None	Mar 14, 2012 10:17 AM
26	none	Mar 14, 2012 10:17 AM
27	Continue to offer these courses for students like me with intellectual and developmental disabilities.	Mar 14, 2012 10:15 AM
28	The staff is very friendly, they call the day before to remind me of my appointments and are very personable. Marsha is amazing she was able to diagnose me and get me the extra help in order to be succsessful at MPC. I am thankful for this program!	Mar 14, 2012 9:58 AM
29	Great staff!	Mar 13, 2012 3:11 PM
30	Find out from other students which of the teacher are good. So when a student sign up for the class they can know which teacher to take it from.	Mar 13, 2012 1:12 PM
31	they can use more seats better service	Mar 13, 2012 1:03 PM
32	more books on kurweil	Mar 13, 2012 9:36 AM
33	eveveything is very sup[ported to my advatage thank you	Mar 13, 2012 9:25 AM
34	I feel to mpc college	Mar 13, 2012 9:17 AM
35	they are doing a very good job	Mar 13, 2012 9:15 AM
36	more	Mar 13, 2012 9:15 AM
37	more one on one	Mar 13, 2012 9:14 AM
38	im satified with everything thats been avaible to me thank you for your services	Mar 13, 2012 9:12 AM
39	The class instructor don't seem to understand what is need to be done by them in regards to setting up notetaker for the needed student or where to pick up the test taken in the testing center. Adjunct staff maybe could have a meeting set up to go over procedures at the beginning of the semestor (the one's not teaching Learning Skills classes)	Mar 12, 2012 3:03 PM
40	Make sure you cover everything in one session, so you don't have to come back and waste time for the same request.	Mar 12, 2012 2:05 PM
41	Nothing comes to mind immediately. Overall, I have been very happy with them.	Mar 9, 2012 1:17 PM
42	I think anxiety for me just coming on campus is a primary issue for me, and	Mar 9, 2012 11:57 AM

taking a class to deal with that, is an added stressor or obstacle to having a fulfilling learning experience,

| 43 | All the time I have been getting assistance the personel have been more than friendly and they always have a smile in their face. They always help me with no hesitations; which to me makes a great difference. PLEASE KEEP DOING AN EXCELLENT JOB. THANK YOU VERY, VERY MUCH. | Mar 9, 2012 10:34 AM |

| 44 | Some can be a little more nice and understanding | Mar 9, 2012 9:58 AM |

| 45 | nothing they are excellent! | Mar 8, 2012 4:08 PM |

| 46 | The testing center is not fully available to accommodate testing 5 days a week. Having the testing center with decreased hours; totally closed on Wednesdays and reduced hours on Thursday and Fridays has made it a nightmare in orgainzing study time for mutilple tests. I have had to chose which subject area gets the better focus and thus causing lower exam scores in each course. It is an organizational headache advocating and getting my tests arranged and studied for. Doubling up exams on test days adds to the frustration of trying to maintain information current and stress levels to a minimum. A testing center needs to be open to students with learning disabilities all the time!! The Assessment program and the Accommodations program need to coordinate with each other so that students who are in classes, who are under time constraints and mid-tems get the first attention. Mid-terms need to be given the same priority as final exams. I believe closer coordination between the Assessment coordinator and the Accommodations coordinator would facilitate workable solutions for us who require accommodations. No one gave me accommodations, I was tested and certified I require them in order to accomplish my education. | Mar 8, 2012 1:00 PM |

| 47 | very good | Mar 8, 2012 11:26 AM |

| 48 | Have water and snacks at testing center. | Mar 7, 2012 4:09 PM |

| 49 | I would like the staff to really help me learn again, it will take me longer to learn , because of my car accident in 1975 I really appreciate all the teacher's help , i hope and pray that i get better with my schooling. | Mar 7, 2012 3:21 PM |

| 50 | ii need help with learning to following order, and remember what I Leam in class and follow direction.I want to know hown to work a computer this is my first to touch a computer don"t know how to use a mice, just filling my way. | Mar 7, 2012 3:12 PM |

| 51 | It would be nice if the receptionist was a bit more helpfull. I think she could use a helper. She seems over worked. She is very nice but stressed. | Mar 7, 2012 2:41 PM |

| 52 | keep me fous | Mar 7, 2012 2:38 PM |

| 53 | Provide better information on local/psychologists/doctors or people who can help advice, coach, or treat issues outside of school. It has been extremely difficult to find people knowledgeable in my particular problems locally and nobody really knows where to point me or tell me where I can go to get a more accurate diagnosis in the community. | Mar 7, 2012 2:37 PM |

54	I really can't think of anything to say.	Mar 7, 2012 2:34 PM
55	keep providing the services i need to help to gradute and when the next semester comes to see if im able to receive help through eops for books and make sure my paper work for fincial are correct so i can continue to futher my education.	Mar 7, 2012 11:28 AM
56	I am very satisfied with the services I have recieved at MPC from Supportive Services. They have gone above and beyond for me.	Mar 7, 2012 11:06 AM
57	Tutors that can provide help with a specific subject.	Mar 7, 2012 9:15 AM
58	Mimsie in general is usually pretty off-putting. I can understand not being able to focus on your work if someone is trying to talk to you, but it is impossible to even ask her a quick question if she doing anything else. She is just very hard to talk to. The whole extra paperwork that we have to do is ridiculous too. I can understand needing something for the teacher to sign so that they know that accomodations need to be made for the student; but we shouldn't have to go out of our way to get an extra appointment with a counselor just to have them sign those same papers.	Mar 6, 2012 5:22 PM
59	Times are changing, and so I am moving out of state to Indiana. I plan to attend Indiana University and Purdue University of Indianapolis (IUPUI) and need support to transfer as many classes as possible to (lower division) IUPUI for Construction Engineering Management Technology.	Mar 6, 2012 3:51 PM
60	They are the best people, helpfully, nice , and understanding. Thanks for all of you.	Mar 6, 2012 3:45 PM
61	n/a	Mar 6, 2012 3:36 PM
62	They cuold have more drop in days.	Mar 6, 2012 3:26 PM
63	I believe listening to the students more before making assest or judgement call. Especial if student has medical problem that being under doctor care still.	Mar 6, 2012 2:23 PM
64	to try to know an individual student better	Mar 6, 2012 2:18 PM
65	Offer more such as learning disability testing and any other testing which would help me get the help that I might need to better my skills.	Mar 6, 2012 2:15 PM
66	im happy with all the help i have got here at mpc	Mar 6, 2012 2:10 PM
67	I'm hapyy with all the help i have got here with the mpc ect	Mar 6, 2012 2:09 PM
68	look into more detail on mpc on what can they help me on my ableaties on my learning skills	Mar 6, 2012 1:21 PM
69	Be able to go on line an fill out a application for work or anything.	Mar 6, 2012 1:20 PM
70	as a person with desabilities learning i had found the helped I always needed,one of the reason how am writing this sentence i strongaly thanks to my techer and and my favoring and always willing to help linda, but of all the group of wonderful personnal that came out with this idea of sopportice services thank	Mar 6, 2012 1:18 PM

you . gloria L. patel

71	the supportive service and staff could be more help full with more thing as in class	Mar 6, 2012 1:17 PM
72	I can not think of anything for the short time I have been here.	Mar 6, 2012 1:16 PM
73	nothing so far everything is great so far so good	Mar 6, 2012 1:15 PM
74	provide coutesy shuttle to class because of my dissabity .	Mar 6, 2012 1:13 PM
75	to help me alot in my classes.	Mar 6, 2012 1:12 PM
76	i really enjoy coming to this campus i fell that thier here to help me with what every i need.	Mar 6, 2012 1:12 PM
77	I love being here at MPC taking collage classes .	Mar 6, 2012 1:11 PM
78	Please make sure that all teachers are informed that they must accomodate a student to take tests or exams out side of the classroom as that is the law. Sometimes they do not want to comply or they do not understand; and sometimes they don't feel that they have to be discrete about it. However, I have generally felt that they were willing to accomodate. It seems to be sometimes harder if you are an A student.	Mar 6, 2012 11:52 AM
79	Keep doing what your doing.Im very Graetful for this program It has giving me ways on how I learn and how to use the services that you provide for people with learning disubility. thank you:~)	Mar 6, 2012 11:34 AM
80	There is nothing to be improve, I would have to say they know, what they are doing. Everything is fine the way it is.	Mar 6, 2012 11:18 AM
81	At this point I might benefit from another review of my results from the original learning skills testing.	Mar 6, 2012 11:16 AM
82	to help me more to understand	Mar 6, 2012 11:12 AM
83	nothing	Mar 6, 2012 11:01 AM
84	Provide with tutors that are available for a specific subject.	Mar 6, 2012 10:55 AM
85	Differant classes and teacher out side of supportive services some need to have more inserative.	Mar 6, 2012 10:37 AM

APPENDIX E

Supportive Services & Instruction
Program Review Annual Update Summary Presentation: 2011-12

Annual Update—The Program is doing its Program Review this year and has done a lot of self-evaluation. We are focusing on reprioritizing and restructuring how to meet student needs with reductions in staffing. Classified part-time support has reduced substantially, and with the loss of the Associate Dean position in 2009, an increased load is placed on faculty and counselors as well. The Faculty Coordinator functioning in dual roles and teaching 1/3 load remains very challenging and more responsibilities are being expected without any change in support of this. The Accommodations Specialist role has been developing with more responsibility and the demand for use of the Testing Center for test accommodations continues to rise. Staff have cross-trained within the scope of their roles/job descriptions and covering for other staff members has become something we have had to rely on. A major focus and effort this year has been the evaluation and reorganization of maintenance of student files and MIS data accuracy in order to be in compliance with DSPS guidelines. The theme of having to try to make do is recurring from last year, and in fact, it seems the theme is do more with less. This has taken a toll on staff and realistic goals will have to continue to be evaluated and refined. With all this two location moves in the past year has been taxing, however, it is a major shift for us to be centrally located and visible on campus, and we are enjoying the new facilities.

Reflections – reflections are done on both a program and instruction level. We re-evaluated our program SLOs and streamlined them to focus on a more limited number of 3. Part of the basis for this was looking at the assessment methods that are realistic given the subjective nature of student services and difficulty quantifying results through data. Time and personnel constraints limit the amount and type of measurements we feel are realistic. A central theme was provision of accommodations—clarifying and streamlining processes, documentation, and roles of staff to maintain quality with fewer resources. Faculty discussed classes/SLOs and class scheduling. Implications of the Student Success Task Force and financial aid regulation changes will have substantial impact and students and will impact how we provide services. It is likely that these changes will affect the students we serve in our Program parallel to the students who attend MPC.

Supportive Services & Instruction
Program Review Annual Update Summary Presentation-2011-12
Condensed Version

The Program is doing its complete Program Review this year and has done a lot of self-evaluation. We are focusing on reprioritizing and restructuring how to meet student needs with reductions in staffing. A major focus and effort this year has been the evaluation and reorganization of maintenance of student files and MIS data accuracy in order to be in compliance with DSPS guidelines. The theme of having to try to make do is recurring from last year, and in fact, it seems the theme is do more with less. The provision of services, instruction, and accommodations for students with disabilities at MPC is critical to the student success. Persistence and retention are directly related to the support services provided and directly impact the student learning outcomes for the College.

APPENDIX F

2012-2013 ACTION PLAN
Supportive Services & Instruction

Priority	BUDGET-DEPENDENT (Prioritized) Action Item Goal / Description	Item(s) Requested	BUDGET-DEPENDENT $$	OT/OG
1	**Establish new DSPS student record maintenance system and acquire/develop a database for required internal DSPS information management relating to MIS reporting.**	FileMaker Pro (10 licenses) to be used with Santa Rosa Junior College's DSPS internal data base which will be given to us OR If SRJC DSPS is successful in its effort to **develop** an upgraded database in SQL programming, this may be given to us **at** little or no cost since MPC purchases SIS. Requires hardware as well.	$7,000	OT
2	**Hire additional full-time counselor position**	Full-time faculty-counselor position	$95,000	OG
3	**Reinstatement of Associate Dean position**	Full-time Associate Dean of Student Services	$120,000	OG
4	**Current technology, both hardware and software for instruction, for the 2 new HTC labs to open in Spring 2012.** We are currently uncertain how many of the listed requests will be funded as part of the remodel of the building; therefore, we are listing to document need. (Assistive Technology must be kept up-to-date with current versions to ensure access and student accessibility in multiple campus locations; specific instructional software, both for academic and cognitive skills development, in LNSK courses in CAI Lab will have to be current and compatible with Microsoft systems on campus—current software used is antiquated and barely compatible with current XP system in lab).	High Speed Color Scanner (alternate media prod) — $7,000 Software-academic/cognitive for CAI lab courses — $5,000 Assistive technology software — $5,800 TOTAL $17,800		OT
5	**Refill Instructional Specialist position that was vacated in Spring 2010 and not replaced.** (Demand for production of alternate media, proctoring coverage during absence of Accommodations Specialist, reader and scribe services in TC, support and safety in APE, as well as anticipation of increasing service needs at Marina warrant replacement of this position.)	Instructional Specialist-18 hr/week	$16,000	OG

Priority	NON BUDGET-DEPENDENT (Prioritized) Action Item Goal / Description	Item(s) Requested	$$	OT/OG
1	**Establish and document the DSPS student record maintenance system and continue to evaluate the best ways to manage internal DSPS information relating to MIS reporting.**	N/A.	N/A	N/A
2	**Evaluate and modify how accommodations are provided to students to maximize effectiveness and efficiency, yet remain in compliance with Title 5 regs and progress on the achievement of Program SLOs.** Continue to enhance and document processes for services: • Identify most efficient and cost-effective method for supporting test accommodations through the use of alternate media when appropriate for individual students • Accommodations Processes Reference/Training Manual—keep current • Alternate Media Production Guide—keep current • Cross-training of staff on alternate media and equipment used for accommodation • Manage accommodation data (consistent format / location /automation) • Orientation & Accommodations Workshops	N/A	N/A	N/A
3	**Prioritize LNSK curriculum to align with current Chancellor's office priorities, the current budget climate, and the current SS&I student demographics and needs.**	N/A	N/A	N/A

APPENDIX G

Supportive Services & Instruction
EDUCATIONAL MASTER PLAN DEVELOPMENT
December 7, 2011

1A. ROLE

Supportive Services and Instruction (SS&I) offers specialized instruction and services to students with disabilities based upon academically-related functional limitations; support is provided to promote equal access and success in College programs, courses and campus activities. Ultimately, the goal of SS&I is to increase the number of students with disabilities in higher education and promote success in the achievement of, academic, vocational and personal goals.

1 B. SCOPE

In order to align with constraints of the Chancellor's Office directives and the current budget climate, SS&I is refining the scope/focus of what we can offer students and how we can provide legally mandated services. To meet the special educational needs of students with disabilities, the faculty and staff provide a broad range of supports including:

test-taking accommodations

classroom accommodations

alternate media

assistive technology

learning disability assessment (C.C.C. eligibility model)

priority registration

academic counseling

disability-related counseling

liaison with campus and/or community agencies

A number of specialized classes are offered each semester. The faculty have of expertise in a wide variety of disability-related fields, and the Program offers a diverse curriculum that allows students with disabilities the opportunity to fully access college courses. Examples include:

Adapted Physical Education

Assistive Technology Applications

Auditory Processing Strategies Lab

Introductory Computer Skills Lab

Thinking and Reasoning Skills

Writing, Reading, and Math Skills Development

Workability III Program – Career Exploration and Job Search Strategies

1 C. DIRECTION

Continue to provide quality services and curriculum given the recent state initiatives and current economic climate. After careful review and discussion, the following priorities are being addressed:

Program Management: Ongoing review of the roles and responsibilities of department staff and faculty. Analyze and modify office operations for student information management; automate and streamline processes/procedures.

Accommodations / Advocacy: Evaluate and modify how accommodations are provided to students to maximize effectiveness and efficiency in compliance with Title 5 and in alignment with our Program SLOs.

Technology: Incorporate state-of-the-art technology in supporting success in, and access to, college courses, programs and facilities; this includes assistive technology software, current hardware and access devices, and a classroom/lab environment conducive to optimal learning.

Instruction: Review and revise our course offering and scheduling on a continual basis to prioritize based on the demographics and needs of students served by the Program.

APPENDIX H

The following material was excerpted from the 2007 MPC Categorical Program Review, page 42. It includes the findings on Effective Practices and Opportunities for Improvement in DSPS – (Supportive Services and Instruction)

a. The following areas are working well: 1) The instructional component of the program continues to evolve and improve in its ability to provide students with the necessary cognitive, technological and basic skills to be successful in their other college courses; 2) The High Tech Center model of a robust integrated instructional program seems to be lacking at many colleges. The number of students served in classes with the emphasis on basic skills classes would point to an opportunity for other schools to expand their instructional offerings; 3) the creation of the accommodation specialist position and subsequent hiring of this position has helped to improve test accommodations services and the integrity of the accommodations process at the college; 4) the budget has been relatively stable during recent years which has allowed the High Tech Center labs to remain current with mainstream AND adaptive technology and other curriculum materials.

b. The following are areas of need: 1) The reduction in staff has compromised the ability of the program to maintain the quality of services to students; 2) More specifically, the program is not able to meet the demand for learning skills assessments; 3) In addition, the reduction in full time faculty has left the department without representation on campus committees where critical policy and curricular decisions are made; 4) The program is in need of another full-time counselor position. Right now there are not enough counseling hours to meet student demand; 5) The program was unable to keep the peer mentoring project going due to lack of staff availability to coordinate the project; and 6) Other areas that need to be addressed include outreach, recruitment to the Latino population and updating of the website.

c. 1) One area of strength that the program possesses is the instructional component. The classes are instrumental in assisting students with disabilities to be successful in their other college courses; 2) The alternate media production workflow is being replicated at CSUMB, and thus they are now producing the same amount of digitized material with 60% less staffing.

d. Any successful pilot projects implemented by your program: 1) Creation and implementation of Self-Advocacy class; 2) Creation and implementation of Auditory Processing Skills class; 3) Creation and implementation of peer mentoring project; 4) Training on and integration of new cognitive software in CAI lab; 5) Expansion of the Math Strategies Labs; 6) The possible hiring of mental health counselor to work specifically with SS&I; 7) The refurbishing and donation of over 70 computers to students over the past three years.

APPENDIX I

Supportive Services & Instruction
Community & Campus Connections

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APPENDIX J