

Program Review
Disabled Student Services (DSS)
Fall 2008

Area 1. CURRICULUM (*if applicable*)

Course Development

- 1.1 The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs.

N/A

Course Revision

- 1.2 All courses are reviewed within a six-year cycle per Title 5, Section 55210(b) (3).
Revisions are necessary when:

N/A

Other Curriculum Matters

- 1.3 Courses which have not been taught within a three-year academic period are obsolete and have been removed from the college catalog. Courses which have not been taught within a two-year academic period are inactive and have been identified.

N/A

- 1.4 Where appropriate, courses address issues related to diversity and/or multicultural perspectives.

N/A

Program Development and Revision

- 1.5 New programs developed during the period under review meet students' needs and are consistent with the college mission and ILOs.

N/A

- 1.6 Existing programs are revised as needed.

N/A

Instruction

- 1.7 Courses are taught within the parameters described in the outline of record.

N/A

- 1.8 Faculty and staff provide innovative strategies to meet student needs and staff development supports the development of these strategies.

N/A

Scheduling

- 1.9 Course scheduling provides students with reasonable access to meet their educational objectives and promotes strong enrollment patterns.

N/A

Course and Program Support

- 1.10 Faculty and staff are familiar with and work closely with other Student Services and Academic Affairs faculty and staff in program development and student referral.

Although, PE 101, Adaptive Physical Education, is taught through the Physical Education Division and would be reviewed as a part of the Physical Education Division's Program Review, it is so essential for students with disabilities that it will be mentioned here. The Adaptive Physical Education course is an essential part of both the DSS program and Physical Education Division as it gives students with disabilities the opportunity to participate in a physical education activity course which promotes good health through physical exercise. The course meets in the pool area of the gymnasium and students have the use of an adaptive weight room along with the heated pool. The instructor works with each student to develop an exercise program that meets their individual needs.

Over the years, PE 101 has been offered in two sections during Fall and Spring semesters on Monday and Wednesday from 9:30 a.m. to 10:50 a.m., and Tuesday and Thursday from 11:00 a.m. to 12:20 p.m. For the Summer session, one section of PE 101 has been offered that meets Monday through Thursday, from 8:00 a.m. to 9:20 a.m. The current number of PE 101 courses available to students appears to meet their needs based on student feedback from the student satisfaction surveys.

The DSS Program will continue to strongly support the needs of students enrolled in the PE 101 course by continuing to support the instructor's efforts to have exercise equipment that meets the requirements of students in the course and to also have the appropriate number of student aides to assist in the class as well. There is a very positive working relationship between the DSS Program and the PE 101 instructor, which has benefited students who have participated in the PE 101 course

The DSS staff has developed a very positive working relationship with all the service programs throughout Student Services, including the Learning Center staff and other service areas on the campus. The professionalism and reasonableness of the DSS staff has contributed greatly to the respect and positive relationships that have been cultivated among other college staff, which has, in turn, benefited our many students with disabilities as they seek to attain their educational goals.

- 1.11 Recent developments in instructional technology have been incorporated into courses and student support services consistent with the objectives of the programs and services.

DSS staff is constantly striving to improve service to students, whether it is in the delivery of a specific support service, providing accurate information or improving office procedures, all of which have a major impact on serving our students. Over the past five years the variety of accommodations to students has increased especially as it relates to technology. Equipment checkout to students has dramatically grown as digital recorders and dictionary/language devices have been loaned to students.

Furthermore, according to the SARS-GRID, since September of 2006 to November 3, 2008, DSS staff has taught in excess of 155 students the use of Kurzweil 3000, a software program that is primarily used by learning disabled students to improve their ability to read and comprehend what they read. Moreover, students requesting their textbooks or class materials converted into an alternative format, (i.e., large print, Braille, audio MP3 files, and electronic text KES files) has witnessed dramatic growth. According to DSS records from Fall 2007 through Fall 2008, 212 pieces of alternative text were produced for 83 students.

Accessibility related technologies including computer hardware and software and adaptive equipment is very important for persons with disabilities and having it, or not having it, can mean the difference in access to our College's services and programs. It is therefore, essential that DSS staff stay up-to-date with the wide variety of low tech and high tech access technology that can make it possible for our students to succeed. DSS staff are doing this and are only restrained in some cases by financial constraints that may be more prevalent within the next several years considering California's financial problems.

Articulation

1.12 Courses are articulated with institutions of higher education and local high schools.

N/A

College Mission

1.13 The courses and/or program meet one or more of the primary goals articulated in the College Mission Statement.

In part DSS helps meet the goals as written in the AVC Mission Statement: "We place student success and student-centered learning as our No. 1 priority through higher educational standards, innovative programs and services in a professional, team-driven environment."

The staff of the DSS Program also strongly affirms in every student interaction that top quality student-centered service with students first are what we strive to achieve. We further plan to promote our vision of students first by making a name change of the program from Disabled Student Services to the Office for Students With Disabilities (OSD). The staff believes that our new name will more accurately reflect students first to the entire campus community.

1.14 The courses and/or program meet one or more of the college's ILOs.

The DSS Program Mission Statement and Student Learning Outcomes meet several ILOs of the College. Refer to Appendix A. The specific ILOs that are addressed by the DSS Program are:

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

As DSS staff meet with students, part of what they do is to assist students with their understanding of their disability, how it affects them, and what types of support services may be helpful to them. These efforts by staff all contribute in a positive way to a student's self-awareness and self-actualization.

2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

The importance of life long learning and personal development and growth go hand-in-hand with a students learning about and accepting their disability, a goal which staff strives to impart upon with every interaction.

3. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, informational literacy, and a variety of technologies.

DSS staff work with students on developing and improving their problem solving skills and critical thinking as it relates to situations that occur in their life which may be complicated as a result of their disability. This may involve learning more effective ways to express their needs to their instructors and/or other College staff. These same communication skills will also be very helpful to students as they move from AVC to their other life's pursuits.

4. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.

It is hoped that students will learn from DSS staff through their observation of our teamwork, cooperation with each other, and our embracing of our students and staff's differences that diversity is welcomed and enriches all aspects of our lives.

1.15 The courses and/or program are consistent with plans articulated in the Educational Master Plan.

The DSS program and corresponding plans for the future are consistent with plans articulated in the Educational Master Plan. As stated in the Educational Master Plan, there continues to be a focus to follow up with our most academically at risk students. These are students who are on academic probation, or who are enrolled in basic skill courses of English and Math. Additionally, it still remains a priority to strive to insure that all students in the DSS Program have a Student Education Plan (SEP). It should be noted that there is a

great deal of cooperation from General Counseling, EOPS, CalWORKs, and from the STAR Program to provide DSS with the majority of our students' SEPs. Moreover, with the addition of the newly hired DSS Counselor in August 2008, and with the Educational Advisor there will be a greater opportunity to counsel and follow-up with students who are struggling academically. The DSS Counselor will also be able to assist the Educational Advisor in developing SEPs, which are an essential tool necessary for academic advisement and further has been shown to increase the likelihood that students would be more successful in attaining their goals.

Interpreters and Real-Time Captioners for deaf students continue to be a large portion of the DSS budget. Although, the number of deaf students has remained relatively the same, over the past five to ten years, interpreter and real-time captioning cost have risen dramatically, making up a larger portion of DSS expenditures as stated in the Educational Master Plan, (2001, \$140,000, 18% of the budget vs. in 2007-2008, \$232,000 which is 25% of the budget). The state of California has recognized the need to assist colleges and has established Deaf and Hard of Hearing (DHH) funds that can be applied for to help defray some of the costs in providing DHH services for those DSS Programs that qualify.

Furthermore, it was stated in the Educational Master Plan that the current level of the state DSS allocation along with the number of DSS staff would not keep pace with the growing number of students with disabilities attending AVC. This is still a problem. Adequate numbers of DSS faculty and staff to serve students is essential, especially with so many of our students with disabilities having complex concerns relating to their disability.

Although the addition of the DSS Counselor is greatly appreciated and the use of a clerical hourly over the past two years has helped out in so many ways, there is still unmet staffing that will need to be addressed.

The issue of insufficient space for the DSS Program and for test proctoring facilities that was mentioned in the Educational Master Plan have been solved as the DSS Program and the Assessment Center moved into a spacious modular building (T 100) in December 2008. The DSS Program has seven offices for staff, a test proctoring room that can accommodate 19 students and five private rooms for students who need to use readers or scribes.

Summary Area 1. CURRICULUM

Although DSS has no direct curriculum, and offers no specific courses, the department has a significant involvement with the faculty who teach PE 101, the Learning Center faculty and staff, as well all other faculty who have students with disabilities in their classes. The DSS staff has developed a very positive working relationship with all the service programs throughout Student Services. The DSS staff also recognizes the importance of current technology as an educational equalizer.

The DSS Program Mission Statement and Student Learning Outcomes meet several ILOs of the College and the DSS program and corresponding plans for the future are consistent with plans articulated in the Educational Master Plan.

Recommendations

There are no recommendations for Area 1.

Area 2. STUDENT SUPPORT AND DEVELOPMENT

- 2.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Accurate and current information regarding the DSS Program is published in the AVC Catalog, AVC Board Policy and Procedures, and on the DSS website. Furthermore, handouts pertaining to the DSS Program are available at the DSS Office. All information is well maintained.

- 2.2 The institution provides all prospective and currently enrolled students with current and accurate information about its programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Information regarding the DSS Program is provided to each student on a one-on-one basis during the initial intake counseling appointment, or during the learning disability testing process that determines eligibility for services. All students are given a Program Eligibility Verification form that lists their individualized accommodations. In addition, students are provided information regarding the DSS student accommodations dispute procedures, which can be used if a student wishes to formally complain about a particular support service after all informal remedies have been exhausted. Refer to Appendixes B and C for both documents.

- 2.3 The program identifies the educational support needs of its student population and provides appropriate services to address those needs.

The DSS Program has improved access for students to meet with staff by being open on the Lancaster campus two evenings a week, Monday and Tuesday, from 8:00 a.m. to 7:00 p.m., and Wednesday through Friday, from 8:00 a.m. to 4:30 p.m. The DSS Director works Monday night with the Learning Disability Specialist working Tuesday evenings so as to accommodate students who desire to meet with him, or who want to be tested for a learning disability and can only make it during evening hours. The two evenings also make it possible for DSS to proctor exams for those students who take night courses.

Barriers for students with disabilities that impede access to College programs and services can include monetary constraints, transportation problems, lack of knowledge regarding the DSS Program, and an inadequate understanding of the overall course offerings and support services available to students.

Some of these barriers can be lessened by constantly striving to reach out and inform AVC students and the public about the College and its many curricular programs, and the opportunity for higher education that is available locally here in the Antelope Valley.

Additionally, the proctoring of student's exams has also increased over the past two academic years 2006-2007 and 2007-2008. According to the test proctoring logs, the DSS Program proctored 3,304 exams over that time period. Moreover, as more and more students are being served, the DSS staff has refined and improved the many procedures that are necessary to insure that equipment and test proctoring records are in order so as to minimize mistakes as larger numbers of students are being served.

The DSS Program identifies the educational support needs of students in the program and provides appropriate support services to address their needs. DSS staff utilizes various methods to determine what educational support services would be beneficial to students.

Some of the tools that DSS staff use to assist students when identifying support services are: disability verification documents, Learning Disability (LD) test scores, student transcripts, Student Educational Plan (SEP), names of students on academic probation, or dismissal, and lists of students currently enrolled and who have not updated their DSS file. DSS staff then works with students on an individual basis to recommend additional accommodations, or referrals to other service programs, such as the Learning Center, General Counseling, Financial Aid, etc.

- 2.4 The program involves students, as appropriate, in planning and evaluating student support and development services.

The DSS program involves students, as appropriate, in planning and evaluating student support services on an individual basis as they work with DSS staff. For any support service to be successful, students must be actively involved in the solution. Furthermore, the DSS Student Satisfaction Survey assists DSS staff in the evaluation process with the goal to improve our overall service to students. Refer to Appendix D for a copy of the DSS Student Satisfaction Survey.

- 2.5 Admissions and assessment instruments and placement practices are designed to reduce bias and are regularly evaluated to assure effectiveness.

Admissions, assessment, and placement procedures are working satisfactorily for students with disabilities. In particular, there is a very positive and supportive relationship between the Assessment Center and the DSS program which makes for an excellent experience for DSS students when they require an accommodation while taking the college placement test.

- 2.6 The program provides appropriate comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

The Palmdale location at 2915 East Palmdale Boulevard has witnessed a steady increase in students since it opened its doors to students in Fall 2004. There were 227 enrolled during that Fall 2004 semester of which 13 students were in the DSS Program. Currently for the Fall 2008 semester, there are 1,877 students enrolled in Palmdale, an eight-fold increase. Students with disabilities grew to 56 students for the same semester. Although the percentage of students has decreased relevant to the total enrollment, the actual number of students served has increased.

Presently, students with disabilities at the Palmdale site are being accommodated by their instructors and the clerical staff for copies of class notes and extended time for their exams. Interpreters for Deaf students have also been provided. In addition, the computer lab does have one accessible PC with a 19 inch monitor for low vision students and other specialized software such as a screen reader and Kurzweil 3000 to assist Learning Disabled students with their course work reading material.

It is anticipated that as the number of DSS students taking courses will continue to increase at the Palmdale site, DSS staff will need to keep working cooperatively with AVC Information Technology, faculty and staff at the location to provide workable solutions to accommodate students without DSS staff physically being on the premises. Presently, this arrangement is working but it is apparent that as the numbers of students with disabilities grow, additional services from the DSS Program will need to be offered. Moreover, DSS staff will need to work closely with other Student Services programs as more and more services are necessary for students attending the Palmdale location.

Please refer to the data provided by the Office of Institutional Research and Planning that shows the number of students enrolled at the Palmdale site and further indicates how many were students in the DSS Program.

Fall			
Term Code	Headcount	Disabled Count	Percent Disabled
2004	227	13	5.7%
2005	642	20	3.1%
2006	841	23	2.7%
2007	1282	34	2.7%
2008	1877	56	3.0%
Interession			
Term Code	Headcount	Disabled Count	Percent Disabled
2005	133	1	0.8%
2006	NA		
2007	120	0	0.0%
2008	139	0	0.0%
Spring			
Term Code	Headcount	Disabled Count	Percent Disabled
2005	451	19	4.2%
2006	698	25	3.6%
2007	975	38	3.9%
2008	1096	31	2.8%
Summer			
Term Code	Headcount	Disabled Count	Percent Disabled

2005	209	4	1.9%
2006	475	10	2.1%
2007	351	4	1.1%
2008	731	17	2.3%

2.7 The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

The DSS Program is proud to be made of faculty, staff and student workers who come from diverse backgrounds and experiences. DSS staff and student workers are African American, Asian, Hispanic, White, male, female, young, less-young, and disabled, which, in turn, has the effect of enriching our interactions with colleagues and the students that we serve. DSS staff embrace diversity in all of its splendor by modeling behavior of acceptance for all people.

There are three ethnic groups that represent approximately 90% of the student population at AVC; African American, Hispanic and White Non-Hispanic. Comparing three year averages from 2004-2007, African Americans represented 19.54% of the AVC student population and 28.99% of the DSS population, a significantly higher rate in the DSS program. Over the same time period, White Non-Hispanics represented 40.68% of the student population and 41.92% of the DSS population, virtually the same proportion. However, Hispanics represented 27.13% of the student population, but only 18.22% of DSS student population. It is not clear why this disparity exists, but continuing efforts are being made to make Hispanic students feel welcomed by all DSS employees, including three who are bilingual in Spanish.

Table 3

	AVC % Total			3 Year AVC Average	DSS Program % Totals			3 Year Program Average
	2004- 2005	2005- 2006	2006- 2007		2004- 2005	2005- 2006	2006- 2007	
Amer. Indian or Alaskan Native	1.07%	1.10%	1.10%	1.09%	1.69%	2.30%	2.23%	2.08%
Asian or Pacific Islander	5.36%	5.64%	5.74%	5.58%	2.11%	2.52%	2.77%	2.47%
African Am. Non- Hispanic	19.69%	19.20%	19.71%	19.54%	27.59%	28.74%	30.64%	28.99%
Hispanic	25.90%	26.99%	29.03%	27.31%	17.34%	18.16%	19.15%	18.22%
Other Non- White/ Unreported	5.50%	6.76%	7.58%	6.62%	5.50%	5.40%	8.09%	6.33%
White Non- Hispanic	43.11%	41.18%	37.74%	40.68%	45.77%	42.87%	37.13%	41.93%

*Data Source – Chancellor’s Office

2.8 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

DSS participates in the annual Students on the Move recognition ceremony that includes graduating students who are earning their degree and/or certificates from DSS, CalWORKS, EOPS, and STAR. This ceremony celebrates this major accomplishment.

- 2.9 Student records are maintained permanently, securely, and confidentially, with provision for secure back up of all files, regardless of the form in which those files are maintained.

Student DSS Program files, which include documents pertaining to a student's disability along with their Student Education Contract (SEC) and case contacts/notes, are kept securely in nine locking cabinets. These cabinets are locked at the end of business every day. Refer to the Appendix E for a copy of the Student Education Contract (SEC).

- 2.10 The program systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

The systematic evaluation of the DSS Program is constantly taking place informally and formally by DSS staff. All DSS staff is encouraged to constantly strive to improve DSS Program services. Issues and concerns are regularly discussed during the weekly DSS staff meeting with the goal to communicate and solve problems. In addition, information gathered by staff from meetings that they attend, such as Administrative Council, Student Development Managers meetings, General Counseling, Basic Skills, and Student Success and Equity Committee meetings, are very valuable because the information is used to better serve our students with disabilities.

Furthermore, information gathered from DSS students through our SLO Disability Awareness Checklist will be used to determine: (a) Do students know what their disability is? (b) How does their disability affect them in an educational setting? and (c) What accommodations and support services are they entitled to receive? Refer to Appendix F for a copy of the Disability Awareness Checklist. Likewise, information obtained from the DSS Student Satisfaction Survey will be used to assess and evaluate all aspects of the DSS Program, including customer service and the delivery of accommodations and support services. A faculty survey was also developed at the end of the Fall 2008 semester. This survey was e-mailed to all 892 full-time and adjunct faculty with a link to Survey Monkey. The faculty provided valuable insights as to how the DSS Program can improve and better meet their needs. Refer to Appendix G for a copy of the DSS Faculty Survey. The results of the survey are summarized in the recommendation section of Area 3.

DSS staff is working as a team to analyze the findings of this Program Review and will work toward the implementation of the recommendations.

Summary Area 2. STUDENT SUPPORT AND DEVELOPMENT

The Adaptive Physical Education course is an essential part of both the DSS Program and Physical Education Division as it gives students with disabilities the opportunity to participate in a physical education activity course which promotes good health through physical exercise. The DSS Program will continue to strongly support the needs of students enrolled in the PE 101 course by continuing to support the instructor's efforts to have exercise equipment that meets the requirements of students in the course and to also have the appropriate number of student aides to assist in the class as well. There is a very positive working relationship

between the DSS Program and the PE 101 instructor, which has benefited students who have participated in the PE 101 course.

Accurate and current information regarding the DSS Program is published in the AVC Catalog, AVC Board Policy and Procedures, and is contained on the DSS website. Furthermore, handouts pertaining to the DSS Program are available at the DSS Office. All information is well maintained.

In addition, the DSS Program identifies the educational support needs of students in the program and provides appropriate support services to address their needs. DSS staff utilizes various methods to determine what educational support services would be beneficial to students. The DSS Program involves students, as appropriate, in planning and evaluating student support services on an individual basis as they work with DSS staff. For any support service to be successful, students must be actively involved in the solution. Furthermore, information gathered from DSS students through our SLO Disability Awareness Checklist will be used to determine:

- a) Do students know what their disability is?
- b) How does their disability affect them in an educational setting? and
- c) What accommodations and support services are they entitled to receive?

Moreover, the DSS Student Satisfaction Survey assists DSS staff in the evaluation process with the goal to improve our overall service to students. Faculty input is equally as important as student feedback in the evaluation process. As a result, a DSS faculty survey was also developed for the first time and administered during the last two weeks of the Fall 2008 semester.

In addition, the Palmdale location at 2915 East Palmdale Boulevard has witnessed a steady increase in students since it opened its doors in Fall 2004. It is anticipated that as the number of DSS students taking courses continue to increase at the Palmdale site that DSS staff will need to keep working cooperatively with AVC faculty and staff at the location to provide workable solutions to accommodate students without DSS staff physically being on the premises. Presently, this arrangement is working but it is apparent that as the numbers of students with disabilities grow, additional services from the DSS Program will need to be offered. Moreover, DSS staff will need to work closely with other Student Services programs as more and more services are necessary for students attending the Palmdale location.

Recommendations

- It is recommended that the DSS Director continue to support the needs of students with disabilities who enroll in the PE 101 Adaptive Physical Education course by regularly communicating with the PE 101 instructor and supporting the efforts to have exercise equipment that meets the requirements of students in the course and to also have the appropriate number of student aides to assist in the class as well. The DSS Director will speak with the PE 101 instructor and visit the class at least once a semester.

- It is recommended that information regarding the DSS Program be current and accurate in all of its forms so as to better serve students, faculty, and staff through the AVC campus community. An emphasis will be placed to insure that the DSS website continues to be well maintained and relevant for students with disabilities.
- It is recommended that DSS SLOs, student and faculty surveys, along with DSS staff input be an ongoing process used to assess and evaluate the DSS Program with the goal to assure that students and faculty needs are being met. It is further recommended that the DSS student survey be administered via Survey Monkey instead of by hard copy version in the DSS Office with the goal to reach far more students. Moreover, the DSS Disability Awareness Checklist provided to students will also be utilized as part of the evaluation process.
- As students with disabilities continue to increase at the Palmdale location, it is recommended that DSS staff continue to keep working cooperatively with AVC faculty and staff to provide workable solutions to accommodate students without DSS staff physically being on the premises. Moreover, DSS staff will need to work closely with other Student Service programs as more and more services are necessary for students with disabilities attending the Palmdale location.

Area 3. PROGRAM AND STUDENT LEARNING OUTCOMES

- 3.1 Expectations for PLOs and SLOs are clearly articulated and are used in assessing the effectiveness of the program and service provided.

Two DSS SLOs have been derived from the following DSS mission statement:

Provide disabled students equal access to education by providing quality support services that directly relate to a student's limitations as a result of their disability; assist students with their understanding and acceptance of their limitations as a result of their disability; foster independence by helping students to articulate their needs to AVC instructors and staff; and contribute to the educational success of all students with disabilities on the AVC campus.

The SLOs for DSS are

- Students will learn what their disability or disabilities are and how the resulting functional limitations might affect them in an educational setting.
- Students with disabilities will learn the specific support services/reasonable accommodations that have been recommended by DSS staff and that they are entitled to receive as a result of their disability.

In determining the SLOs, the DSS staff met and based on the DSS Mission Statement decided what they needed to teach DSS students in order to assist them in being more independent and productive. From these discussions, it was decided that two important outcomes for DSS students would be that they could describe their disability and how it affected them in an educational setting and that they understood the need for the services

that were recommended to them in order to be successful students. The DSS staff then collaborated on the development of a Disability Awareness Checklist that DSS staff uses to assess the degree to which DSS students understand their disability and the accommodations they need.

During the initial student intake, or at the conclusion of the LD testing process, DSS staff will explain orally and in writing what the student’s disability or disabilities are, what resulting functional limitations might typically be expected in an educational environment and what types of reasonable accommodations are recommended. DSS staff will utilize the Student Education Contract (SEC) which is required by Title 5 of the Education Code and the DSS Program Eligibility Verification form which lists the specific support services and reasonable accommodations that a student is entitled to receive here at AVC. Students will also be provided with a copy of the DSS Program Eligibility Verification form to provide to their instructor and for their reference.

The Disability Awareness Checklist is administered at least once a year and the findings are compared to results from prior semesters to determine if students understand what their disabilities are and how the resulting functional limitations can affect them in an educational environment. The checklist is also to be used to determine if students understand what specific support services and reasonable accommodations they need to be successful and are eligible to receive. Results on the initial use of this survey are in the table below.

Disability Awareness Checklist Results

Total Number of Checklists: 74
Time Span for Compilation of Checklists: March 25, 2008 - September 25, 2008

	Yes	No	Somewhat
1. Do you understand what your disability is?	65	2	7
2. Do you understand how your disability limits you in educational settings?	59	5	10
3. Do you know/understand the types of support services/accommodations you may receive as a result of your disability?	46	12	16
Totals	170	19	33

Although the preliminary data indicates that students understand what their disability is and to a lesser degree how their resulting limitations effect them in an educational setting, 38% of students surveyed are not fully aware of all the possible support services/accommodations that are available to them. As a result of this research, DSS faculty and staff currently emphasize and take additional time when reviewing and explaining a student’s support services and accommodations. This additional attention to support services and accommodations will be reassessed in Spring 2009.

3.2 Student evaluations are an integral part of the assessment of program effectiveness.

A DSS Student Satisfaction Survey was created in Fall 2004 and utilized to collect student feedback regarding program services through the Fall 2008 semester. Although, the number

of surveys gathered over the past four years has fluctuated for a high of 75 for the Fall 2005 semester, and a low of 10 for the Fall 2007 semester, there is still a great deal of information that can be utilized to improve our services to students. Furthermore, steps will be taken to explore how to survey students via e-mail using Survey Monkey to increase the participation rates of students filling out surveys.

When analyzing student feedback and averaging their responses, strengths and weaknesses of the DSS Program emerged. In addition, DSS staff made recommendations to remedy the students' concerns. Refer to Appendix H for a summary of all the survey responses.

The first six bulleted responses highlights satisfied/positive answers collected from the DSS Student Satisfaction surveys. The next five bulleted responses indicates areas where improvements can be made. Moreover, recommendations for possible solutions are also provided.

- How would you rate your overall experience with the DSS office?

Very Satisfied/Satisfied – 95.7%

- Please rate the quality of customer service in the DSS office.

Very Satisfied/Satisfied – 95.1%

- Do you feel the DSS staff and the delivery of support services/accommodations promote independence?

Yes – 96.3%

- Is the level of confidentiality within the DSS office acceptable to you?

Yes – 99.7%

- If you have taken Adaptive P.E. (P.E. 101) does the variety of equipment/activities meet your needs?

Very Satisfied/Satisfied – 95.9%

- Do you feel that the DSS Office contributed to your educational success while at AVC?

Very Satisfied/Satisfied – 94.9%

- Do you know about the DSS High Tech Center?

No – 56.7%

- Satisfaction with the amount of Handicapped Parking:

Very Dissatisfied/ Dissatisfied – 19.9%

- If you were tested for a learning disability at AVC, did you feel you were tested in a timely manner?

No – 14.4%

- Do you know what support services you are eligible for?

No – 17.1%

- Satisfaction with Alternative Textbooks: i.e.: Braille, Large Print, Audio and Kurzweil 3000.

Very Dissatisfied/Dissatisfied – 17%

3.3 Job placement data are an integral part of the assessment for the effectiveness of vocational programs.

N/A

Summary Area 3. PROGRAM AND STUDENT LEARNING OUTCOMES

DSS staff met and utilized the DSS Mission Statement as a foundation to develop their Student Learning Outcomes. Staff determined what would be necessary to teach DSS students in order to assist them in being more independent and productive. From these discussions, it was decided that two important outcomes for DSS students would be that they could describe their disability and how it affected them in an educational setting and that they understood the need for the services that were recommended to them in order to be successful students. The DSS staff then collaborated on the development of a Disability Awareness Checklist that DSS staff did use to assess the degree to which DSS students understood their disability and the accommodations that they were recommended. Although the preliminary data indicates that students understand what their disability is and to a lesser degree how their resulting limitations effect them in an educational setting, 38% of students surveyed were not fully aware of all the possible support services/accommodations that were available to them.

Recommendations

- As a result of data gathered from the DSS Disability Checklist, it is recommended that DSS faculty and staff emphasize and take additional time when reviewing and explaining a student's support services and accommodations. This additional attention to support services and accommodations will be reassessed in Spring 2009 to determine if the percentage of students with disabilities that understand their support services increase as reported on the DSS Student Disability Checklist.
- Adapt the DSS Student Satisfaction Survey in such a way that it could be delivered to all DSS students via Survey Monkey.

These are recommendations based on student feedback as collected via the DSS Student Satisfaction Survey:

- Develop an informational flyer regarding the High Tech Center to be provided to all students who might benefit from the training offered on the specialized software. Provide the flier at the time of student intake or during the results portion of the LD testing process.
- Continue to work with Facilities Planning and Campus Development to identify and act as a liaison for students when they feel there is a need for additional handicapped parking. Also continue to inform students that with their handicapped placard/plates and a student parking permit, they are permitted to park in staff parking.
- Continue to strive to shorten the waiting list of students desiring to be tested for a Learning Disability by utilizing overload and adjunct faculty to test additional students when funding permits. Likewise, develop strategies to lower the no-show rate for students who have been scheduled for LD testing, along with ways to notify students when there is a no-show so they can take the open appointment. Additionally, provide students with the dates and times for already filled testing appointments so they have the opportunity to “stand-by” and be tested if the scheduled student does not show up.
- Continue to work with students to understand their recommended support services by reviewing with them their possible accommodations as stated on their Program Eligibility Verification form.
- Strive to improve the tracking of students who have requested their text books in an alternative format with the purpose to lessen the time it takes to produce the requested material. Furthermore, insure there is adequate student worker support to assist with the production of the alternative media.

A review of the faculty survey results led to the following recommendations (Refer to Appendix I):

- Continue to strive to educate the faculty through new and adjunct faculty orientations, Faculty Professional Development activities, and by classroom presentations.
- Improve the DSS informational handout that is provided to all faculty once a semester which may include material regarding the DSS website, new location (T 100), hours of operation, DSS staff names, email and telephone numbers, and description of support services offered. Services that may be emphasized are test proctoring, High Tech Center, interpreter/real-time captioning services, alternative media conversion, and the LD testing process.
- It is recommended to continue to improve and refine the test proctoring services so as to better meet the needs of students and faculty.
- Provide the faculty with information regarding interpreter or real-time captioning services a week prior to the start of the semester when they will be having a Deaf or Hard of Hearing student in their course.
- Continue to explore better and more effective ways to provide students with copies of class notes. Reexamine the possibility to pay students a stipend of \$35 per semester for providing a DSS student with a copy of their class notes.

- It is recommended that DSS staff continue to go over with students what their disability is, how it affects them in an educational setting, and what support services are recommended to them, so they might better communicate their needs to their instructors.
- It is recommended to change the name from Disabled Student Services (DSS) to Office for Students with Disabilities (OSD), which may make it easier for students seeking assistance or for students who are referred by their instructor to go to the office and furthermore take the emphasis off the word disability and place it on the word student where it should be.
- Continue to work on ways to shorten the time it takes students to be tested for a Learning Disability.

Area 4. PERSONNEL AND SUPPORT SERVICES

- 4.1 The ratio of full-time to part-time faculty and staff provides students with a quality of instruction, and services consistent with students' needs and goals of the program.

Currently the DSS Program has the following faculty and staff to serve students with disabilities.

- DSS Director, full-time 12 months
- Learning Disability Specialist, full-time 11 months
- DSS Counselor, full-time 11 months
- DSS Educational Advisor, full-time 12 months
- Learning Disability Technician, full-time 12 months
- DSS Program Secretary, full-time 12 months
- Access Technology/Alternative Media Specialist, full-time 12 months, reports to Information Technology Services
- High Tech Center Lab Technician, half-time 11 months
- Hourly Clerical Support, 100 days
- Coordinator Deaf Services/Interpreter, (vacant) full-time 12 months

The quality of DSS Program service to students is directly related to the dedication and hard work of the DSS faculty, staff and student workers as they provide comprehensive services to students. Although, the current number of DSS faculty and staff are meeting the needs of students in the DSS Program, much more can be accomplished in the area of student interventions and follow up with additional staff, especially, in respect to Counselors, Educational Advisors and Learning Disability Specialist.

- 4.2 The ratio of full-time to part-time faculty and staff provides adequate personnel responsible for program evaluation and revision.

N/A

4.3 There are adequate full-time faculty and staff to meet program needs.

In the past, the number of full-time faculty and staff has not provided adequate personnel responsible for program evaluation and revision. This, in part, has been as a result that the DSS Director has spent 90% of the time seeing students either by scheduled appointment or on a walk-in basis. This has meant that the leadership and time has not been allocated for such vitally important tasks as program evaluation and planning. It is anticipated that as a result of hiring a DSS Counselor that this will provide the DSS Director more time to work with the staff on these essential tasks.

The addition of a DSS Counselor, funded by the District, is a tremendous and much appreciated commitment to students in the DSS Program. The DSS Counselor is providing much needed disability and academic related counseling, intake for new students into the DSS Program and follow-up services for academically at risk students.

As the DSS Program struggles to serve approximately 900 students over an academic year, there is still a need for at least two more DSS Counselors and one more LD Specialist to adequately address the many complex issues and concerns that students have. The problem of faculty staffing will intensify in the very near future as the DSS Program needs faculty and staff at the Palmdale site to serve the ever increasing number of students with disabilities at that location.

4.4 There is adequate support staff to meet program needs.

There is not adequate support staff to meet the needs of the DSS Program. As the workload continues to multiply there is a need for additional clerical staff. Virtually, every service the DSS Program provides to students requires documentation, which means more clerical support. There is the entering of student's disability codes and service contacts into Banner, which is required by the Chancellor's Office. There is the need for the tracking of checked out equipment, logging in of requests for alternative media, scheduling of test proctoring and the entering of all DSS expenditures into the DSS spreadsheet to insure funds are being accounted for properly. Currently, the DSS Program Secretary is being assisted by one hourly clerical person. The DSS budget including data entry and tracking is graciously being provided by an Administrative Assistant working for the Dean of Student Development.

Based on current office work load and the need to provide support services to students in the DSS Program there is a need for the following support staff:

- A Coordinator Deaf Services/Interpreter (fill vacant position)
- A Clerical III
- Two DSS Educational Advisors
- Two Staff Interpreters for the Deaf

- A LD Lab Technician

- 4.5 There are adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the program as well as the professional development of staff.

As funding has permitted, DSS faculty, the Access Technology/Alternative Media Specialist and the DSS Director have attended the annual California Association for Postsecondary Education and Disability (CAPED) state-wide conference. Attendance at the CAPED Conference is crucial in staying informed with other professionals in the education of students with disabilities at the community college and university levels. The DSS Program is grateful that faculty and staff were able to attend the 2008 CAPED Conference as a result of assistance from the Basic Skills Committee. In addition, there were plans to have DSS faculty and staff attend the California Chancellor's Office Mega Conference in Los Angeles until it was determined that funding would not permit it.

Moreover, the DSS Director and faculty do attend their respective Regional meetings and do subscribe to very active list-serves. The DSS Coordinator's and LD Specialist's list-serves are especially informative and helpful.

- 4.6 Full-time faculty is actively involved in the process of hiring and evaluating faculty.

DSS full-time faculty is actively involved in the process of hiring and evaluating faculty.

- 4.7 The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.

The evaluation of DSS faculty and classified staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.

- 4.8 The evaluation processes assess effectiveness and encourage improvement.

The faculty tenure and classified evaluation processes assess effectiveness and encourage improvement.

Summary Area 4. PERSONNEL AND SUPPORT SERVICES

The quality of DSS Program service to students is directly related to the dedication and hard work of the DSS faculty, staff and student workers as they provide comprehensive services to students. Although the current number of DSS faculty and staff are meeting the needs of students in the DSS Program, much more can be accomplished in the area of student interventions and follow up with additional staff, especially, in respect to Counselors, Educational Advisors and Learning Disability Specialist.

Recommendations

These are faculty and staffing recommendations for the next 10 years:

- Adjunct DSS Counselor - \$6,300 for 30 days, needed immediately.
- Adjunct LD Specialist, for LD testing with the purpose to shorten the waiting list for students who are seeking to be tested for a Learning Disability, \$6,300 for 30 days, needed immediately.
- Hourly Clerical person to support the increasing demands of data entry, test proctoring and tracking of equipment checked out to students, \$14,000 at 100 days, needed immediately.
- DSS Counselor, (two positions) - Provide disability-related counseling for students with disabilities including verifying eligibility for services, recommending classroom accommodations, developing Student Education Plans (SEP), and following up with students on academic probation and dismissal. Approximate cost \$142,488, anticipated need over two to five years.
- Learning Disability Specialist – Provide LD testing and recommendations for support services along with follow-up for academic probation and dismissal students. Approximate cost \$71,244, needed within two to five years.
- Coordinator, Deaf Services/Interpreter – Coordinate Deaf services and interpret for Deaf and Hard of Hearing students. Approximate cost \$42,693, needed immediately.
- Clerical III – Provide a wide variety of clerical support for students and staff of the DSS Program. Approximate cost \$36,967, needed immediately.
- Educational Advisors (two positions) – Provide course advisement, Student Educational Plans (SEP), and follow-up for students on academic probation and dismissal. Approximate cost \$95,126, needed within two to seven years.
- DSS Staff Interpreters (two positions) – Provide interpreter service for Deaf and Hard of Hearing students. Approximate cost \$66,000, needed within five to ten years.
- Learning Disability Technician – Assist the LD Specialist with certain portions of the LD testing process and follow-up with at risk students. Approximate cost \$44,258, needed within five to seven years.

Area 5. FACILITIES, EQUIPMENT, AND TECHNOLOGY

5.1 Facilities are appropriate for effective teaching, learning, counseling, and/or other services.

DSS staff is thrilled and ecstatic to have moved into a new modular (T100) with the Assessment Center staff. The space for the DSS Program was designed in every way to meet the needs of DSS staff and students. There are seven offices for DSS staff, a test proctoring room that will accommodate 19 students and five private testing rooms. There will also be computers at every station in the larger test proctoring room and in each private proctoring room. Accessibility software will also be available for students on all computers.

The projected facilities and space needs for the DSS Program as stated in the Educational Master Plan was met when the program moved into the T100 modular.

5.2 Equipment and technology are appropriate for effective teaching, learning, counseling, and/or other services.

As a result of the DSS Program moving into the T 100 modular with all new furnishings including file cabinets and office furniture for staff, the equipment needs are being met extremely well. Furthermore, accessibility software such as screen readers for the blind (JAWS) and Zoom Text that enlarges what is displayed on the monitor will also be available to students utilizing the test proctoring facilities. There is a need for an accessible computer to be placed in the DSS lobby so staff and student workers can teach and assist students with registration, printing schedules, and looking up information pertaining to their course.

In addition, accessibility software is available to students in the Learning Center, High Tech Center, campus computer labs, and in classrooms where computers are used. There is also an accessible computer station in the computer lab located at the Palmdale site.

As AVC continues to embrace technology in the classroom and by the various support service programs, it is imperative that plans are made to insure that the myriad of electronic and online delivery methods are also accessible for persons with disabilities. Technology can be a real equalizer for students with disabilities if well thought out, especially when it comes to online services. On the other hand, technology can also become a barrier for students with disabilities if their needs are not taken into consideration. Furthermore, specialized software used by students with disabilities needs to remain current so as to insure their ability to maximize their potential to be successful and to guarantee that they have access to the College's educational services and programs.

As stated in the Educational Master Plan, "DSS will constantly explore technology in its many forms to improve service and information to disabled students. It is further expected that technology will enable DSS to make available information and apply for services 24 hours a day, seven days a week, via the internet." DSS staff continues to strive toward these principals and plan to offer more and more information via the DSS website.

DSS staff, including the Access Technology/Alternative Media Specialist, will continue to remain knowledgeable regarding all forms of accessibility-related technologies so as to best serve the wide variety of students with disabilities that are attending AVC. Furthermore, the DSS Program will continue to purchase accessibility-related technology, including the most current versions of software as funds permit.

The Educational Master Plan does state that "Over the next six to ten years, technology will continue to play a major role in improving access for the disabled in higher education, and funds must be set-aside in the general college budget to insure that access technology, including hardware and software, is built-in when upgrading computers throughout the campus." The goal to "build-in" a percentage of the College's technology budget for accessibility-related hardware and software is still not realized, but is a very important goal that the College should include as part of its overall planning for the campus.

5.3 Program support space is adequate to ensure the effective operation of the educational program and related support activities.

DSS Program support space with the move into the new T100 modular is tailor-made to ensure the effective operation of the educational program and related support activities. All DSS faculty and classified staff have their own private office in which to work with students. Private offices for staff greatly improved the climate and overall experience for students. The overall work space for DSS faculty and staff is also improved with more filing cabinet space and adequate space for equipment and supply storage.

5.4 The safety of the facilities and equipment are reasonable and adequate.

As a result of a fire and the loss of one of AVC's modulars, inspections by the manufacturer will be conducted on all modulars including the T100 building.

Summary Area 5. FACILITIES, EQUIPMENT, AND TECHNOLOGY

In summary, DSS staff is thrilled and ecstatic to have moved into a new modular (T100) with the Assessment Center staff. The space for the DSS Program was designed in every way to meet the needs of DSS staff and students. There are seven offices for DSS staff, a test proctoring room that will accommodate 19 students and five private testing rooms. There will also be computers at every station in the larger test proctoring room and in each private proctoring room. Accessibility software will also be available for students on all computers. An accessible computer is needed in the DSS lobby for student use. Many DSS students used the accessible computer in the previous location and have been asking for it.

The projected facilities and space needs for the DSS Program as stated in the Educational Master Plan are being met since the program moved into the T100 modular. In addition, planning is under way in respect to the Palmdale site to have space for test proctoring and possibly an office for LD testing and counseling.

Recommendations

- Place an accessible computer in the DSS lobby for students use and where student workers and staff can teach and assist students.
- Recommend that DSS staff, with the leadership of the Access Technology Alternative/Media Specialist, continue to remain current with advances in the assistive technology field with the purpose to provide this technology to students.
- It is recommended that funds be set aside in the general college budget to insure that access technology, including hardware and software, is built in when upgrading computers throughout the campus.
- It is recommended that tests be conducted on the fire alarm systems in the T100 modular to insure the safety of all staff and students. Likewise, fire drills should be conducted on a regular basis.

Area 6. FISCAL SUPPORT

- 6.1 During the period under review, resources have been used effectively to support programs and services.

The vast majority (90% to 95%) of DSS Program expenditures are spent on faculty, classified staff, hourly support including interpreters and student workers that provide direct assistance to students with disabilities. The DSS Program budget is in excess of \$900,000. Expenditures related to interpreters and real-time captioning for Deaf students has been approximately \$232,000, which is approximately 25% of DSS Program expenditures. Remaining funds are spent on supplies, travel, equipment and accessibility software used by students.

Current levels of DSS Program funding are adequate and allow staff to meet program goals and to provide quality support services to students with disabilities. But as the state of California reports record deficits which are expected for several years, it is anticipated that funding cuts will be forthcoming and that reductions will result in devastating consequences that will impact the ability of DSS staff to serve students

- 6.2 Current and anticipated funding is adequate to maintain high quality programs and services.

The current level of DSS funding, including the State Categorical DSP&S allocation, District funds for the DSS Counselor, and Deaf and Hard of Hearing (DHH) funds of \$115,000 with a 25% match by the District of \$28,750 for 2008-2009 are adequate and allow the program to meet the service needs of students currently. As previously stated any cuts to the DSS Program will negatively impact the ability of DSS staff to serve students. This budget does not allow for any room for expanded services, necessary follow up, or for meeting the needs of the growing population that is anticipated to enroll.

- 6.3 Anticipated funding is adequate for the development of revised and new programs.

Since personnel provide direct support to students in the form of disability and academic related counseling, Learning Disability testing, academic advisement, student intervention/follow-up and clerical support, the most immediate need is for additional staff. Furthermore, as the need to improve and increase DSS Program services to students in Palmdale grows, there will also be a need for additional DSS staff.

Summary Area 6. FISCAL SUPPORT

The DSS staff and faculty are providing the best possible services with the current levels of funding but it is not adequate to meet the growing needs of the students with disabilities. In order to continue and grow services for students with disabilities, it will be necessary to hire faculty and classified staff or service to students will diminish.

Recommendations

Faculty and staffing needs were addressed in Area 5.

Area 7. COMMUNITY OUTREACH AND PROGRAM AWARENESS

- 7.1 Staff maintains appropriate links with community.

The DSS Program has a very positive working relationship with a variety of local organizations that also provide services to persons with disabilities. Some of the organizations that DSS staff regularly works with are California Department of Rehabilitation, Los Angeles County Regional Center, Los Angeles County Mental Health, Lancaster and Palmdale Mental Health, and Antelope Valley Union High School District. Many times disability records are requested, referrals are made and information is exchanged between the College and local service organizations with the purpose to better assist and insure that a student has the benefits of all possible services.

The DSS staff realizes the importance of program outreach and community awareness and will continue their ongoing communication with other agency staff. With the addition of the DSS Counselor, program outreach will improve and expand resulting in benefits for all concerned.

- 7.2 Staff makes appropriate efforts to inform the community and students about each program and facilitate student participation in those programs.

DSS students are routinely informed as to local agencies and services that might be able to assist them depending on their individual situation. DSS staff has developed quarter page handouts to provide to students for the following organizations:

- Antelope Valley Adult School
- Antelope Valley Mental Health
- California Department of Rehabilitation
- Independent Living Center
- Palmdale Literacy Program
- North Los Angeles County Regional Center

In addition, the DSS website has numerous listings for helpful resources for students with disabilities within the Services and Organizations link. This section of the DSS website is updated regularly as new information becomes available.

Over the past 15 years DSS staff has worked closely with local high schools in bringing their Special Education and Resource students to AVC, where students are given an overview of the DSS Program and other AVC services, provided individualized recommendations for their accommodations, course advisement, and tours of the campus. High schools who have participated have been Tehachapi, Rosamond, Mojave, Desert High Schools and students from the Antelope Valley Union High School District. Private high schools have also been invited.

- 7.3 Where appropriate, advisory committees meet regularly and support the development of programs and services.

The role of the DSS Advisory Committee is to improve and foster communication between students with disabilities, the DSS Program, AVC service programs, and local community agencies that serve persons with disabilities. Additionally, the goal is to educate advisory committee participants about each other's agency or service programs so there can be a better understanding as to what is provided and how best to refer interested persons. The goal is to seek out input from members on the Advisory Committee during the meeting or to form small working groups depending on the issue or concern. It should be noted that students with disabilities should be a very important part of the DSS Advisory Committee but their participation has been sometimes difficult to attain. Future efforts will be made to have more students participate in DSS Advisory Committee functions.

The DSS Advisory Committee meets on an annual basis, currently during the Spring semester and is composed of the following representatives:

- Two students with disabilities
- AVC – Disabled Student Services
- AVC – Lead Sign Language Interpreter
- AVC – Alternative Media
- AVC – Vice President of Student Services
- AVC – Dean of Student Services
- AVC – CalWORKs
- AVC – EOPS
- AVC – STAR
- AVC – Financial Aid Office
- AVC – Veterans Office
- AVC – Job Placement
- California Department of Rehabilitation
- Antelope Valley Union High School District
- Literacy Program, Palmdale
- North L.A. County Regional Center

- L.A. County Mental Health
- Department of Mental Health
- Greater Los Angeles Agency on Deafness
- Catalyst Foundation
- Mental Health Association
- Independent Living Center
- Palmdale Mental Health
- AV Discover Center
- Lions Club
- VISION

Summary Area 7. COMMUNITY OUTREACH AND PROGRAM AWARENESS

The DSS Program has a very positive working relationship with a variety of local organizations that also provide services to persons with disabilities. Some of the organizations that DSS staff regularly works with are California Department of Rehabilitation, Los Angeles County Regional Center, Los Angeles County Mental Health, Lancaster and Palmdale Mental Health, and Antelope Valley Union High School District. Many times disability records are requested, referrals are made and information is exchanged between the College and local service organizations with the purpose to better assist and insure that a student has the benefits of all possible services.

The DSS staff realizes the importance of program outreach and community awareness and will continue their ongoing communication with other agency staff. Moreover, DSS students are routinely informed as to local agencies and services that might be able to assist them depending on their individual situation. Informational handouts along with the DSS website are used as a vehicle to education students as to the myriad of organizations that may be beneficial to them.

Recommendations

- It is recommended that DSS staff continue to cultivate positive working relationships with local agencies and organizations that serve persons with disabilities to insure a smooth transition and delivery of services for all parties.

Area 8. STATE AND FEDERAL COMPLIANCE

8.1 Program adheres to all state and federal guidelines.

The DSS Program adheres to all State and Federal guidelines and requirements, including Section 504 of the Federal Rehabilitation Act of 1973, the Federal Americans with Disabilities Act (ADA) of 1990, Title 5 Regulations, (1993) Disabled Students Programs

and Services, State Government Code sections 11135-11139.5 and California Education Code section 67310. Furthermore, the DSS Program provides accurate MIS data and End of Year Reports to the State Chancellor's Office as required.

In addition, the DSS Program has an approved DSS Plan on file at the Chancellor's Office as required by Title 5. Moreover, the program insures that all students have appropriate disability verification, recommended accommodations along with a Student Education Contract (SEC) in their file

8.2 Program adheres to all college policies and procedures.

The DSS Program does adhere to all College policies and procedures.

Recommendations

- DSS will continue to comply with all applicable federal, state and local laws pertaining to persons with disabilities.
- DSS will also continue to comply with all AVC policies and procedures.

C. A list of recommended changes to the Educational Master Plan. The Educational Master Plan should be reviewed and revised to:

- Meet student needs.
- Respond to ILOs, PLOs and SLOs.
- Adequately reflect changes in the disciplines as well as changes in educational methodology and technology.
- Address external mandates such as state requirements, industry and professional standards, etc.

These are the revisions that need to be made to update the section regarding Disabled Student Services (DSS) in the Educational Master Plan:

- Add the DSS Counselor to the list of DSS staff.
- Revise the support services to include real-time captioning.
- Update the section describing student demographics and costs for services.
- Revise to include the move to the new T 100 modular and the positive impact that will result for students and staff.

- Revise the section pertaining to test proctoring and how the move to the T 100 modular has dramatically improved the quality of the test taking environment.
- Include a need to develop support services for the returning disabled military veterans who are seeking services.
- Revise the section regarding future DSS faculty and staffing needs.
- Revise to include the addition of a DSS Faculty Satisfaction Survey to the DSS evaluation process.
- Describe the cooperation and sharing that exists between the categorical programs as it relates to benefiting their students that they serve in common.
- Describe the improvement to the DSS website and the plan to utilize the web in the future to deliver DSS services.
- Revise the section pertaining to DSS services at the Palmdale site and project future needs in the areas of facilities and staffing.

DSS Appendixes

Office for Students With Disabilities (Updated February 9, 2009)

The mission of the Office for Students With Disabilities (OSD) Program is to provide students with disabilities equal access to education by offering quality support services that directly relate to a student's limitations as a result of their disability. The OSD Program assists students with their understanding and acceptance of their limitations as a result of their disability and also promotes and fosters independence by teaching students to articulate their needs to AVC instructors and staff. Moreover the OSD Program is committed to the academic success and personal growth of all students with disabilities at AVC.



ANTELOPE VALLEY COLLEGE
Disabled Student Services

Program Eligibility Verification

Student Name

Date

The above named student meets the California Community College disability criteria for services in the Disabled Student Services program. The student specifically is eligible for the following accommodation(s):

Certificated Staff Signature

Date

Updated

I have received a copy of
the Student
Accommodation Dispute
Procedure _____

Date
Initials

If you have any questions, please contact Louis Lucero, Director, at extension 6161, Michael Hancock, Learning Disability Specialist, at extension 6162, or Hugo Rocha, DSS Counselor at extension 6360.

Appendix C
Antelope Valley Community College District
3041 West Avenue K • Lancaster, CA 93536-5426 • (661)
722-6300
Student Accommodation Dispute Procedure

Student Accommodations

It is the philosophy and intent of Antelope Valley College and the Disabled Student Services program to work collegially with all students with disabilities, the faculty, and staff to arrive at an appropriate accommodation that will meet the student's individual and specific needs. When a mutually accepted decision cannot be reached on a request for an accommodation between a faculty member and a student the college has developed a procedure to resolve such issues.

Furthermore, for all other reasonable accommodation requests AVC has also created an internet based DSS reasonable accommodations form and process. This request form is to be utilized when a person with a disability feels that an accommodation will be necessary for them to participate in any of AVC's activities, services, and programs. This process may be utilized by the general public, AVC faculty, staff and students.

.1 Purpose and Definition

The purpose of this document is to explain and put forth the administrative procedures of Antelope Valley Community College District which ensures that students with disabilities receive appropriate accommodation in their instructional activities, as mandated by federal and state law. The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in the implementing regulations for Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act; these regulations provide that:

No qualified individual with a disability may be discriminated against by a department, agency, special purpose district, or other instrumentality of a state or local government (Title 2 of the Americans with Disabilities Act).

No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any postsecondary education program or activities (Section 504, 84.43[a]).

An institution shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or students. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution or specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted (Section 504, 84.44[a]).

The modifications postsecondary institutions are required to make may be referred to as "academic adjustment" or "reasonable accommodation." Examples of academic accommodation include modification to degree requirements (e.g., time to complete the degree, course substitution/waiver, adaptation in the manner in which a course is conducted), modifications to course examinations (e.g., additional time, alternative testing measures), and the use of auxiliary aides (e.g., readers, calculators).

.2 Academic Accommodations Panel

.21 The ADA/504 Officer (Vice President of Human Resources) will serve as the panel chair and will be responsible for ensuring that:

- The informal process has been attempted;
- The instructor and student are informed of their rights and responsibilities
- The panel members are notified;
- All arrangements for the formal process are in place.

.22 The Academic Accommodations Panel will consist of the ADA/504 Officer, the Affirmative Action Officer, the Director of Disabled Student Services, the Vice President Academic

Affairs, an Academic Senator, a subject matter expert, and a student appointed by the Associated Student Organization (ASO).

.23 The role of the Academic Accommodations Panel is to:

Review the disputed academic accommodation with respect to the ADA and Section 504. Specifically, does the accommodation ensure access for the student with a disability to meet the academic standards of the course, while maintaining the integrity of the course content?

Advise the Superintendent/President of the most appropriate accommodations.

.3 Informal Resolution

The student will make a reasonable effort to resolve the matter on an informal basis prior to requesting a hearing by the Academic Accommodations Panel.

If an instructor has questions about an accommodation requested by a student with a verified disability, the instructor should contact the Director of Disabled Student Services promptly. Informal meetings and discussion among the instructor, student, and appropriate members of Disabled Student Services and/or other appropriate members of the college community are essential at the outset, and will be completed within five (5) instructional days following the request for the accommodation.

.4 Formal Resolution

If no informal resolution can be found within five (5) instructional days and the accommodation is not allowed, the student may then seek a review by following the Academic Accommodations Procedures. Prior to the formal resolution process the Section 504 Coordinator, or other designated district official with knowledge of accommodation requirements, has the authority to make an interim decision pending a final resolution of the accommodation request.

If a satisfactory informal resolution to an Academic Accommodations Request was not found, a student may request an Academic Accommodations Hearing.

Academic Accommodation Hearing

The student must complete the Statement of Grievance form and the Grievance Hearing Request form. These forms, requesting a review by the Academic Accommodations Panel, will be filed by the student with the ADA/504 Officer.

The ADA/504 Officer will convene the panel within five (5) instructional days following receipt of a Grievance Hearing form or as soon as possible thereafter based on the timing involved in arranging a meeting time for all involved in the hearing process.

If this is a request for an in-class modification, the accommodation will be allowed for a maximum of three (3) weeks during which time a resolution will be achieved. If the decision of the panel is that the accommodation is not reasonable, the instructor will have the right to have the student redo any work done during those three (3) weeks with the new accommodation.

Hearing Procedure

The full Academic Accommodations Panel must be present for the hearing to proceed. The ADA/504 Officer will be the chairperson and will inform the participants of the procedures to be followed in the hearing.

.41 If this is a request for a modification to a degree/certificate modification, both the Dean for that major and the student may call witnesses and introduce oral and/or written testimony relevant to the issue of the accommodation.

.42 If this is a request for in-class accommodations, both the instructor and student may call witnesses and introduce oral and/or written testimony relevant to the issue of the accommodation.

.43 The ADA/504 Officer will assist both parties in the securing of witnesses.

.44 Formal rules of evidence will not apply, any relevant evidence which reasonable people are accustomed to consider in dealing with a serious matter will be admitted.

.45 Parties may represent themselves and will also have the right to be accompanied by a person of their choice, other than legal counsel, who may act as their advisor. Parties will notify the ADA/504 Officer of their choice of representation, no later than three (3) instructional days prior to the hearing.

.46 The ADA/504 Officer will ensure the hearings will be closed and confidential.

.47 In a closed hearing, witnesses will be present only when testifying unless both parties and the Academic Accommodations Panel agree to the contrary. A transcribed stenographic record will be maintained by the ADA/504 Officer.

Academic Accommodations Panel Decision

The Academic Accommodations Panel decision will be based only upon the evidence presented at the hearing in conjunction with the relevant sections of state and federal law.

Within five (5) instructional days of the hearing, the Academic Accommodations Panel will render a decision. The ADA/504 Officer will prepare a written decision for the Superintendent/President or his/her designee. This document will include the accommodation(s) under dispute, a summary of the evidence and the panel's recommendation(s).

Superintendent/President's Decision

Within five (5) instructional days following receipt of the decision of the Academic Accommodations Panel, the Superintendent/President, or his/her designee, will submit to all parties his/her written decision. The Superintendent/President may accept or reject the findings and recommendations of the Academic Accommodations Panel. The findings and recommendations of the Academic Accommodations Panel will be accorded great weight. If the Superintendent/President does not accept a finding or recommendation of the panel, his/her reasons will be communicated in writing to the panel and also stated in the decision not accepted. The decision of the Superintendent/President will be final.

Revised 05/28/08

Appendix D

DSS SURVEY QUESTIONS (Spring 2009)

We would like to know what you think of our services and also hear your suggestions for how we might improve them. Please rate the following areas for us. If you have not used a particular service, or have no opinion, please leave that area blank.

Please grade us using the following scale:	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4
1. How would you rate your overall experience with the DSS office?	1	2	3	4
2. Please rate the quality of customer service in the DSS office:	1	2	3	4
3. Availability of DSS staff to discuss your needs when you need them?	1	2	3	4
4. Is the level of confidentiality within the DSS office acceptable to you?	yes	no		
5. Did DSS staff clearly explain your disability?	yes	no		
6. Did DSS staff clearly explain the limitations due to your disability?	yes	no		
7. Do you know what support services you are eligible for?	yes	no		
8. Do you feel that you are receiving appropriate support services / accommodations as they relate to your individual needs?	yes	no		
9. Do you feel that DSS staff and the delivery of support services / accommodations promote independence?	yes	no		
10. If you experienced academic difficulties, please rate how helpful the DSS Office was to you in resolving the problem?	1	2	3	4
11. If you were tested for a learning disability at AVC, did you feel you were tested in a timely manner?	yes	no		
12. If you use Deaf/Hard of hearing services, please rate the following services.				
a. Appropriate Skill Level of Interpreter for your class?	1	2	3	4
b. Adequate Office Support	1	2	3	4
13. Do you know about the DSS High Tech Center?	yes	no		
14. If you have used the High Tech Center, please rate the following:				

- a. Variety of computer hardware, software and other equipment to meet your needs? 1 2 3 4
- b. Availability of computer hardware, software and other equipment you use? 1 2 3 4
- c. Do you feel you were properly trained on the computer hardware, software and other equipment you use? 1 2 3 4
- d. Are the hours adequate to meet your needs? 1 2 3 4

15. If you have used our Test Proctoring Service, please rate the following:

- a. Are the hours adequate to meet your needs 1 2 3 4
- b. Distraction reduced environment 1 2 3 4
- c. Space available when you need it. 1 2 3 4

16. If you have used any of the following services, please rate your satisfaction with them:

- a. Course Advisement 1 2 3 4
- b. Alternative Textbooks 1 2 3 4
- c. Alternative Seating in Classrooms 1 2 3 4
- d. Handicap Parking 1 2 3 4
- e. Readers/Scribes 1 2 3 4
- f. Notetakers 1 2 3 4

17. If you have taken Adaptive P.E. (P.E. 101), please rate the following:

- a. Helpfulness and knowledge of instructor 1 2 3 4
- b. Adequate support staff 1 2 3 4
- c. Variety of equipment/activities to meet your needs 1 2 3 4
- d. Time of day that the class is offered 1 2 3 4
- e. Overall satisfaction/has the class helped you 1 2 3 4

18. Do you feel that the DSS Office contributed to your educational success while at AVC?

1 2 3 4

If you feel there is something we did not address, or if you have any general comments or suggestions, please take a moment to let us know: _____

Thank you for taking the time to fill out our survey. We are constantly striving to improve our service to students and value any input you can give us.

Antelope Valley College - Disabled Student Services
Student Education Contract

First Name: _____ Last Name: _____ MI: _____
 Student ID Number: _____ Birthday: _____ Phone: _____
 Major: _____ Vocational Education [] State Rehab []

GOAL: Transfer [] AA/AS Degree [] Certificate [] Basic Skills [] Job Skills [] Personal/Social Development []
 Other []

SEP: Yes No Last Updated _____ Comments _____

Functional Limitations/Support Services

Primary Disability _____ Verified [] Secondary Disability _____ Verified []

Functional Limitations:

Support Services:

TERM: _____

Classes	Gr.	Services Needed	Classes	Gr.	Services Needed
<u>Student Signature</u>			<u>DSPS Counselor Signature</u>		

TERM: _____

Classes	Gr.	Services Needed	Classes	Gr.	Services Needed
<u>Student Signature</u>			<u>DSPS Counselor Signature</u>		

TERM: _____

Classes	Gr.	Services Needed	Classes	Gr.	Services Needed
<u>Student Signature</u>			<u>DSPS Counselor Signature</u>		

Annual Review

Progress measured by:
Other? []

College Progress Policy? []

Educational Contract? []

GPA: _____

Current GPA: _____

Cumulative GPA: _____

Unit completion percentage: _____

Progress determined to be:

Satisfactory? []

Unsatisfactory? []

DSP&S SIGNATURE: _____

Date: _____

Review for Year: _____

Refer to:

College Transcripts? []

Educational Contract? []

Other? []

Comments:

Verification of need: The support services detailed on this SEC are required to accommodate the educationally- related functional limitations of this student as documented in the professional verification of disability. The courses attached to this SEC are necessary for the student to make progress toward his/her long term goal(s).

DISABILITY AWARENESS CHECKLIST

Intersession Spring Summer Fall

Name: _____

AVC ID: _____

1. Do you understand what your disability is? Yes No Somewhat

2. Please state your disability.

3. Do you understand how your disability limits you in educational settings? Yes No Somewhat

4. Please state some of your educational limitations.

5. Do you know/understand the types of support services/accommodations you may receive as a result of your disability? Yes No Somewhat

6. Please state some of the support services/reasonable accommodations that you are eligible to receive.

Student Signature

DSS Staff

Date

Checklist reviewed with student

Disabled Student Services (DSS)

AVC Faculty Satisfaction Survey

Could you please take a few minutes to answer these five questions, so we can gather information to serve you more effectively?

1. Have you heard of the DSS Program and the services it may offer you and your students with disabilities?
 - A. I am very familiar with the DSS Program and its services.
 - B. I have heard of the DSS Program, but am not sure how it might assist me or my students.
 - C. I have never heard of the DSS Program.

2. I have utilized the DSS Program's services and have found them to be satisfactory.
 - A. Strongly Disagree
 - B. Disagree
 - C. Agree
 - D. Strongly Agree
 - E. Not Applicable

3. Are students with disabilities able to express their needs to you in an adequate fashion?
 - A. Yes
 - B. No
 - C. Don't know

4. What DSS services do you find most helpful to you and your students?

5. Please provide us with any additional comments or suggestions so that we may better serve our students.

Rev. 12/1/08

Program Review Summary 2008

	<u>Fall 04</u>	<u>Fall 05</u>	<u>Fall 06</u>	<u>Fall 07</u>	<u>Spring 08</u>	<u>Summer 08*</u>	<u>Fall 08</u>	<u>Avg</u>
1. Overall Experience								
Very Satisfied	38 (68%)	50 (67%)	17 (71%)	9 (90%)	39 (85%)	9 (60%)	30 (77%)	
Satisfied	10 (18%)	21 (28%)	7 (29%)	1 (10%)	5 (11%)	5 (33%)	9 (23%)	95.7%
Dissatisfied	1 (2%)	2 (3%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	4.6%
Very Dissatisfied	7 (13%)	2 (3%)	0 (0%)	0 (0%)	1 (2%)	1 (7%)	0 (0%)	
2. Customer Service								
Very Satisfied	36 (64%)	52 (69%)	18 (75%)	8 (80%)	32 (74%)	10 (67%)	32 (82%)	
Satisfied	12 (21%)	19 (25%)	6 (25%)	2 (20%)	8 (19%)	4 (27%)	7 (18%)	95.1%
Dissatisfied	0 (0%)	2 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.9%
Very Dissatisfied	8 (14%)	2 (3%)	0 (0%)	0 (0%)	3 (7%)	1 (7%)	0 (0%)	
3. Staff Availability								
Very Satisfied	36 (65%)	47 (66%)	19 (76%)	8 (80%)	34 (76%)	9 (60%)	30 (81%)	
Satisfied	11 (20%)	22 (31%)	6 (24%)	2 (20%)	9 (20%)	4 (27%)	6 (16%)	94.6%
Dissatisfied	3 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (7%)	1 (3%)	5.4%
Very Dissatisfied	5 (9%)	2 (3%)	0 (0%)	0 (0%)	2 (4%)	1 (7%)	0 (0%)	
4. Acceptable Level of Confidentiality								
Yes	55 (98%)	73 (100%)	24 (100%)	10 (100%)	44 (100%)	15 (100%)	39 (100%)	99.7%
No	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.3%
5. Staff Explain Your Disability								
Yes	na	63 (94%)	20 (83%)	9 (90%)	44 (96%)	13 (87%)	37 (97%)	91.2%
No	na	4 (6%)	4 (17%)	1 (10%)	2 (4%)	2 (13%)	1 (3%)	8.8%
6. Staff Explain Your Limitations								
Yes	na	69 (92%)	21 (91%)	10 (100%)	41 (91%)	13 (87%)	34 (89%)	91.2%
No	na	6 (8%)	2 (9%)	0 (0%)	4 (9%)	2 (13%)	4 (11%)	8.3%

Program Review Summary 2008

	<u>Fall 04</u>	<u>Fall 05</u>	<u>Fall 06</u>	<u>Fall 07</u>	<u>Spring 08</u>	<u>Summer 08*</u>	<u>Fall 08</u>	<u>Avg</u>
7. Aware of Support Services Eligible for								
Yes	43 (77%)	56 (77%)	21 (91%)	8 (89%)	41 (89%)	12 (80%)	30 (77%)	82.9%
No	13 (23%)	17 (23%)	2 (9%)	1 (11%)	5 (11%)	3 (20%)	9 (23%)	17.1%
8. Receiving Appropriate Services/Accommodations								
Yes	52 (98%)	63 (90%)	24 (100%)	9 (100%)	42(93%)	12 (86%)	36 (97%)	94.9%
No	1 (2%)	7 (10%)	0 (0%)	0 (0%)	3 (7%)	2 (14%)	1 (3%)	5.1%
9. Promoting Independence								
Yes	52 (98%)	64 (97%)	24 (100%)	9 (100%)	42 (98%)	12 (86%)	36 (95%)	96.3%
No	1 (2%)	2 (3%)	0 (0%)	0 (0%)	1 (2%)	2 (14%)	2 (5%)	3.7%
10. Helpful in Resolving Academic Difficulties								
Very Satisfied	20 (43%)	33 (59%)	13 (62%)	7 (47%)	24 (62%)	9 (64%)	19 (56%)	
Satisfied	17 (37%)	19 (34%)	8 (38%)	8 (53%)	11 (28%)	3 (21%)	14 (41%)	92.1%
Dissatisfied	4 (9%)	3 (5%)	0 (0%)	0 (0%)	3 (8%)	1 (7%)	1 (3%)	7.9%
Very Dissatisfied	5 (11%)	1 (2%)	0 (0%)	0 (0%)	1 (3%)	1 (7%)	0 (0%)	
11. Learning Disability Tested in a Timely Manner								
Yes	24 (80%)	38 (93%)	12 (80%)	6 (86%)	24 (86%)	7 (88%)	24 (86%)	85.6%
No	6 (20%)	3 (7%)	3 (20%)	1 (14%)	4 (14%)	1 (12%)	4 (14%)	14.4%
12. (a) Appropriate Skill Level of Interpreter - Deaf/HOH								
Very Satisfied	6 (75%)	5 (71%)	12 (80%)	0 (0%)	6 (67%)	0 (0%)	5 (50%)	
Satisfied	2 (25%)	1 (14%)	3 (20%)	3 (100%)	1 (11%)	1 (50%)	4 (40%)	86.1%
Dissatisfied	0 (0%)	1 (14%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (10%)	13.7%
Very Dissatisfied	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (22%)	1 (50%)	0 (0%)	

Program Review Summary 2008

	<u>Fall 04</u>	<u>Fall 05</u>	<u>Fall 06</u>	<u>Fall 07</u>	<u>Spring 08</u>	<u>Summer 08*</u>	<u>Fall 08</u>	<u>Avg</u>
12. (b) Adequate Office Support - Deaf/HOH								
Very Satisfied	7 (70%)	5 (71%)	2 (50%)	0 (0%)	6 (60%)	0 (0%)	6 (50%)	
Satisfied	2 (20%)	2 (29%)	2 (50%)	3 (100%)	2 (20%)	1 (50%)	5 (42%)	87.4%
Dissatisfied	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (8%)	12.6%
Very Dissatisfied	1 (10%)	0 (0%)	0 (0%)	0 (0%)	2 (20%)	1 (50%)	0 (0%)	
13. Aware of DSS High Tech Center								
Yes	15 (33%)	15 (24%)	8 (40%)	8 (80%)	17 (45%)	4 (27%)	20 (54%)	43.3%
No	31 (67%)	47 (76%)	12 (60%)	2 (20%)	21 (55%)	11 (73%)	17 (46%)	56.7%
14. (a) Variety of Computer Hardware/Software & other Equipment - High Tech Center								
Very Satisfied	5 (45%)	9 (56%)	5 (56%)	0 (0%)	8 (67%)	2 (67%)	9 (60%)	
Satisfied	5 (45%)	6 (38%)	1 (11%)	3 (100%)	3 (25%)	0 (0%)	5 (33%)	86.1%
Dissatisfied	0 (0%)	1 (6%)	3 (33%)	0 (0%)	0 (0%)	0 (0%)	1 (7%)	13.7%
Very Dissatisfied	1 (9%)	0 (0%)	0 (0%)	0 (0%)	1 (8%)	1 (33%)	0 (0%)	
14. (b) Availability of Computer Hardware/Software & other Equipment - High Tech Center								
Very Satisfied	5 (45%)	8 (57%)	6 (67%)	0 (0%)	8 (67%)	2 (67%)	9 (56%)	
Satisfied	4 (36%)	4 (29%)	1 (11%)	3 (100%)	2 (17%)	0 (0%)	6 (38%)	84.3%
Dissatisfied	1 (9%)	1 (7%)	2 (22%)	0 (0%)	2 (17%)	0 (0%)	1 (6%)	15.7%
Very Dissatisfied	1 (9%)	1 (7%)	0 (0%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)	
14. (c) Properly Trained on use of Computer Hardware/Software & other Equipment - High Tech Center								
Very Satisfied	4 (36%)	9 (56%)	6 (76%)	0 (0%)	8 (67%)	2 (67%)	8 (57%)	
Satisfied	5 (45%)	6 (38%)	1 (11%)	3 (100%)	2 (17%)	0 (0%)	4 (29%)	85.6%
Dissatisfied	1 (9%)	0 (0%)	2 (22%)	0 (0%)	0 (0%)	0 (0%)	2 (14%)	15.7%
Very Dissatisfied	1 (9%)	1 (6%)	0 (0%)	0 (0%)	2 (17%)	1 (33%)	0 (0%)	

Program Review Summary 2008

	<u>Fall 04</u>	<u>Fall 05</u>	<u>Fall 06</u>	<u>Fall 07</u>	<u>Spring 08</u>	<u>Summer 08*</u>	<u>Fall 08</u>	<u>Avg</u>
14. (d) Adequate Hours - High Tech Center								
Very Satisfied	6 (50%)	7 (50%)	5 (63%)	0 (0%)	9 (75%)	1 (33%)	8 (57%)	
Satisfied	2 (17%)	4 (29%)	1 (13%)	3 (100%)	2 (17%)	1 (33%)	4 (29%)	80.9%
Dissatisfied	3 (25%)	2 (14%)	1 (13%)	0 (0%)	0 (0%)	0 (0%)	2 (14%)	19.3%
Very Dissatisfied	1 (8%)	1 (7%)	1 (13%)	0 (0%)	1 (8%)	1 (33%)	0 (0%)	
15. (a) Adequate Hours - Test Proctoring								
Very Satisfied	14 (70%)	16 (76%)	8 (80%)	3 (60%)	7 (54%)	3 (50%)	11 (61%)	
Satisfied	4 (20%)	4 (19%)	2 (20%)	2 (40%)	5 (38%)	2 (33%)	7 (39%)	94.3%
Dissatisfied	1 (5%)	0 (0%)	0 (0%)	0 (0%)	1 (8%)	0 (0%)	0 (0%)	5.7%
Very Dissatisfied	1 (5%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	1 (17%)	0 (0%)	
15. (b) Distraction Reduced Environment - Test Proctoring								
Very Satisfied	11 (61%)	17 (81%)	6 (67%)	3 (60%)	7 (54%)	3 (60%)	10 (56%)	
Satisfied	5 (28%)	3 (14%)	3 (33%)	2 (40%)	5 (38%)	0 (0%)	8 (44%)	90.9%
Dissatisfied	1 (6%)	0 (0%)	0 (0%)	0 (0%)	1 (8%)	1 (20%)	0 (0%)	9.3%
Very Dissatisfied	1 (6%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	
15. (c) Space Availability - Test Proctoring								
Very Satisfied	12 (63%)	17 (85%)	8 (80%)	3 (60%)	7 (58%)	4 (80%)	11 (61%)	
Satisfied	4 (21%)	2 (11%)	2 (20%)	2 (40%)	4 (33%)	0 (0%)	7 (39%)	93%
Dissatisfied	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	7%
Very Dissatisfied	3 (16%)	1 (5%)	0 (0%)	0 (0%)	1 (8%)	1 (20%)	0 (0%)	
16. (a) Satisfaction with Course Advisement								
Very Satisfied	19 (61%)	35 (74%)	11 (85%)	6 (86%)	16 (89%)	6 (86%)	14 (70%)	
Satisfied	7 (23%)	10 (21%)	2 (15%)	1 (14%)	1 (6%)	0 (0%)	5 (25%)	93.6%
Dissatisfied	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (5%)	6.4%
Very Dissatisfied	5 (16%)	2 (4%)	0 (0%)	0 (0%)	1 (6%)	1 (14%)	0 (0%)	

Program Review Summary 2008

	<u>Fall 04</u>	<u>Fall 05</u>	<u>Fall 06</u>	<u>Fall 07</u>	<u>Spring 08</u>	<u>Summer 08*</u>	<u>Fall 08</u>	<u>Avg</u>
16. (b) Satisfaction with Alternative Textbooks								
Very Satisfied	6 (50%)	10 (63%)	7 (88%)	1 (33%)	6 (67%)	1 (25%)	8 (57%)	
Satisfied	3 (25%)	4 (25%)	1 (13%)	2 (67%)	2 (22%)	1 (25%)	3 (21%)	83%
Dissatisfied	1 (8%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	3 (21%)	17%
Very Dissatisfied	2 (17%)	1 (6%)	0 (0%)	0 (0%)	1 (11%)	1 (25%)	0 (0%)	
16. (c) Satisfaction with Alternative Seating in Classrooms								
Very Satisfied	8 (53%)	9 (75%)	5 (56%)	1 (50%)	9 (75%)	3 (60%)	11 (61%)	
Satisfied	4 (27%)	2 (17%)	3 (33%)	1 (50%)	2 (17%)	0 (0%)	4 (22%)	85.1%
Dissatisfied	1 (7%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	3 (17%)	14.9%
Very Dissatisfied	2 (13%)	0 (0%)	1 (11%)	0 (0%)	1 (8%)	1 (20%)	0 (0%)	
16. (d) Satisfaction with Handicap Parking								
Very Satisfied	5 (33%)	10 (67%)	7 (78%)	2 (50%)	6 (67%)	3 (75%)	9 (64%)	
Satisfied	4 (27%)	2 (13%)	1 (11%)	2 (50%)	1 (11%)	0 (0%)	2 (14%)	80%
Dissatisfied	3 (20%)	1 (7%)	0 (0%)	0 (0%)	1 (11%)	0 (0%)	2 (14%)	19.9%
Very Dissatisfied	3 (20%)	2 (13%)	1 (11%)	0 (0%)	1 (11%)	1 (25%)	1 (7%)	
16. (e) Satisfaction with Readers/Scribes								
Very Satisfied	9 (50%)	9 (64%)	4 (57%)	2 (67%)	5 (50%)	4 (80%)	7 (50%)	
Satisfied	5 (28%)	3 (21%)	2 (29%)	1 (33%)	3 (30%)	0 (0%)	4 (29%)	84%
Dissatisfied	2 (11%)	0 (0%)	0 (0%)	0 (0%)	2 (20%)	0 (0%)	3 (21%)	15.9%
Very Dissatisfied	2 (11%)	2 (14%)	1 (14%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	
16. (f) Satisfaction with Note Takers								
Very Satisfied	10 (53%)	14 (67%)	5 (63%)	3 (100%)	10 (67%)	5 (71%)	12 (60%)	
Satisfied	3 (16%)	4 (19%)	3 (38%)	0 (0%)	2 (13%)	0 (0%)	5 (25%)	84.6%
Dissatisfied	2 (11%)	2 (10%)	0 (0%)	0 (0%)	2 (13%)	1 (14%)	3 (15%)	15.7%
Very Dissatisfied	4 (21%)	1 (5%)	0 (0%)	0 (0%)	1 (7%)	1 (14%)	0 (0%)	

Program Review Summary 2008

	<u>Fall 04</u>	<u>Fall 05</u>	<u>Fall 06</u>	<u>Fall 07</u>	<u>Spring 08</u>	<u>Summer 08*</u>	<u>Fall 08</u>	<u>Avg</u>
17. (a) Instructor - PE 101								
Very Satisfied	8 (80%)	10 (77%)	10 (91%)	2 (67%)	5 (71%)	1 (100%)	11 (85%)	
Satisfied	1 (10%)	2 (15%)	1 (9%)	1 (33%)	1 (14%)	0 (0%)	1 (8%)	94.3%
Dissatisfied	0 (0%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (8%)	5.7%
Very Dissatisfied	1 (10%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	0 (0%)	0 (0%)	
17. (b) Adequate Support Staff - PE 101								
Very Satisfied	7 (78%)	9 (69%)	10 (91%)	2 (67%)	4 (67%)	1 (100%)	12 (92%)	
Satisfied	0 (0%)	4 (31%)	1 (9%)	1 (33%)	1 (17%)	0 (0%)	0 (0%)	93.4%
Dissatisfied	1 (11%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (8%)	6.7%
Very Dissatisfied	1 (11%)	0 (0%)	0 (0%)	0 (0%)	1 (17%)	0 (0%)	0 (0%)	
17. (c) Variety of Equipment/Activities - PE 101								
Very Satisfied	6 (75%)	9 (64%)	11 (92%)	2 (50%)	4 (57%)	1 (100%)	9 (69%)	
Satisfied	2 (25%)	4 (29%)	1 (8%)	2 (50%)	2 (29%)	0 (0%)	3 (23%)	95.9%
Dissatisfied	0 (0%)	1 (7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (8%)	4.1%
Very Dissatisfied	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	0 (0%)	0 (0%)	
17. (d) Time Class is Offered - PE 101								
Very Satisfied	7 (88%)	9 (64%)	10 (91%)	2 (67%)	5 (71%)	1 (100%)	9 (69%)	
Satisfied	1 (13%)	4 (29%)	1 (9%)	1 (33%)	0 (0%)	0 (0%)	3 (23%)	93.9%
Dissatisfied	0 (0%)	1 (7%)	0 (0%)	0 (0%)	1 (14%)	0 (0%)	1 (8%)	6.1%
Very Dissatisfied	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	0 (0%)	0 (0%)	
17. (e) Overall Satisfaction - PE 101								
Very Satisfied	7 (78%)	8 (62%)	10 (100%)	2 (67%)	5 (71%)	1 (100%)	10 (77%)	
Satisfied	0 (0%)	3 (23%)	0 (0%)	1 (33%)	1 (14%)	0 (0%)	2 (15%)	91.3%
Dissatisfied	2 (22%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (8%)	8.6%
Very Dissatisfied	0 (0%)	1 (8%)	0 (0%)	0 (0%)	1 (14%)	0 (0%)	0 (0%)	

Program Review Summary 2008

	<u>Fall 04</u>	<u>Fall 05</u>	<u>Fall 06</u>	<u>Fall 07</u>	<u>Spring 08</u>	<u>Summer 08*</u>	<u>Fall 08</u>	<u>Avg</u>
18. DSS Contributed to Educational Success								
Very Satisfied	29 (62%)	49 (77%)	14 (74%)	8 (73%)	22 (81%)	6 (60%)	18 (67%)	
Satisfied	10 (21%)	13 (20%)	5 (26%)	3 (28%)	4 (15%)	3 (30%)	8 (30%)	94.9%
Dissatisfied	3 (6%)	1 (2%)	0 (0%)	0 (0%)	1 (4%)	0 (0%)	1 (4%)	5.6%
Very Dissatisfied	5 (11%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	1 (10%)	0 (0%)	
<i>TOTAL SURVEYS COMPLETED</i>	<i>56</i>	<i>75</i>	<i>?</i>	<i>10</i>	<i>45</i>	<i>15</i>	<i>39</i>	

***Note: One survey contained conflicting information... while the student expressed positive "yes" comments to ALL "yes/no" questions, questions that required "graded" or "numbered" responses were ALL negative.**

**DSS Faculty Satisfaction Survey
(Fall 2008)**

<u>Have you heard of the DSS Program and the services it may offer you and your students with disabilities?</u>	
I am very familiar with the DSS Program and its services	77
I have heard of the DSS Program, but am not sure how it might assist me or my students	17
I have never heard of the DSS Program	1
<u>I have utilized the DSS program's services and have found them to be satisfactory</u>	
Strongly Disagree	13
Disagree	2
Agree	31
Strongly Agree	33
Not Applicable	16
<u>Are students with disabilities able to express their needs to you in an adequate fashion?</u>	
Yes	67
No	8
Don't Know	20
<u>What DSS services do you find most helpful to you and your students?</u>	
<ul style="list-style-type: none"> - Students who need handouts in Braille have really helped. - Test accommodation process is very well organized. - I have not had many students identify themselves to me, but it seems that the students who use the small digital recorders greatly benefit from that assistive technology. - Interpreters in class and tutorial settings. - Extended services for disabled students. - Resource materials for hearing impaired. - High Tech services for different disabilities. - Testing and also sending someone for evaluation. - Testing - Information from DSS that informs me as an instructor of a student's special needs. - Test taking in controlled environment. - Space and time available for disabled students to take exams. - Provides testing facilities for students who need more time for timed writing. - The ADN Program utilizes the DSS Department to proctor the students with accommodations for testing. - This service is exceedingly helpful as it is a consistent way to meet the student's needs and execute this accommodation for varying requirements. - DSS staff is very helpful and professional. - Reasonable accommodation for tests. - Test taking in the DSS Office (when students get more time to complete the test). - I don't think the note taking policy is good. Most students will not take notes without some sort of payment (and I can't change their mind). - Testing accommodation, study assistance, clarification for unusual problems and required accommodation. - Identifying those who have a genuine disability. - Setting up appropriate time and place where they can take tests or exams. Thank you! - I find DSS staff very helpful in getting services to students in a timely manner. - The quiet room for test taking. - Extra time and a non-distracting environment. - Learning Disability testing and counseling. - Accommodation for special testing situations. - Testing accommodations. - Availability of services and alerting instructors in advance that a student may have a special need. - I have really only used the interpreting support and the extended test time management services and I find both 	

satisfactory. Thanks.
- That they are there and that students potentially are able to get help.

What DSS services do you find most helpful to you and your students? (Con't)

- Interpreters, closed captioning of videos, test taking and monitoring.
- The Director is excellent.
- Option for students with certain disabilities to take tests with more time allotted administered by DSS.
- The evaluation of students to determine if they have disabilities. However, I have been somewhat disappointed with the follow-through in the past. Students need more guidance as to what is available to help them. You can do amazing things to help people learn.
- Test accommodations/proctoring.
- Adapting keyboarding stations to meet student's needs – within reason.
- The students are given extra time for exams.
- Working with the Director and myself as a Counselor to best serve the students' needs.
- Extended test times for students!
- The untimed exams seem helpful. Unfortunately, I am not sure of all the programs this service offers. I know of some like helping with texts for the visually impaired but don't know how they help other disabilities other than taking untimed exams and having note takers for them. Sometimes I get frustrated because the students ask me for my notes and lecture material which I never give out and they just complain about their note takers rather than trying to find another one or they just don't make the effort to ask another peer to help with notes. I often offer to help find another good note taker but they sometimes put some "pressure" on me and just want the easy way out and want my notes. Not a good way to go in the classroom...so perhaps encouraging them to take responsibility would be helpful.
- Test taking, note taking, and just overall help when I have had trouble students in the past.
- Test taking arrangements for those students that require that service.
- In class assistance for taking notes and/or completing laboratory assignments.
- Interpreting for the deaf.
- Giving tests where student needs more time.
- That they provide the students with a place for testing, special equipment, etc., so that faculty do not have to do these things.
- The testing assistance and the counseling offered to students.
- The accommodations and services help students understand their unique challenges and provide opportunities for them to succeed in coursework that might otherwise be overwhelming.
- Counseling, primarily. Advice to us, the teachers, is also useful.
- Test taking at Learning Center.
- The DSS computer and screen magnifier in the Library.
- Test taking service.
- Time and place for test taking.
- Having DSS personal proctor student exams.
- Taking the tests in the DSS Office.
- Notetaking
- Interpreters for the Deaf.
- Nothing specific, but I find the attention to student needs flexible and appropriate.
- Justification of the extra test time.
- I have heard about DSS and have introduced the services but no takers yet. I haven't noticed any obvious signs of students in need. This is my first semester at AVC.
- DSS employees have been very helpful, especially when assessing what type of disability a student has. I have coordinated student testing with DSS for several students who had different disabilities. I especially appreciate that I have been notified when I have had a student who might have severe issues during class. For example, I had a student with PTSD and was subject to outbursts. Knowing this in advance allowed me to avoid certain wording and topics that caused him to flashback. He did not have any problems in class.
- DSS staff are willing to assist me with ways to accommodate or modify curriculum/activities/assessments.
- I can bring individual student needs to the attention of DSS and a plan is worked up so as to facilitate the student and their accommodations within the framework of my class.
- This is the first time I taught at AVC and I have not had a disabled student in any of my classes. However, I would like to know more about this program.
- Interpreters
- Interpreters, test accommodations, initial testing to find problem areas—great work overall!
- I feel the signing help is a wonderful piece.

What DSS services do you find most helpful to you and your students? (Con't)

- The testing areas that allow the extra time and quiet room if it is their accommodation.
- All your services are helpful if you can get the students to apply for them.
- The flexibility, it accommodates the class schedule.
- Test taking and note taking.
- Student support for achievement in courses.
- Sign language
- Providing them with tutors, amplification equipment and guidance as needed.
- Test taking services.
- Their ability to take tests at the DSS Office.
- Counseling, test time extension, helping students with their educational programs, tutoring.
- Interpreting for the hearing impaired and test monitoring when needed.

Please provide us with any additional comments or suggestions so that we may better serve our students.

- I would like to provide class lecture notes for students who have trouble note taking. Do you keep lecture notes files? What is a good format for lecture notes?
- There are many students who need the services DSS provides. I don't know if they are aware of these services. Counselors and instructors should work together to encourage those students that may benefit.
- Many students tell me they have ADD or LD and they do not use DSS. I would like to see better outreach to those students. They are very resistant because they want to "grow up" from their IEP days in K-12, but I feel they would succeed more with the services. I try to steer them when I can but am not always successful.
- The DSS service does a great job by diagnosing students with different disabilities and providing additional help for student's success.
- We have no way of knowing which students have disabilities unless they are obvious and/or physical so I personally don't know if my students have disabilities unless that student chooses to speak to me about it. I have several students with anxiety disorders this semester and none of them seem to have any connection to DSS. I would love to know if and how DSS can help them because they seem to really have a hard time.
- Give DSS more money.
- In past semesters I found DSS services to be very good. This Fall semester I was displeased to learn that the date and time for exams to be completed at DSS were not respected. In one case, I requested a student to take an exam on a Thursday and it was delayed without my notice until the following Monday even though there were specific instructions to not allow the student to take the exam after that Thursday. DSS has been good in other respects and I feel that overall they do a good job.
- Thank you for staying open until 7 p.m. on the days you do. It is helpful for us to be able to submit the tests to the mailroom, as the mailroom is open later hours. I would feel more at ease with more security measures taken to handle our tests. It is fairly competitive in the nursing program. We use difficult tests so those efforts should be protected.
- Online and multimedia integration. Ability for an instructor to submit the exam online (via email or web interface). Ability to include video clips and other digital material for the tests.
- I would like more notification when there will be a deaf student in my class. Normally I am notified the day the class starts. In some cases, depending on the type of delivery I am planning to utilize, I may need to change my delivery to accommodate all students. More notice from you will help me be better prepared for all students and their individual needs.
- Very nice people to work with.
- If there are many students having a particular disability, would it be pedagogically valuable for them to be registered in the same course? In such a case an instructor would not worry about going to slowly for the non-disabled students. It's much easier to teach a class of students who are at the same level.
- Keep up the great work and continue to make yourself and staff available to your students.
- Thanks for ALL your support.
- It has been great for our RN students.
- Publish a list of volunteer note takers for students requiring such assistance when their classmates do not respond to a repeated request for assistance.
- It would be nice if DSS were more visible and it was easier to refer students to DSS.
- If a student needs a note taker, then the student needs a note taker. It's not fair to put the teacher in a position of asking for a student volunteer – the other students feel pressure to comply with the request and then don't follow-through. It is an EXTREMELY awkward position for the disabled student. You need to find a better method.
- Doing a great job! Thanks!

- I have had four students who were missing fingers but wanted to learn keyboard. Adaptive software is available (\$800) and I would like to see DSS (or the Business Department) purchase it so it would be available. Otherwise, the student becomes frustrated and drops the class before the software could be ordered. If I can help in any way, contact me.
- The DSS students that I have in my program do not complain about your program. You must be doing a pretty good job.

Please provide us with any additional comments or suggestions so that we may better serve our students.

(Con't)

- It's important that we continue to work together regarding individual students in DSS and other support services counseling programs in addition to improve understanding of the students who are best served by our program and DSS. I was recently reminded that DSS plans students' academic schedule for each semester. However, our program also does that and provides an Ed Plan. Communications of process and procedures with both programs needs to be improved. Thanks for asking.
- I often can't make the flex presentation your office gives unfortunately – so perhaps making a quick flyer of your services that are beyond untimed exams would help—like what type of testing you offer for learning disabilities, what to look for in students who might have a learning disability, and what services you have for those students, e.g., Do you teach them skills? Have tutors? Thanks. Overall your office is FABULOUS and I have always had calls returned and your staff is very responsive and helpful. THANK YOU!!!
- I think you're doing fine.
- Because my students use DSS frequently, filling out the orange slips for each student for each test is a little cumbersome. But you have been great accepting one typed page of instructors for all the students.
- Sometimes I think that students and some faculty perceive that a student identified with these needs is viewed negatively. More education to everyone about what it means to be a disabled student.
- Information you disseminate to us regarding procedures for handling unique situations is very helpful. Additional tips for assisting students would be welcome.
- When a request for equipment and so forth is made by a student or a faculty member, it would be nice to have a process, a form, some sense of time to fulfillment or a "yes" or "no" to such a request. Students who use DSS are often not aware of what DSS can do for them either but I'm not sure that's DSS's fault. Also, the questions above have no nuance. Question #1: I know a lot about some services and none at all about others but feel comfortable asking staff for help. Question #3: This varies greatly. Some students are quite articulate and knowledgeable about their needs and what might be available to them, others, it's like opening an angry razor clam to get communication from them.
- Sometimes disabled students need help to photocopy, get a book off the shelf, print, etc. I suggest they contact DSS to request a student helper but they don't want to. Sometimes we have a student worker that can help them and other times we don't.
- I'm never quite sure if I should send my students to DSS or to the Learning Center or whether to ask if they have been to DSS for screening. I would like a clearer explanation of how students transition from high school IEP's to college DSS services. Do they keep their IEP? How are accommodations established? How can I help all students seek the help they need? How can I reassure them that there are no "set asides" for special ed students in college? Maybe we could use a glossary or maybe I have just not looked hard enough at the AVC website. Thanks for asking.
- I cannot think of anything useful right now.
- I think this office is doing a first-rate job.
- Thanks!
- I would like DSS staff to follow-up after I call/talk to them about a student. Sometimes I don't know whether the referral was helpful, etc.
- Over the years that I have used the office of DSS when needed, I have found the staff and especially the Director to be very helpful and professional. We, at AVC, are fortunate to have the DSS office.
- Depending on the special need of the student, it would be nice to know in advance when I need to modify the classroom.
- You are doing a good job.
- Be mindful not to overload certain instructors classes just because they are known for being equipped to assist DSS students. When there are more than 2 per class, the quality of help diminishes.
- Keep up the good work.
- Sometimes there is a long wait for students to be tested. Since they cannot have accommodations without being tested, they may fail the course before they get services.
- For 8 a.m. classes, it would be beneficial to have someone in earlier to proctor tests so students do not miss so much lecture. (Lecture begins after a break and the testing is completed.)
- The office is locked early some evenings 10-15 minutes before posted time so I have not been able to leave tests after

making the effort to park and walk there. If the office hours have changed, it would be important to inform the faculty. Overall, though, it is very important benefit to the students and faculty that the students are allowed their accommodations. Thank you!!

- The only time I had a student who really needed your help – I could not get him to go see you because “he was not disabled” or so he strongly informed me. I think you need a new name. DSS still equals “disabled student services” to those who are not eager to engage the system for the benefits you provide – and, quite frankly, most (if not all) the students I have had that inform me they are in the DSS program are marginally (very marginally) actually in need of your services but this is fine, whatever helps them succeed is great. However, there needs to be an avenue of entrance for those who are embarrassed, or unwilling to be considered DSS participants due to considerations of being less able than their peers.
- Students who go through the DSS Office do not have clear ideas about the procedures and expectations from the instructor. More explanation of the guidelines will be very useful.

Please provide us with any additional comments or suggestions so that we may better serve our students.

(Con't)

- Many students seem hesitant to use the DSS services for which they qualify...how can we encourage them to do so?
- How can a teacher report to your office that a student with a disability is not successful and needs other interventions to help them? Who would be the person to contact, etc.?
- It would be helpful to know ahead of time what their disabilities are.
- I have many students who could benefit from DSS but for one reason or another will not use the services. One student I recommended to DSS dropped my course rather than admit he had a need for help. It would be helpful if there was a way during student orientation to address these students. Perhaps the name of the office could be changed from Disabled Student Services to “Advancing Those Challenged Educationally” or “ACE”.
- I always have found the students with hearing disabilities often do not complete the course.