



Student Services Program Review Report Disability Support Services (DSS)

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Part 1. Satisfaction with Support Services Provided

Review the results from core items in the Student Services Program Review Survey that are summarized the table below. See Appendix A for complete survey results.

Table 1

	% Responded "Excellent"	% Responded "Good"	% Responded "Excellent" or "Good" Combined	% Responded "Excellent" or "Good" Combined in Last Review	% Difference
Hours of operation	56.6%	31.3%	87.9%	91.0%	-3.1%
Timeliness of response	60.2%	30.6%	90.8%	87.0%	3.8%
Clarity of procedures	52.0%	34.7%	86.7%	83.0%	3.7%
Quality of materials	56.1%	35.7%	91.8%	82.0%	9.8%
Staff helpfulness	66.0%	25.0%	91.0%	88.0%	3.0%
Staff knowledge	59.6%	32.3%	91.9%	86.0%	5.9%
Overall quality of service	64.0%	28.0%	92.0%	91.0%	1.0%

Part 2. Changes since last Program Review and Evaluation of Previous Goals

Provide a brief summary of the survey results (see Appendix A) and comparative analysis of the survey results with the results from the previous cycle (see table in Part 1). Document any accomplishments or improvements and provide insight on any significant challenges or obstacles the department/program has faced since the last review, particularly in relation to the survey results. Additionally, describe whether the goals and objectives identified in the previous review were met or not, and please provide explanations if the goals were not met.

Summary and Comparative Analysis of Survey Results:

Institutional Research requested that all spring 2019 DSS students participate in a satisfaction survey. In March/April 2019, 103 students (approximately 10.7% of the total 17-18 DSS population) responded to the survey. The survey comprised seven (7) Likert scaled statements apprising DSS student satisfaction and two (2) open-ended text questions inquiring about the services that were most beneficial and suggestions for how to better serve students.

Per Title 5 section 56046 and 56052, the California Community Colleges Chancellor's Office charged all Disability Support Services offices to complete a Program Plan in June 2019. Part of the CCCCO DSS Program Plan includes survey questions; therefore, Institutional Research and DSS added an additional ten (10) Likert scale and Yes/No questions to the Cypress College DSS Student Satisfaction Survey. While students responded to the CCCCO questions, DSS will only use the Cypress College-requested survey questions/statements as part of this Cypress College program review analysis.

As displayed in table 1, student satisfaction increased from the last program review (2015) in the core satisfaction areas except for the "Hours of Operation." While 87.9% of surveyed students responded that the hours of operation were excellent or good, the summary shows a decrease in satisfaction by 3.1%. It is important to note that all student service offices offered extended hours (closed at 7:00 pm on Tuesdays and Wednesdays) for one year, 2016-2017. Few students accessed services during these extended hours, so the student service departments returned to regular office hours (closing at 6:00 pm) in fall 2018.

The DSS team discussed possible reasons for this satisfaction decline.

- Less availability of counseling services in late hours.
- Not enough available "drop-in" times for students to meet with DSS counselors.
- Must close computer lab on Tuesday afternoons to accommodate Counseling 73 course. This closure limits the amount of time students may use the lab on Tuesdays.
- Students who take evening courses must take their tests during the day in DSS.

While all other core area satisfaction increased, the DSS team discussed the two core areas that show the greatest increase, "Quality of Materials" and "Staff Knowledge", and the possible explanations for the surge.

1. *Quality of materials:*

- DSS has purchased new equipment for student checkout (assisted listening devices; Smartpens, and digital recorders).
- DSS issues planners/handbooks to all DSS students every year.
- DSS handbook, forms, etc. are accessible on the DSS website.
- DSS utilizes a new program management system, ClockWork, which provides automated forms for students.
- DSS employs an adjunct counselor to lead the Study and Learning Strategies program. She develops and creates study tools for SLS program students.

2. *Staff knowledge:*

- Staff and student assistants ensure they understand the functions and processes of other service offices to minimize student frustration.
- Most staff are cross-trained on and knowledgeable in other service areas within our program.
- DSS faculty participate in professional development opportunities to ensure they remain current in the field of disability services and counseling.
- DSS provides comprehensive services to students – study and learning strategies; tutoring, counseling, LD assessment, DOR counseling, and comprehensive student educational plans. All of these services are offered by qualified individuals who are experts in their specific fields.

Accomplishments, Improvements, Obstacles, and/or Challenges:

1. Accomplishments/Improvements

- Purchased and launched a new program management system, ClockWork.
 - Will launch test taking and note taking modules 2019/2020. (More ClockWork information in “Challenges” below.)
- Developed and started the Study and Learning Strategies Program in 2016.
- Created and implemented a DSS Parent Night.
 - In 2016, DSS hosted approximately ten parents.
 - In 2017, DSS hosted approximately 50 parents.
 - In 2018, DSS hosted approximately 20 parents.
 - In 2019, DSS hosted approximately 16 parents.
- Developed and implemented Disabilities Awareness Month (activities – Open House, etc.)
 - Commencing in 2015 and continuing until 2018, approximately 100 faculty, staff, and students participated in the events.
- Developed and implemented a mini workshop series.
 - In 2017, DSS facilitated four mini workshops. Approximately 25 faculty/staff attended the workshops.
 1. Leading to Student Success: Disability Accommodations and Adjustments
 2. Caption This! Creating Captioned Videos
 3. Service Dogs vs. Emotional Support Animals: What’s the difference?
 4. Managing Difficult Student Behavior in the College Classroom
 - In 2018, DSS facilitated three mini workshops. Approximately 15 faculty/staff attended the workshops.
 1. Caption This! Creating Captioned Videos
 2. Managing Difficult Student Behavior in the College Classroom
 3. What’s Kurzweil? Using Kurzweil to Support Universal Design Learning
- Created and launched the First Steps Program – high school senior summer transition program.
 - In 2018, DSS piloted the First Steps Program with a cohort of 18 participants.
 - DSS is on target to register a cohort of 30-40 students during the summer of 2019.
 - Will again partner with Summer Boost to offer instruction and support for college level reading and writing.
 - Will partner with the Career Center to provide career assessments to students in First Steps.

- Will partner with the CTE division to offer First Steps students tours of and information about CTE programs.

2. **Obstacles**

- The CCCCO DSPS state funding formula, including the funding for weighted disability categories, has changed. Cypress College DSS will receive a reduced funding allocation for 2019-2020 due to these changes. DSS will require the college to financially supplement its program (specifically DHH) to provide legally-mandated accommodations (i.e. interpreters and transcription services).
- DSS anticipates AB 705 presenting challenges for DSS students and faculty who cannot support the number of DSS students in their classes. DSS does not employ enough DSS counselors to support faculty in the classroom. The English and math departments have developed co-requisite courses to accompany their 100-level courses. While these co-requisite courses will help all students, the classroom faculty will require additional support for their DSS students. Classroom faculty do not have time to teach the soft skills students must possess to be successful in college (i.e. motivation, commitment, organization, time management, growth mindset, etc.).
- DSS students require a more robust SLS program. Unfortunately, DSS only employs one adjunct counselor to coordinate and run the program. DSS requires a full-time counselor to provide support to students and faculty. A full-time counselor would support DSS students and faculty in the classroom to minimize the challenges that AB705 will present.
- DSS requires an Autism Specialist to support students on the Spectrum and faculty in the classroom.

3. **Challenges**

- DSS has seen an increase in Autism Spectrum student population causing faculty to request more assistance with classroom management and support.
- DSS does not employ an Autism Specialist.
- DSS has seen an increase in students with mental health disabilities.
- Cypress College has limited mental health services on campus.
- DSS has seen an increase in student mental health crises. Faculty contact DSS when crises arise rather than the health center.
- DSS does not employ a full-time outreach/preparation counselor to assist students transitioning from high school to college. The differences between high school and college are extreme – laws change, responsibilities change, parent roles change, etc.
- Testing Accommodations
 - Limited staff to offer testing for evening students.
 - Limited DSS testing space. During final exam week, DSS must close down other services/spaces in the office to provide overflow room for final exams. When DSS closes the computer lab to use for testing, students requiring computers/printers must find other labs on campus to accommodate their needs.
 - DSS has seen an increase in misuse of testing accommodations (i.e. “cheating”).
 - DSS has seen an increase in students requesting a private testing room. DSS houses only one private testing room. It must be shared between students who require “distraction-free” environment and those students who use scribes and readers.

- Students are requiring additional and varied testing accommodations, such as white-noise headphones, fidgets, etc.
- DSS has seen an increase in student anxiety.
- Many faculty and staff still show videos without captions in the classroom, during all-campus events, etc. All videos shown in classrooms and events must be captioned.
- Cypress College does not employ a technician to provide captioning services to faculty and management.
- Although DSS implemented ClockWork, we still have modules that need to be launched. DSS hired a professional expert during spring 2019 to help modify ClockWork and develop a timeline to roll out the other modules – testing-taking and note-taking. The professional expert is committed until June 2019, after which, we will no longer employ a ClockWork expert. Therefore, DSS requires a staff member to learn and take on the responsibilities of creating and launching these new modules.

DSS Student MIS

- While the total student enrollment for DSS has remained steady over the past four years, DSS has experienced increases in specific student populations. Specifically, DSS currently serves 227 students (2018-2019) who have mental health (MH) disabilities (primary or secondary). Although this year has not yet concluded and is not displayed in table 2, the number of students with MH disabilities has increased by 26% from 2017-2018 (180 students) to 2018-2019 (227 students with primary and secondary). This student population is the second largest disability group (19% of all students) served by DSS. (See table 2.)
- Similarly, the number of students with Autism Spectrum Disorder (ASD) has significantly increased over the past four years. At 11.19%, this student population is now the third largest disability group served by DSS, and we expect to see a continued rise in future years. (See table 2.)

Cypress College - Disability Support Services (Table 2)

	2014-2015	2015-2016	2016-2017	2017-2018
	972 (100%)	945 (100%)	994 (100%)	965 (100%)
Acquired Brain Injury	25 (2.57%)	27 (2.86%)	38 (3.82%)	32 (3.32%)
Attention Deficit Hyperactivity Disorder (ADHD)			104 (10.46%)	82 (8.50%)
Autism Spectrum	(51)	(62)	91 (9.15%)	108 (11.19%)
Intellectual Disabilities	62 (6.38%)	57 (6.03%)	55 (5.53%)	49 (5.08%)
Deaf and Hard of Hearing	49 (5.04%)	44 (4.66%)	39 (3.92%)	39 (4.04%)
Learning Disabilities	231 (23.77%)	219 (23.17%)	244 (24.55%)	248 (25.70%)
Physical Disabilities	90 (9.26%)	85 (8.99%)	69 (6.94%)	57 (5.91%)
Other	317 (32.61%)	340 (35.98%)	150 (15.09%)	151 (15.65%)
Mental Health Disabilities	170 (17.49%)	140 (14.81%)	183 (18.41%)	180 (18.65%)
Speech/Language	9 (.93%)	14 (1.48%)		
Blind and Low Vision	19 (1.95%)	19 (2.01%)	21 (2.11%)	19 (1.97%)

Comments on Previous Goals:

1. **Goal I: Cultivate and support a campus culture of disability awareness and understanding. (MET)**
 - a. **Objective I: Offer professional development workshops to faculty and staff.**
 - i. DSS staff offered workshops (varied topics) during Flex Days and throughout the year.
 - b. **Objective II: Build an active AS-supported DSS Club**
 - i. Beginning in 2016, DSS started an AS-supported DSS Club, Abilities Beyond Limits (ABL). There was minimal student participation that year, so we disbanded the club temporarily. Again, in 2018, DSS attempted to restart the club. Unfortunately, student interest was minimal again.
 - c. **Objective III: Develop an Autism support group for students.**
 - i. In 2015, DSS launched FOCUS (Focusing On Communication, Understanding, and Socialization), an Autism support group, consisting of weekly meetings with topics and other activities throughout each month. During 2015, approximately four (4) students attended the weekly meetings on a regular basis.
 - ii. During 2016, DSS hired a new FOCUS advisor. While she continued offering similar weekly meetings and trainings, she incorporated additional activities and provided more structure. During this year, approximately nine (9) students attended meetings on a regular basis.
 - iii. 2017 brought more changes. The previous FOCUS advisor had to leave due to medical reasons, so we hired another advisor. Due to the changes, including time and days, fewer students showed interest and few attended the weekly meetings. Noticing the decline in attendance, we changed the time and day of the weekly meetings per students' availability. Unfortunately, the altered schedule did not cause an increase in participation. We continued offering the support group for another year with only one student showing up on a regular basis. DSS decided to pause the support group and discover other ways we may support students on the Spectrum.
 - d. **Objective IV: Hire a permanent DHH Coordinator**
 - i. In September 2016, DSS hired a full-time, permanent DHH Coordinator who manages and coordinates all interpreting, transcription, and captioning services for DHH students. Additionally, she provides assistance to and serves as a resource for faculty whose classes include Deaf students. Furthermore, she coordinates the training and utilization of communication devices (i.e. UbiDuo) in each student services office.
2. **Goal II: Strengthen collaborative connections with community partners. (MET)**
 - a. **Objective I: Develop high school outreach program.**
 - i. DSS has connected with the local high schools' special education departments to bridge the gap between high school and college.
 1. Seven (7) high school teachers and specialists serve on the DSS Advisory Board.

- 2. DSS provides parent night presentations at high schools (i.e. Pacifica High School).
 - ii. In 2018, DSS piloted a summer preparation program (First Steps) for high school seniors with disabilities from three high schools.
 - 1. 2018 cohort included 18 students.
 - 2. 2019 is on track for a summer cohort of 30-40 students.
 - b. **Objective II: Connect with Department of Mental Health**
 - i. The DSS Advisory Board includes a member from OCAPICA (Orange County Asian and Pacific Islander Community Alliance).
 - ii. DSS facilitates meetings and conversations with OC Health Care Agency Behavioral Health to ensure easy mental health services navigation for DSS students.
 - c. **Objective III: Collaborate with Fullerton College and NOCE DSS programs to develop professional development series for interpreters.**
 - i. The DHH Coordinators from each campus meet on a regular basis to share best practices, offer support, and discuss service challenges.
 - ii. Interpreters attended a districtwide training in 2017.
3. **Goal III: Develop and implement a Learning Disabilities Program. (MET)**
- a. **Objective I: Hire a full-time Learning Disabilities Specialist.**
 - i. Full-time Learning Disabilities Specialist faculty hired in July 2016.
 - b. **Objective II: Develop a learning strategies course.**
 - i. Educational assistance (DSS) note-taking course developed and will commence fall 2019.
 - c. **Objective III: Develop an assistive technology course.**
 - i. Educational assistance (DSS) technology course developed and commenced spring 2019.

Part 3. Mission Statement and Student Services Student Learning Outcomes (SSSLOs)

Provide the mission statement of your department/program and summarize the student learning outcomes (SLOs) for the department/program.

Mission Statement:

Disability Support Services (DSS) provides accommodations and services to students with disabilities to ensure equitable access to college programs and facilities. DSS is committed to providing student opportunities that will maximize their potential for success in achieving their individual, educational, and career goals.

SSLOs (2018-2020):

1. Disability Support Services (DSS) will provide appropriate accommodations to students with disabilities to ensure equitable access to college programs and facilities.
2. Disability Support Services (DSS) will provide appropriate services to students with disabilities that will maximize their potential for success in achieving their individual, educational, and career goals.

Part 4. Student Services Student Learning Outcomes (SSSLO) and Program Student Learning Outcomes (PSLO) Assessment

SSSLOs are assessed annually and are mapped to the college's PSLOs and ISLOs. SSSLO assessment provides an opportunity for dialogue regarding best practices and challenges in achieving outcomes. Review and summarize the results of the last two SSSLO cycles. Please include highlights from your SSSLO results and action plans, including best practices and challenges. What changes will be made to your programs and services, and/or the SSSLO process as a result of this assessment?

SSSLO Assessment Results from 2016-18 (theme: one-stop to non-stop) and 2018-20 (theme: guided pathways):

2016-2018

Institutional Research studied the success rates of DSS students to non-DSS students enrolled in online and hybrid courses. In fall 2015, DSS students in online and hybrid courses equaled 142 enrollments. Utilizing this data for fall 2015, IR found that DSS students had higher success rates than non-DSS students, in online courses (by 7.2%) but lower success rates in hybrid courses (by 8.0%).

Disability Support Services must provide timely services and accommodations to all students with disabilities, including distance learners with disabilities. Measuring this student-learning outcome will uncover how we may better serve our DSS population of online learners, which will ultimately strengthen our ability to align with “non-stop” student services. DSS must ensure its students are aware of and utilize various accommodations, specifically testing for distance education courses, to maximize their potential for academic success.

SLO:

As a result of completing a new student appointment (remote or in-person), distance learners with disabilities will know how to access online/hybrid course accommodations.

Summary:

From February 2017 to November 2017, DSS surveyed new incoming DSS students, who were taking DE courses, immediately following their new student appointments (NSAs). During this time, 75 students (21% of 357 new incoming students) completed the survey.

To register with DSS, students must meet with a DSS counselor to complete the intake process. Counselors interact with students to determine their disability-related needs, provide orientation to the DSS program and the college, and to discuss and approve appropriate academic accommodations. Many incoming DSS students are eligible to receive testing accommodations in all courses, including DE courses. This survey measures a new incoming student's understanding of how to request testing accommodations in DE courses after she/he has completed the NSA with a DSS counselor.

The survey comprised three yes/no questions and one follow-up question, if the participant answered yes to question #3. The results of the survey are as follows:

1. “Was this your first meeting with a DSS counselor?” This question allowed only yes/no answers.
 - 58 (77.3%) answered “yes”.
 - 17 (22.7%) answered “no”.

2. "Since meeting with a DSS counselor, do you know how to request accommodations for your courses?"
 - 75 (100%) answered "yes".
3. "Are you enrolled in online and/or hybrid courses?"
 - 17 (22.7%) answered "yes".
 - 58 (77.3%) answered "no".
4. "If you answered yes to #3, please answer the following. Choose one answer."
 - i. "If you need testing accommodations for an online and/or hybrid course, you should:"
 1. "Expect that your online/hybrid course instructor will give you extra time for your exams without notification from DSS."
 2. "Contact the DSS office to request your testing accommodations for your online/hybrid courses."
 3. "Take the course without testing accommodations."

The results show that all students surveyed understand how to request testing accommodations for online and/or hybrid courses after completing an NSA. As the DSS mission is to provide student opportunities that support success, DSS staff should provide students with appropriate and sufficient information and encouragement that reinforces equal outcomes for all students.

DSS counselors make every effort to help students be aware of available services and accommodations that provide academic support and an atmosphere conducive for learning and college belonging. This is substantiated by our SLO assessment results which showed that 100% of the students who answered question #3 (DSS distance learners) understand how to request online/hybrid course accommodations following an appointment with a DSS counselor.

DSS counselors and staff will continue to ensure that students understand how to request accommodations accordingly. ***No further action of improvement is needed at this time.***

Changes as a result of SSSLO Assessment:

While this SLO was assessed for new DSS students only, DSS determined that all students in the program, including long-term existing students, should understand how to request testing accommodations for online/hybrid courses. All DSS staff and faculty ensure that all students receive instruction on how to request online/hybrid testing accommodations.

The results show that this SLO was not an effective one and could not be used to make programmatic changes or adjustments. All surveyed students answered the survey questions correctly.

2018-2020

The campus SLO committee has streamlined the SLO development process to better encompass student services comprehensive learning outcomes. Therefore, the 2018-2020 cycle of student services learning outcomes will reflect each program's overall charge, goals, and objectives. Accordingly, student services developed and assessed Student Services Learning Outcomes (SSLOs) as expressed through and related to Guided Pathways (theme).

Disability Support Services embraces the Guided Pathways framework by ensuring students with disabilities (SWDs) receive recurrent, targeted, and tailored support commencing at pre-admittance outreach and continuing through each stage of a student's academic journey – from refining to

remaining on a path. While this student-centered approach provides individuals with academic structure that bolsters their academic goal and intent, it also bestows flexible support that encircles a student in the event that a designed path is adjusted or transformed. Disability Support Services envisions Guided Pathways as a channel to achieve equity outcomes for SWDs. Guided Pathways is the medium to break down the traditional barriers standing in the way of student success and the reform conduit to address the obstacles.

In 2018-2019, IR conducted research to uncover equity disparities across traditionally underrepresented student groups, one of which is SWDs. Using the Student Equity and Achievement (SEA) Plan metrics, data indicate that equity disproportions exist for male SWDs in the areas of *Completion of Transfer-Level Math and English AND Transfer to a Four-Year Institution*. While DSS authorizes and offers accommodations and services to all SWDs and our SSLOs reflect such, our action plan, practices, and challenges will address these inequities.

SSLO #1:

Disability Support Services (DSS) will provide appropriate accommodations to students with disabilities to ensure equitable access to college programs and facilities.

DSS approves and issues accommodations (testing and classroom) to SWDs. Tables 3 and 4 reference testing accommodations and classroom accommodations authorized by DSS from **July 1, 2018 to April 30, 2019** (2018-2019).

Testing accommodations (table 3): Disability Support Services authorized DSS students, whose disability-related limitations prohibit them from taking exams/quizzes in a traditional manner, **14,438** various testing accommodations.

Classroom accommodations (table 4): Likewise, DSS authorized students, whose disability-related limitations prohibited them from accessing course materials and instruction in a traditional manner, **20,523** various classroom accommodations.

table 3: Testing Accommodations

Testing Accommodations	Number authorized/issued
100% extra time on exams	699
50% extra time on exams	3,950
Distraction-reduced testing	4,653
Access to dictionary	5
Alternative scantron	200
Braille	11
Breaks during tests/exams	2,157
CCTV	59
Enlarged print	106
Text to speech software	461
Magnifier software	61
Multiplication table	214
Reader	25
School issued calculator	268

Screen reader	4
Scribe	37
Speech to text software	21
Spellchecker	262
Use of a computer	951
White noise or noise reduction headphones	18
Other	249
TOTAL	14,438

table 4: Classroom Accommodations

Classroom Accommodations	Number authorized/issued
Audio recording	3,934
Tutoring	3,763
Note taking assistance	2,821
Priority registration	2,247
Breaks during class	1,967
Livescribe Smartpen	1,865
Adaptive software	1,236
Preferential seating	771
Audio books	601
Electronic note taking	318
E-text	294
Other	277
Assistive listening device	118
Adaptive furniture	161
Sign language interpreter	60
Large print class materials	41
CART/transcription	23
Classroom scribe	21
Instructor's notes	5
TOTAL	20,523

Assessment

Disability Support Services provides disability-related accommodations to ensure SWDs receive equitable opportunities in the college classroom and campus. Many students with disabilities who use available supports, such as these academic adjustments, experience the same college success rates as their peers without disabilities.

At year-end (2018-2019), DSS will have served approximately **950** SWDs. While the majority of DSS students qualify for testing and classroom accommodations, only **662** students, or **70%** of the 2018-2019 DSS student population, requested accommodations via their Accommodations and Services Agreements (ASA).

Challenges and Changes

While general research demonstrates improved academic performance for SWDs who utilize accommodations, DSS does not currently possess an effective process to identify and track these individual students and compare their success rates to those who utilize the supports.

Over the next year, DSS will develop a process to accurately compare the success rates of students who utilize and do not employ accommodations. This intentional process will include a means to interpret the data leading to more implicit supports for and interactions with students. Furthermore, the supports provided will further focus on the equity disparities existing for SWDs as displayed in the SEA Plan (completion of math/English and transfer).

SSLO #2:

Disability Support Services (DSS) will provide appropriate services to students with disabilities that will maximize their potential for success in achieving their individual, educational, and career goals.

DSS Services (table 5): In addition to testing and classroom accommodations, DSS authorizes services to SWDs. Table 5 references the number of times DSS provided a service and the number of students who used these services from **July 1, 2018 to April 30, 2019** (2018-2019).

table 5: DSS Services

Type of Service	Number of times provided	Number of students
Tutoring specifically in DSS	238	58
Alternate Media Training	128	128
SLS Counseling	254	60
HTC Usage	763	227
Learning Disability Screening/Assessment	154	108
Academic/Disability Counseling	1,170	535

Assessment

While 288 (or 70%) DSS students did not request ASAs, they remained “active” in DSS as they utilized individualized services (i.e. counseling, HTC usage, tutoring). Similarly, only 535 (56%) DSS students utilized services.

Challenges and Changes

As such, we anticipate higher success rates for students who utilize DSS services (i.e. counseling). Like SSLO #1, DSS will develop a process to accurately compare the success rates of students who utilize and those who do not access DSS services. This intentional process will include a means to interpret the data leading to more implicit services for and interactions with students. Furthermore, the supports provided will further focus on the equity disparities existing for SWDs as displayed in the SEA Plan (completion of math/English and transfer).

Part 5. Faculty/Staff Involvement

Summarize the involvement of faculty/staff in the review process.

During team meetings, one-on-one conversations, and email exchanges, DSS faculty and staff discussed data, student survey results, and department goals and objectives.

Furthermore, DSS staff researched and gathered data to assess our SSLOs and to guide the dialogue regarding best practices and challenges within DSS.

Team members are always encouraged to share ideas, make suggestions, and discuss needs of the DSS program related to equitable opportunities leading to equal outcomes for students with disabilities. Each team member has distinct program responsibilities, so some disclosed observations and recommendations to enhance their service area. For example, a team member communicated the lack of testing space within the DSS office. With the increase in students requiring testing accommodations, the office lacks the space to oblige all students with adequate testing space. Consequently, this challenge has been included in the section that identifies resource needs.

Another staff member commented on the boost of the survey question related to the quality of materials. She equated this increase to the quality of student equipment and our commitment to our students.

Part 6. Connecting Department Goals to Strategic Planning and Major Campus Initiatives.

Identify general goals and specific, measurable objectives your department/program plans to achieve within the next four years and respond to the related questions for each goal. These goals must directly relate to at least one of our major campus initiatives (see list below). Departments/programs should identify at least one goal per year. If any of your goals require fiscal resources, please complete Part 7.

Major Plans and Initiatives: SSSLOs, District or College Educational Master Plan, Student Success and Support Program (SSSP) Plan, Student Equity Plan, District or College Strategic Plan, Distance Education Plan, Technology Plan, Guided Pathways, Promise Program, NOCCCD Pledge, Dual Enrollment, Strong Workforce, College Outcome Assessment and Review Cycle Plan, or another plan or initiative.

Please modify the number of goals and objectives outlined below as needed.

Year 1: Goal 1: Bridge high school special education programs to Cypress College Disability Support Services.

Supports plan(s) or campus initiative(s): Student Equity and Achievement Plan; Guided Pathways; Promise Program; NOCCCD Pledge; Dual Enrollment

- **Objective 1:** Enhance summer preparation program (First Steps) for high school seniors with disabilities.
 - Person(s) responsible: DSS Director and Counselors
 - Timeframe: 2019-2020

- **Objective 2:** Expand collaborative effort with additional high schools to provide outreach (parent night, lifelines, workshops) services to high school students with IEPs and 504 plans (9th-12th).
 Person(s) responsible: All DSS faculty and staff
 Timeframe: 2019-2020

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Fiscal resources

- (\$10,000) Outreach promotional supplies, First Steps survival kits, other materials and supplies
- (\$6,000) Faculty overload for two First Steps Counseling 100 summer courses
- (\$95,000) Full-time DSS counselor -- SLS (Study and Learning Strategies)
 - Provide specialized counseling to students with disabilities. The DSS/SLS counselor must have knowledge of various disabilities, the limitations posed by disabilities, academic accommodations that address educational limitations, disability laws and regulations, and universal design including assistive technology. The DSS counselor works with the student to develop an educational plan that is challenging yet attainable. The counselor helps students manage their disabilities and to learn how to self-advocate.
 - As stated in the CC Equity Plan, an SLS counselor will provide collaborative universal design support to help all classroom faculty embed learning strategies into their curriculum.
 - The counselor must coordinate and lead the First Steps program.
 - While legislation AB 705 was implemented to ensure students enter and complete transfer-level English and math coursework in one-year, we anticipate many students with disabilities will struggle to meet this goal. We developed the First Steps Program as a way to engage incoming students with disabilities and to prepare them for college.
 - Develop and implement an outreach program to high school students in grades 9th-11th.
 - As stated above, AB 705 will pose challenges for many students preparing to enter college. It is important that younger high school students in grades 9-11 understand the transition to college. DSS will develop an outreach program, specifically for 9th to 11th graders that includes expectations for each high school grade level and support for transitioning to college.

Facilities

- All activities to occur at high school campuses and existing Cypress College classrooms and DSS computer high tech center.

Technology resources

- Laptop
- Projector
- iPad cart
- WiFi access

What defines overall success for your goal and what metrics will be used for evaluating progress?

Success

- Students who receive “outreach” support (i.e. First Steps participation, high school event participation) will enroll in classes at Cypress College and access DSS services and accommodations.

Measurement

- Students who enroll in classes and the DSS program will be compared to those students who received “outreach” support but did not enroll in Cypress College courses.

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

X	Inclusion/Equity/Diversity
X	“One-stop to Non-stop” service
X	Completion (Transfer/Degree/Certificate)
X	Retention and/or Persistence
X	Student Engagement
X	Student Access
X	Student Support
X	Student Learning
X	Student Advocacy
X	Accessibility/Universal Design
	Other (please specify):

Year 2: Goal 1: Develop and implement a support program for Students on the Autism Spectrum.

Supports plan(s) or campus initiative(s):

- **Objective 1:** Collaborate with NOCRC/NOCE to implement an ARISE lab at Cypress College.
 - Person(s) responsible: DSS Director, counselors, staff
 - Timeframe: 2020-2021
- **Objective 2:** Provide faculty/staff workshops and events to cultivate Autism awareness and support.
 - Person(s) responsible: All DSS faculty and staff
 - Timeframe: 2020-2021

Supports plan(s) or campus initiative(s): Student Equity and Achievement Plan; Guided Pathways; Promise Program; NOCCCD Pledge; Dual Enrollment

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Fiscal resources

- (\$95,000) Full-time Autism Counselor to staff the ARISE lab, provide support to and create educational plans for students with ASD, provide faculty with classroom support, and provide faculty/staff workshops and trainings.
- (\$10,000) Training and workshop materials
- (\$20,000) ARISE lab equipment and materials

Facilities

- Classroom or lab to be converted into the ARISE lab.
- Available classroom, theater, conference rooms for workshops and events.

Technology resources

- Laptop
- Projector
- iPad cart
- WiFi access

What defines overall success for your goal and what metrics will be used for evaluating progress?

Success

- Students with ASD who participate in the ARISE lab and/or receive Autism supports will experience higher course success rates.

Measurement

- Students with ASD who participate in the ARISE lab and/or receive Autism services will be compared to those students with ASD who do not.

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

X	Inclusion/Equity/Diversity
X	“One-stop to Non-stop” service
X	Completion (Transfer/Degree/Certificate)
X	Retention and/or Persistence
X	Student Engagement
X	Student Access
X	Student Support
X	Student Learning
X	Student Advocacy
X	Accessibility/Universal Design
	Other (please specify):

DSS Program Needs

- DSS will require a full-time counselor to develop and implement an outreach program to high schools and coordinate and lead the First Steps program, provide support to faculty to assist with AB 705 challenges, and provide campus-wide study and learning strategies in 1:1 counseling sessions and workshops. Specifically, DSS must be active in providing an outreach program to local high schools and expanding the First Steps Program in an effort to support high school students transitioning to Cypress College DSS. Furthermore, high school students with IEPs and 504 plans will need support to transition to college amidst AB 705 changes and challenges. With the implementation of AB 705, math and English faculty will require support for their DSS students. The English and math departments have developed co-requisite courses to accompany their 100-level courses. While these co-requisite courses will help all students, the classroom faculty will require additional support. Classroom faculty do not have time nor the expertise to teach the soft skills students must possess to be successful in college

(i.e. motivation, commitment, organization, time management, growth mindset, etc.). A counselor is required to collaborate with faculty in order to embed skill building instruction into the curriculum.

- DSS will require a full-time Autism Counselor to support students on the Spectrum and faculty in the classroom. Students with ASD require support developing self-advocacy skills, social skills, time management skills, and organizational skills. Faculty express concern over and apprehension of their lack of preparation for properly meeting the learning needs of students with ASD. Many students on the Spectrum possess the ability to complete college level coursework but lack the social awareness and soft skills to be successful in college.
- Students require better access to mental health services on campus.
- DSS requires additional space to provide legally-mandated testing accommodations to students. In 2017-2018, DSS administered 1,500+ exams in the DSS testing center. This year, 2018-2019, DSS anticipates a larger number of exams. The DSS testing center can only accommodate 30 students at one time. During final exams week, alone, DSS administers approximately 250+ exams. We must close down other parts of the office (HTC) to use as testing space.
- DSS currently employs one student services specialist to handle testing with the assistance of two other staff who have other service responsibilities. According to the student and faculty surveys, students require evening hours to take exams. DSS requires additional testing staff to offer testing accommodations for evening students.
- DSS has seen an increase in students requesting a private testing room. DSS houses only one private testing room. It must be shared between students who require “distraction-free” environment and those students who use scribes and readers. DSS requires additional “distraction-free” testing spaces.
- Many faculty and staff still show videos without captions in the classroom, during all-campus events, etc. All videos shown in classrooms and events must be captioned. Cypress College requires a staff member to provide captioning services campus-wide or funding to access captioning services off campus.

Part 7. Student Services Program Review Committee Comments

Reviewer Comments:

Appendix A: Student Services Program Review Survey Results

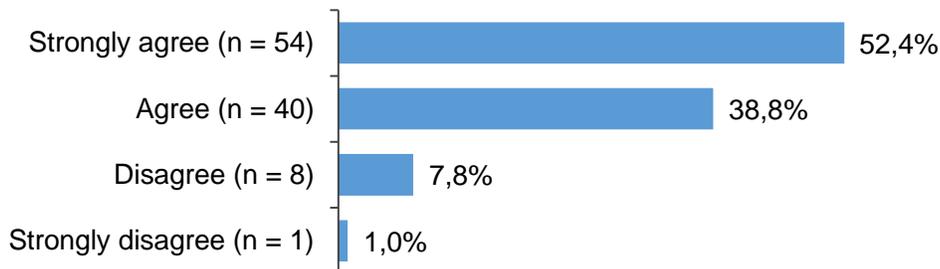
Disability Support Services (DSS)

A survey was sent to Cypress College Disability Support Services (DSS) students and 103 students completed the survey. The results are summarized below.

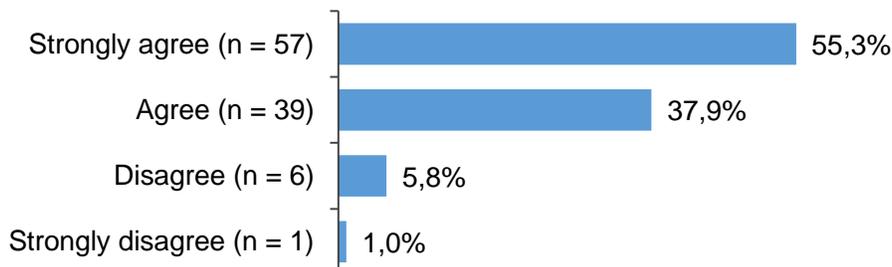
1. Please rate the following aspects of Disability Support Services (DSS) based on your experiences.

	Excellent	Good	Fair	Poor	N/A or I don't know	Total
Hours of operation	54.4% 56	30.1% 31	10.7% 11	1.0% 1	3.9% 4	100.0% 103
Timeliness of response	57.3% 59	29.1% 30	5.8% 6	2.9% 3	4.9% 5	100.0% 103
Clarity of procedures	50.0% 51	33.3% 34	10.8% 11	2.0% 2	3.9% 4	100.0% 102
Quality of materials	53.9% 55	34.3% 35	4.9% 5	2.9% 3	3.9% 4	100.0% 102
Staff courtesy	64.7% 66	24.5% 25	3.9% 4	4.9% 5	2.0% 2	100.0% 102
Staff helpfulness	64.7% 66	24.5% 25	4.9% 5	3.9% 4	2.0% 2	100.0% 102
Staff knowledge	58.4% 59	31.7% 32	5.0% 5	3.0% 3	2.0% 2	100.0% 101
Overall quality of service	62.7% 64	27.5% 28	4.9% 5	2.9% 3	2.0% 2	100.0% 102

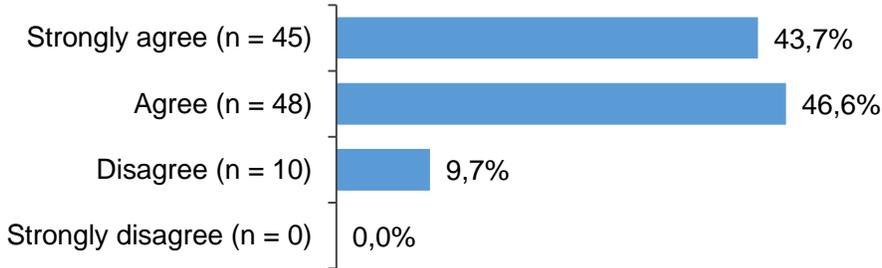
2. Overall, the college is responsive to students with disabilities.



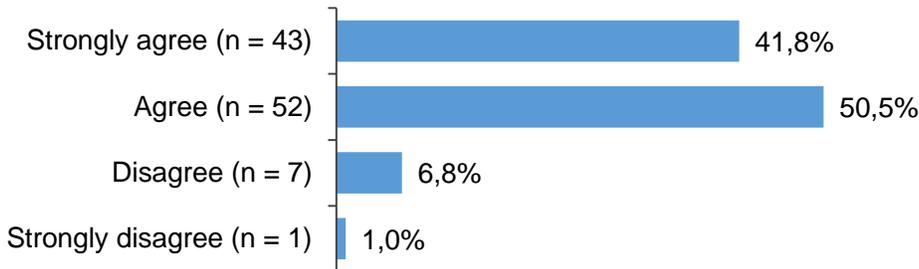
3. Overall, DSS services contributed to my success in college.



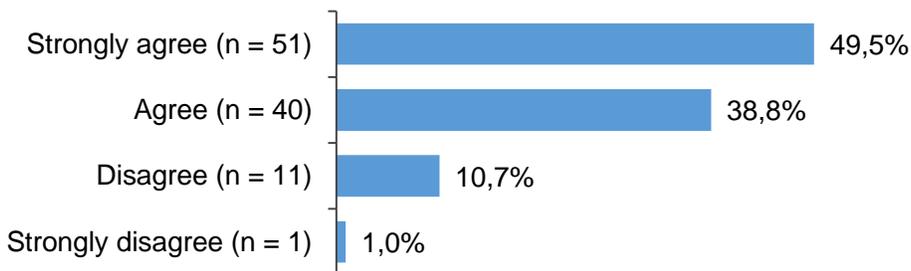
4. I self-advocated with my instructors about the need for accommodation.



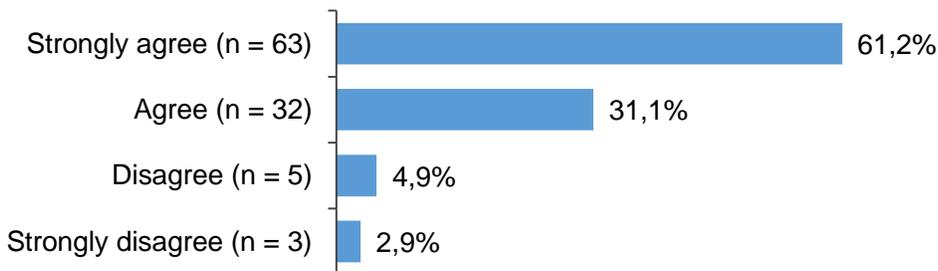
5. I can explain the connection between my academic adjustments and my disability.



6. My academic adjustment has helped me reach my educational goal.



7. The DSS office is a welcoming and positive environment making it comfortable to request assistance.



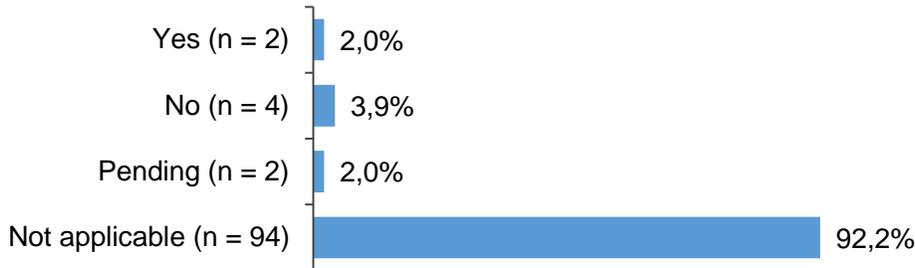
8. Are you aware of the process to file complaints with the DSS office?



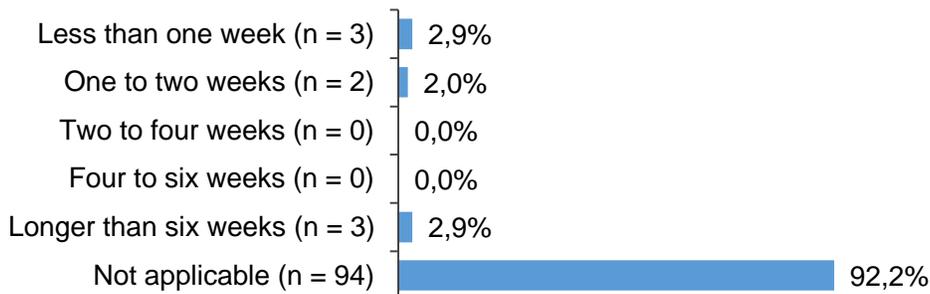
9. Did you/have you ever filed a complaint?



10. Was your complaint resolved?



11. How long did it take to get resolved?



12. What services provided by Disability Support Services (DSS) have been most helpful to you?

Frequent Comments:

- Testing accommodations or extra time (38x)
- Testing environment (12x)
- Counseling (12x)
- Computer lab and printing services (7x)
- Tutoring (6x)
- Note taking (5x)

Other Comments (verbatim):

- The study area has been helpful.
- The Smart Pen!
- The only thing that's been helping me is the priority registration and the fact that teachers know something is wrong with me. Otherwise they think I'm just being disruptive, and the computer lab.
- Echo smart pen.
- Reading audio books.
- None, they are rude and not knowledgeable at all.
- Making appointments
- I've been a student from a very long time due to multiple situations DSS office has been there for me throughout the entire time the counselors aided me in any type of Direction I needed for classes help me

with financial aid they just were always there for me and I love them I think they're wonderful great helpful people thank you so much.

- Interpreting services
- In general it's okay.
- I love using the study room provided in there office, so much better than going to the library. More quiet and peaceful for students who have attention problems like myself. As well as the testing center. It is well organized, plenty of options to sit, very accommodating to all.
- How to navigate the computer!!
- Getting started back to school.
- Early class registration.
- Dr. Dawn decker is my safe place on this campus.
- By far the personal and professional support services have quality, the customer service (if you wanna call it this) is excellent. I have been personal witness to staff and employees be very helpful to a wide variety of people/students.
- Alternate media

13. What else can Disability Support Services (DSS) do to help you be successful?

Frequent Comments:

- Nothing, they are doing great (15x)
- More walk-in counseling (8x)
- Extend test taking time further (4x)

Other Comments (verbatim):

- They offer a variety of solutions when there's a problem and counselors help patiently with full filling a task.
- They can help me by giving me the resources I need to be successful.
- The hours of operation can be a bit off and have more noise cancelling headphones available, during finals sometimes they run out and I love them. They really help you focus on your work.
- The hours of availability at the DSS office are not in junction to my class times. The DSS office has not update their calculators nor allow students to bring their own calculator to the exam.
- The DSS can help me to do better on note-taking assistance because I need a note-taking instructor and he or she can help me to take notes for me by coming to class and taking them. I wish DSS would be provided note-taking instructor in DSS office. This is my expression idea.
- The campus is not always easily accessible to students because of lack of signage etc.
- Talking with conservers
- Students with disabilities are less likely to continue education past community college. It's a good idea to help them find a certification program available at cypress that will add actual marketable skills in addition to their educational goals. If they don't continue with their education at a 4 year they will at least have a 2 year degree and hopefully a cert to find work with. While on that topic work experience is hard to gain as all jobs out there pretty much require 2 years' experience in addition to any education, so an internship program would help get students into a job.
- See if there's other accommodations like extensions of certain class assignments
- Reading software
- Provide a quiet place to work in
- Provide financial support towards tuition and other fees.
- Provide an online service to booked testing and counseling appointments
- A DSS Club would be wonderful, can I be apart of?
- Just continue to listen to my issues, as they become aware to me, and provide the good service I've become used to.

- I may have triggered this survey. Because I complained about it to dr. decker. The eops office is friendlier then the dss office. When I walk in to the dss office it feels like I'm walking in to the suicidal watch facility when I was visiting my sister. 90 percent of all the staff have dull glaze over their eyes and they don't give a fuck. I consider myself to be the voice of the weak, because 20 years ago I was the silent one. No more will I be silent while I get mistreated, because their bosses aren't their to keep watch. Why are they working in the DSs office go fucking work at a normal office. XXXX or whatever her name shouldn't work as the front desk girl she is the rudest, unfriendly, always has this bitch face when I ask her to see my appointment. Who the hell think she is? And then as you walk in the 2 mexican chicks look like witches doing their make up on the desk when theirs students waiting. Starting conversations with other counselors while there are students waiting. Do they forget this is the DSS OFFICE NOT THE FUCKING STUDENT ACTIVITY CENTER? People with real problems come here and they have that look like they better than us. Right when I walk in to the dss office it feels like I got arrested and I'm in a holding cell. Go here. Sit here. Wait here. You really think that's the healthiest way to help people with disabilities. You really think that kind of treatment will encourage people with anxiety to come in seek help?
- I guess help me by reminding me that I can get tutoring help.
- I find the college to be very accommodating and helpful as a whole.
- Help with computers
- Help me with time management
- Have tutors in statistics and biology classes available for people who are going to transfer to a CSU. With relevant practice quizzes and also teach us how to use scientific calculator for statistics class, I'm older so they did not have that class in my high school.
- Have more parties.
- Have more English tutor days/hrs available.
- Have 3 mandatory counselor appointments like EOPS so students know they are on track thought the semester and Cypress College journey.
- Get new staff and directors.
- Expand the testing rooms for when finals come around.
- Encouraged. Advised. Smiled. Supported. Directed me when I was lost. Blended an ear when I needed to talk. Basically held me up so I wouldn't fall or so I couldn't FAIL. THEY ARE the reason I have gotten this far. I love them all.
- Counselors and staff should be more involve in students academic progress, show that you care.
- Continuing helping me with testing accommodations, using the computer lab and help me when I need to transfer and still be in the program.
- Be friendly and provide a welcoming environment
- A stubborn Instructor can override a students accommodation provided to completely record a lecture. Case in point. An instructor may not tell the student they can record, but they can tell the student when to stop when the instructor doesn't want something recorded. The instructor will take advantage of this. Now a problem has been created by not only distracting the rest of the class by the instructor constantly telling the student to start and stop, but the student recording is also distracted. The student then may give in and stop recording all together. No the reasons for that accommodation have been undermined.