

COLLEGE OF
MARIN

STUDENT SERVICES FULL PROGRAM REVIEW

Program Name: **Student Accessibility Services (SAS)**

Academic Year: **2016-2017**

Academic Year: 2016-2017

I. Program Overview

1. What is the mission of the program?

The mission of College of Marin Student Accessibility Services (SAS) program is to ensure an accessible and welcoming environment for individuals with documented disabilities while ensuring compliance with federal and state regulations. SAS is committed to providing equal access to education for students with a wide range of disabilities including: Attention-Deficit Hyperactivity Disorder (ADHD), Intellectual Disability (ID), Autism Spectrum, Mental Health Disability, Deaf and Hard of Hearing (DHH), Blind and Low Vision, Learning Disability, Acquired Brain Injury, and other health conditions and disabilities that may be temporary or permanent in nature.

The purpose of the program is to provide reasonable accommodations in the form of academic adjustments, auxiliary aids, services, and/or instruction to enable students to access educational opportunities. These accommodations include but are not limited to: counseling services, adaptive equipment and furniture, assistive technology and training, interpreting and captioning services, note taking, testing, adapted physical education and others.

Program Description:

Student Accessibility Services provides academic adjustments, auxiliary aids, services, and/or instruction to students with disabilities so that they can fully participate and benefit from an equitable college experience. An Academic Accommodation Plan (AAP), formerly referred to as the Student Education Contract, is developed for each student as a means to reflect the interactive

process that occurred between the student and certificated professional (i.e., counselor). The AAP addresses academic adjustments, auxiliary aids, services and/or instruction necessary to provide the student equal access to the educational process, given the educational limitations resulting from the student's disabilities. Additionally, the AAP defines measurable progress for those enrolled in educational assistance classes, such as the Adapted Physical Education courses.

Eligibility Criteria:

Section 56002 of the DSPTS Title 5 regulations defines Student with a Disability as "a person enrolled at a community college who has a verified disability which limits one or more major life activities, as defined in 28 C.F.R. 35.104 resulting in an educational limitation as defined in section 56001."

Section 56006 of the DSPTS Title 5 regulations states (a) In order to be eligible for academic adjustments, auxiliary aids, services and/or instruction authorized under this chapter, a student must have a disability which is verified pursuant to subdivision (b) which results in an educational limitation identified pursuant to subdivision (c) of this section. Effective October 16, 2015 4

(b) The existence of a disability may be verified, using procedures prescribed by the Chancellor, by one of the following means:

- (1) observation by certificated DSPTS staff;
- (2) assessment by certificated DSPTS staff; or
- (3) review of documentation by certificated staff provided by appropriate agencies or certified or licensed professionals outside of DSPTS.

(c) The student's educational limitations must be identified by certificated staff and described in the Academic Accommodation Plan (AAP) required pursuant to Section 56022. Eligibility for each service provided must be directly related to an educational limitation consistent with Section 56000(b) and Section 56001.

Services/Accommodations:

Examples of services and accommodations available through SAS that are over and above those regularly offered by the college are: test-taking facilitation, assessment of learning disabilities, specialized counseling, interpreting and transcription services for the deaf and hard of hearing, note taking services, alternative media production, specialized tutoring, access to assistive technology and training, and specialized instruction.

2. What are the goals of the program?

The goals of the SAS program include:

- a) To empower students with disabilities to be self-advocates;

- b) To foster an accepting, accessible campus environment for students with disabilities;
- c) To ensure that the student with disabilities meets with a counselor every semester;
- d) To provide appropriate accommodations based on verified disability documentation;
- e) To develop and manage on-campus resources effectively for students with disabilities;
- f) To advocate for the needs and interests of students with disabilities;
- g) To collaborate with faculty to ensure access to the curriculum for student with disabilities;
- h) To ensure the universal design concept to have student computers, assistive technology as well as accessibility software available for use for students with disabilities.

3. How does the program mission tie in to the Student Services' and institution's mission?

“College of Marin’s commitment to educational excellence is rooted in providing equitable opportunities and fostering success for all members of our diverse community by offering:

- preparation for transfer to four-year colleges and universities
- associate degrees and certificates
- career technical education
- basic skills improvement
- English as a second language
- lifelong learning
- community and cultural enrichment

College of Marin responds to community needs by offering student-centered programs and services in a supportive, innovative learning environment that promotes social and environmental responsibility.”

The overall goal of Student Services at College of Marin is ensuring the success of students. Student Accessibility Services (SAS) provides an opportunity for students with disabilities to equitably access the college community through

academic adjustments, auxiliary aides and/or services, and through instruction. These enhanced support services make it possible for a portion of our “diverse community” to access postsecondary education and succeed. This aligns with the college’s mission and Student Services central role in supporting the success of each student.

4. Briefly describe the program and the services it provides in order to achieve its goals and SLO’s.

The Program Student Learning Outcomes (PSLO’s) for SAS are: (1) Students that participate in the SAS program will become more effective self-advocates for their own educational needs.

The SAS program is designed to offer reasonable accommodations in the form of academic adjustments, auxiliary aids, services, and/or instruction to students with disabilities at the COM. The services and instruction are designed to be non-duplicative to what is available for all students at COM and should be directly related to the student’s educational limitations and to the student’s participation in the educational process. All SAS services are designed to enhance and maximize student participation while not altering curriculum and course of study. The services support full student participation and are consistent with the mission of the college (DSPS Title 5 Regulations, pg. 2).

SAS Services Provided:

Counseling Services
Assistive Technology – equipment and training
Alternative Media
Specialized Tutoring – Math and English
Learning Disability Assessment
Educational Planning and Registration Assistance
Testing Facilitation
Educational Assistance Classes – Adapted Physical Education (5 courses)
Interpreting Services and CART Services for the Deaf and Hard of Hearing (DHH)

Counseling Services: SAS counselors (2 FT) provide academic, career, and disability management counseling, authorize classroom accommodations and services, and consult with instructors as needed. Counselors also provide educational assistance through the development of Student Education Plans (SEP) and can provide registration assistance to students. The current average SAS Counselor to Student ratio is 1:186. Additionally, the SAS Director is a certificated professional who can provide counseling services to students.

Assistive Technology: The Assistive Technology Specialist (1 FT) coordinates and supports all assistive technology under the umbrella of SAS including: advising counselors and the LD specialist on how to best accommodate individual disabilities with the appropriate technology; working with students to determine, recommend and train them in the various assistive technologies SAS has available; providing technical support to students to enable access to College of Marin resources; acting as the technical support contact for SAS staff and faculty with regard to specialized departmental technology as well as holding workshops and lectures on educational technology and effective study skills for all student populations.

Alternative Media: Alternative media involves finding and converting texts to the format a given student needs. Alternative Media is produced by the E-Text Assistant Technician who is a Part-Time Classified Staff (.53). Additionally, The Assistive Technology Specialist can provide support in the capacity of alternative media during high peak periods or when additional support is needed.

Adapted Physical Education: “The purpose of adapted physical education (Adapted PE) is to create a safe and appropriate environments in which a person with a disability can learn physical education concepts and develop physical skills. Additionally, adapted physical education helps a student to maximize knowledge and abilities within the context of their individual circumstances” (California Community Colleges Adapted Physical Education Handbook, 2002). The Adapted PE program at COM currently has 2 Adjunct Faculty, 2 (PT) Classified Instructional Assistants, 1 (PT) Classified Instructional Specialist, and 4 Hourly Instructional Aides.

There are 3 course offerings with 7 sections for adapted PE at this time: Adapted Aquatics (.5 unit); Adapted General Conditioning (.5 unit) – four sections; Adapted Yoga (.5 unit) – two sections. Currently, 186 students are enrolled in Adapted PE courses for Spring 2017.

Specialized Tutoring: Specialized tutoring primarily occurs in the subjects of Math and English. However, SAS students enrolled in courses outside of Math and English who may need assistance in writing a paper or review of a paper, can utilize tutoring services through the department. Tutoring is provided by 1 Part-Time Instructional Assistant (Math Tutor) and 1 Hourly Instructional Assistant. The tutors receive referrals from SAS counselors and routinely meet with students for 30 minutes to 1 hour each week with specific subject matter. At this time, tutoring services are at capacity and a waitlist has been generated should availability occur. This is a highly sought service among SAS students. Spring 2017 was the first week tutoring services reached capacity in the first week of the semester.

Learning Disability Assessment: The Learning Disability Specialist administers assessment and testing services using the California Learning Disabilities Eligibility and Services model which consists of six components: Intake Screening, Measured Achievement, Ability Level, Processing Deficit, Aptitude-Achievement Discrepancy, and Eligibility Recommendation. Learning Disabilities can oftentimes be overlooked and testing can lead to clarity of deficits in the areas of working memory and processing speed. Learning Disability assessment and testing supports the identification of students who may need accommodations to aid in their success. SAS currently has 1 Adjunct Faculty (.32) to provide these services

Testing Facilitation: SAS Testing has been an expanding area since 2007. It is a service that developed from providing testing services to a small group of SAS students (6-12) per semester to hundreds of academic exams given through SAS every semester. SAS students test in a state-of-the-art testing facility designed according to ADA specifications and parameters. SAS Testing accommodates over 120 student per semester. Testing accommodations include: extra time on tests, scribes, readers, enlarged (and other alternate) test formats, use of CCTV's, computers for online testing, and separately monitored private testing areas. SAS provides tests for all COM's academic course subjects and provides special accommodations for the College Board Accuplacer placement test. Scribing and reading is done by the SAS Support Services Specialist, who also facilitates test proctoring for students whose disability or disabilities necessitate additional test taking time, or other accommodations. Test proctoring is offered for SAS students who require additional time to complete exams. Testing occurs throughout each semester, but is heaviest at finals time. Below is an example of the schedule for SAS students testing during the Fall 2016 Finals week (Dec. 12-16, 2016):

Monday: 29 students proctored (1x scribe needed)
Tuesday: 25 students proctored (2x scribe needed)
Wednesday: 28 students proctored (1 x scribe needed)
Thursday: 30 students proctored (2 x scribe needed)
Friday: 17 students proctored (2 x scribe needed)

Interpreting Serves & CART Services for DHH: Interpreting and Communication Access Realtime Translation Services (CART) are two services within SAS that are contracted out to an agency and consultant. Both services are designed to support the Deaf and Hard of Hearing (DHH) population. These services can be costly at \$75-\$85 per hour. Discussion of tools such as Video Remote Interpreting (VRI) are well under way to examine how they can support DHH students while reducing costs to the district and to the state.

Other Services: Additional services are provided to include adaptive equipment purchases and set up within the classroom, note take accommodation coordination, and registration assistance.

5. Describe barriers that students might have in accessing your services.

- a. The Adapted Physical Education program currently operates with 2 adjunct faculty, 3 classified staff, and 4 hourly staff. The program lacks coordination needed to ensure appropriate documentation and reporting requirements, in addition to overall leadership to support sustainability and growth.
- b. The program currently has 2 full-time counselors who are certificated professionals able to meet with students to provide accommodations to 450-520 students each semester. The average student to full-time counselor ratio in Fall of 2016 was 1:186. Additionally, the SAS Director is a certificated professional who can meet with students in addition to providing leadership and oversight to the program. At this time, counseling only occurs at the Kentfield campus, while the student body is represented at Kentfield and IVC. A concern regarding counselor load and availability has served as an impediment to ensuring services are provided at both locations. Additionally, other SAS services such as testing and assistive technology support and training do not occur at the IVC campus.
- c. The Community Education, Life-Long Learning and International Education (CELLIE) division of COM serves approximately 3700 students and has a need for student accessibility support services. However, funds are restricted in that SAS funds must only be used for state supported credit and non-credit courses. There is a need for resources that can support CELLIE students with a verified disability enrolled in not-for-credit courses.
- d. The SAS program currently has two tutors (1 at 25 hours per week in Math and 1 in English at 16 hours per week). Tutoring services reached capacity during the first week in Spring 2017 which limits availability for students who may have sought services after that period. The resource currently has a student waitlist.
- e. As stated in the last program review, SAS currently has 1 full-time Student Support Specialist responsible for the coordination of and administering of tests to students in the SAS Testing Lab. Between July and December of 2016, 119 students received testing services with 359 tests conducted during this period. This position is also responsible for the coordination of accommodations within the classroom such as adapted equipment and ensuring the provision of note taking. Additional hourly staff are needed to adequately support students in the areas of: Test Proctoring, Scribing, Reader Services, Adaptive Equipment and Note taking coordination.
- f. The program hours of operation are between the hours of 8:30 and 4:30 pm, Monday through Friday. Periodically, students are in need of meetings outside

of hours of operation. As reflected in the SAS Student Survey conducted in Spring 2017, there is a need for expanded hours.

- g. Limited resources to adequately fund Adapted Physical Education courses and maintenance of equipment.
- h. Reliance on vendors for interpreting services and Communication Access Realtime Translation (CART) services.
- i. Limited functioning of High Tech Center/Assistive Technology lab for student hardware and software training and general use.
- j. Lack of a private and quiet space for students who need to utilize speech to text software such as Dragon Naturally Speaking.
- k. Lack of timely deployment of technology after purchase resulting in cost of software and limited use of funded resources.
- l. Lack of a developed SAS orientation to serve as an onboarding prior to initial intake with counselor.
- m. Notetaking services are largely based on instructor request and classroom peer volunteerism. There is no system in place to ensure the provision of the accommodation or quality of the notes. Additionally, there is a need for educating students of notetaking apps and tools that can support note taking needs and increase self-sufficiency.
- n. Lack of a developed institutional Math Substitution Policy for students with a documented disability that significantly interferes with the student's ability to complete a mathematics course.
- o. Lack of a comprehensive accommodation, appointment, and case management software to streamline services, collect data, and to reduce paper usage.

6. Describe retention/intervention strategies that you use to increase student success.

- a. Counselors meet with students at minimum once a semester to discuss accommodations and student goals. Each year, counselors develop, with the student, an academic accommodation plan that addresses educational limitations. In addition to academic and career counseling, counselors provide support around student issues that may affect their progress. Referrals to district personal counselor and other programs to meet student needs are made.
- b. Telephone calls are made to students to remind them of their upcoming appointments.
- c. Learning Disability assessment and testing provided to measure achievement, ability level, processing deficit, aptitude-achievement discrepancy, and to make eligibility recommendation as it relates to Learning Disability diagnosis.
- d. Counselors serve as a resource to faculty and staff to address questions or concerns that may arise around supporting students with disabilities and understanding the accommodation process.

- e. Counselors research issues, consult with campus and community resources, and provide referrals as needed.
- f. Counselors develop educational plans, taking into consideration the student's goal and how the student's disability may impact their learning experience.
- g. Student Support Specialist coordination of testing and accommodation services to support the use of authorized accommodations and services.
- h. Initiating program faculty, staff, and student training on available technological software and programs that can enhance student learning and success. Developed a Faculty/Staff Survey to assess learning needs when supporting students with disabilities (launched survey in Spring 2017). *See Appendix B*
- i. Launching an Access Workshop Series in Spring 2017 for all COM faculty, staff, and students around disability and resources that can support student success.
- j. Launched an SAS Open House that will occur each semester to encourage members of the COM community and community partners to learn more about available support services through the program.
- k. Assistive Technology Specialist works with students to ensure appropriate assistive devices to support learning and trains students on various pieces of equipment and software.
- l. Assistive Technology Specialist works with faculty and staff to address the broader scope of accessibility as it relates to electronic and information technology through our web content, learning management system, and various tools used to support student learning through the college. The Specialist serves as a resource on the Distance Education Committee and on the newly formed Digital Accessibility Workgroup where IT and SAS prioritize accessibility issues and needs.
- m. Collaborating with Marin County Office of Education in order to bridge the gap between students transitioning from high school to College of Marin and to prepare middle school students and parents for the college experience.
- n. Conducting local high school resource and special day tours for prospective incoming high school students.
- o. Collaborating with disability providers in the community to assess community needs and to leverage resources.
- p. Secured a \$15k grant to purchase equipment for the Adapted Physical Education program.
- q. Purchased institutional agreement of a screen reader program to deploy in campus labs and elsewhere on campus to support student reading comprehension.

7. Is the program required to meet special regulations/standards? Describe.

Yes. The DSPS program and College of Marin must comply with both federal law and state regulations, including the Rehabilitation Act of 1973, the Americans with Disabilities Act, California Education Code ARTICLE 3. State-Funded Services [67310-13] and [84850], and Title 5 Regulations [56000-56076]. Abridged California regulations are noted below:

California Education Code Section 67310:

(a) The Legislature finds and declares that equal access to public postsecondary education is essential for the full integration of persons with disabilities into the social, political, and economic mainstream of California. The Legislature recognizes the historic underrepresentation of disabled students in postsecondary programs and the need for equitable efforts that enhance the enrollment and retention of disabled students in public colleges and universities in California.

(b) The Legislature recognizes its responsibility to provide and adequately fund postsecondary programs and services for disabled students attending a public postsecondary institution.

(c) To meet this responsibility, the Legislature sets forth the following principles for public postsecondary institutions and budgetary control agencies to observe in providing postsecondary programs and services for students with disabilities:

California Education Code Section 84850: (a) The Board of Governors of the California Community Colleges shall adopt rules and regulations for the administration and funding of educational programs and support services to be provided to disabled students by community college districts pursuant to Chapter 14.2 (commencing with Section 67310) of Part 40.

Title 5 of the California Code of Regulations Section 56000: This subchapter applies to community college districts offering academic adjustments, auxiliary aids, services and/or instruction through Disabled Student Programs and Services (DSPS), on and/or off campus, to students with disabilities pursuant to Education Code sections 67310-13 and 84850. Programs receiving funds allocated pursuant to Education Code section 84850 shall meet the requirements of this subchapter. Any academic adjustments, auxiliary aids, services and/or instruction funded, in whole or in part, under the authority of this subchapter must: (a) not duplicate services or instruction which are otherwise available to all students; (b) be directly related to the educational limitations of the verified disabilities of the students to be served; (c) be directly related to the students' participation in the educational process; (d) promote the maximum independence and integration of students with disabilities; (e) not include any change to curriculum or course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline, thereby causing a fundamental alteration; and (f) support

participation of students with disabilities in educational activities consistent with the mission of the community colleges as set forth in Education Code section 66010.4

NOTE: Links to Federal and State Laws and Regulations as it pertains to services provided to students with disabilities

Title 5 Regulations:

http://www.dspssolutions.org/sites/default/files/docs/title_5_regulationsfinaleff10-16-15_pdf.pdf

California Education Code:

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=67310.

<http://codes.findlaw.com/ca/education-code/edc-sect-84850.html>

Americans with Disabilities Act Title II Regulations:

https://www.ada.gov/regs2010/titleII_2010/titleII_2010_regulations.htm

Rehabilitation Act of 1973, Section 504 and 508;

<https://www.dol.gov/oasam/regs/statutes/sec504.htm>

<https://www.access-board.gov/the-board/laws/rehabilitation-act-of-1973#508>

8. List all staff members in the program. Include their names, titles, classification, FTE equivalents, qualifications, and funding source.

Name	Title	Classification	FTE	Qualifications	Funding Source
Stormy Miller	Director	Administrator	1.0	MA	SAS
Toni Yoshioka-Wittenmeier	Counselor	Faculty	1.0	MS	SAS
Luna Finlayson	Counselor	Faculty	1.0	MS, CRC	SAS
Xenia Zarrehparvar	Student Support Specialist	Classified	1.0	BA	SAS
Elle Dimopolous	Assistive Technology Specialist	Classified	1.0	MA	SAS
Gordon Hedemark	Instructional Assistant	Classified	.72	AA, AS	SAS
Mary Sage	E-Text Assistant Technician	Classified	.53	AA	SAS

Miles Mayo	SAS Program Technician	Classified	.53	Some college	SAS
Carol Schwartz	SAS Specialist	Classified	.50	BS	SAS
Louise deBlanc	Learning Disability Specialist	Adjunct Faculty	.32	MS	SAS
Maria Gray	Instructor	Adjunct Faculty	.26	BA	SAS
Diana Scranton	Instructor	Adjunct Faculty	.17	M.Ed	SAS
Jeanette Davison	Instructional Specialist	Classified	.40	BS	SAS
Cynthia Thompson-Smith	Instructional Assistant	Classified	.40	Some college	SAS
Kyle delongh	Instructional Assistant	Classified	.40	Current student	SAS
Peter Burchard	Instructional Assistant	Hourly	16	BA	SAS/Equity
Ariel Curtis	Instructional Aide	Hourly	15	Current student	SAS
Tracy Morris	Instructional Aide	Hourly	17		SAS
Cynthia Simon	Instructional Aide	Hourly	17	BA	SAS
Kenny Rodriguez	Instructional Aide	Hourly	17	Current student	SAS

9. What are the demographics of the students in the program and how do these demographics compare to the overall college population

California Community Colleges Chancellor's Office
Disabled Students Programs & Services (DSPS) Summary Report

		Annual 2014-2015	Annual 2014-2015
		Student Count	Student Count (%)
Marin CCD Total		517	100.00%
	African-American	44	8.51%
	American Indian/Alaskan Native	3	0.58%
	Asian	30	5.80%
	Filipino	3	0.58%
	Hispanic	89	17.21%
	Pacific Islander	1	0.19%
	Two or More Races	20	3.87%
	Unknown/Non-Respondent	19	3.68%
	White Non-Hispanic	308	59.57%

California Community Colleges Chancellor's Office
Student Enrollment Status Summary Report

		Annual 2014-2015	Annual 2014-2015
		Student Count	Student Count (%)
Marin CCD Total		9,317	100.00%
	African-American	462	4.96%
	American Indian/Alaskan Native	22	0.24%
	Asian	609	6.54%
	Filipino	114	1.22%
	Hispanic	2,789	29.93%
	Multi-Ethnicity	441	4.73%
	Pacific Islander	24	0.26%
	Unknown	574	6.16%
	White Non-Hispanic	4,282	45.96%

California Community Colleges Chancellor's Office
Disabled Students Programs & Services (DSPS) Summary Report

		Annual 2015-2016	Annual 2015-2016
		Student Count	Student Count (%)
Marin CCD Total		559	100.00%
	African-American	46	8.23%
	American Indian/Alaskan Native	3	0.54%
	Asian	32	5.72%
	Filipino	4	0.72%
	Hispanic	105	18.78%
	Pacific Islander	2	0.36%
	Two or More Races	25	4.47%
	Unknown/Non-Respondent	23	4.11%
	White Non-Hispanic	319	57.07%

California Community Colleges Chancellor's Office
Student Enrollment Status Summary Report

		Annual 2015-2016	Annual 2015-2016
		Student Count	Student Count (%)
Marin CCD Total		9,301	100.00%
	African-American	392	4.21%
	American Indian/Alaskan Native	19	0.20%
	Asian	574	6.17%
	Filipino	112	1.20%
	Hispanic	2,874	30.90%
	Multi-Ethnicity	458	4.92%
	Pacific Islander	23	0.25%
	Unknown	560	6.02%
	White Non-Hispanic	4,289	46.11%

California Community Colleges Chancellor's Office
Disabled Students Programs & Services (DSPS) Summary Report

		Fall 2016	Fall 2016
		Student Count	Student Count (%)
Marin CCD Total		446	100.00%
	African-American	32	7.17%
	American Indian/Alaskan Native	2	0.45%
	Asian	28	6.28%
	Filipino	3	0.67%
	Hispanic	77	17.26%
	Pacific Islander	1	0.22%
	Two or More Races	19	4.26%
	Unknown/Non-Respondent	14	3.14%
	White Non-Hispanic	270	60.54%

California Community Colleges Chancellor's Office Student Enrollment Status Summary Report

		Fall 2016	Fall 2016
		Student Count	Student Count (%)
Marin CCD Total		6,692	100.00%
	African-American	229	3.42%
	American Indian/Alaskan Native	13	0.19%
	Asian	386	5.77%
	Filipino	75	1.12%
	Hispanic	2,304	34.43%
	Multi-Ethnicity	307	4.59%
	Pacific Islander	12	0.18%
	Unknown	398	5.95%
	White Non-Hispanic	2,968	44.35%

Students in SAS make up the diverse fabric of COM. As the above charts indicate, 36-39% of SAS students served from Fall 2014 through Fall 2016 represented minority groups as compared to 48% of the college population. Similarly to the 2014 DSPS program review, the percentage of African American students utilizing SAS services is significantly higher than the college population. Additionally, 28% of SAS students were above the age of 50 in 2014-2015 annual data and accounted for 26% in 2015-2016. Among the 20-24 age group, 21% of students fell within this range in 2014-2015 annual data and the percentage increased to 25% in 2015-2016.

California Community Colleges Chancellor's Office Disabled Students Programs & Services (DSPS) Summary Report

		Annual 2014-2015	Annual 2014-2015	Annual 2015-2016	Annual 2015-2016
		Student Count	Student Count (%)	Student Count	Student Count (%)
Marin CCD Total		517	100.00%	559	100.00%
	Acquired Brain Injury	45	8.70%	41	7.33%
	Developmentally Delayed Learner	61	11.80%	58	10.38%
	Hearing Impaired	20	3.87%	20	3.58%
	Learning Disabled	89	17.21%	96	17.17%
	Mobility Impaired	65	12.57%	70	12.52%

	Other Disability	147	28.43%	184	32.92%
	Psychological Disability	76	14.70%	78	13.95%
	Speech/Language Impaired	3	0.58%		0.00%
	Visually Impaired	11	2.13%	12	2.15%

The largest population served by SAS based on disability status is the Other Health Conditions and Disabilities category at 28% in 2014-2015 annual data and 33% in 2015-2016, which is defined as “all students with disabilities with other health conditions, and/or disabilities that affect a major life activity, which are otherwise not defined...but which limit the student’s ability to access the educational process.” Also of note is the percentage of individuals served with the diagnosis of Learning Disability with 17% served both in 2014-2015 and 2015-2016. The percentage climbed to 20% in Fall of 2016.

NOTE: Information retrieved from the California Community Colleges Chancellor’s Office Management Information Systems Data Mart.

II. Measuring Student Progress

1. How is student progress tracked with the program? How well are students progressing through the program? Include data to support your assertions, if it is available.

Student Learning Outcomes Matrix

I	II	III	IV
Program Learning Outcomes	Assessment Method – Who, What, When How	Assessment Results Report – Main Findings, Date, Report Authors	Use of Results – Modification of Assessment if Appropriate
Students that participate in the SAS program will become more effective self-advocates for their own educational needs.	(a) After one semester, students will independently request services that they qualify for in such areas for testing, notetaking, and E-text.	(a) Counting number of SAS Classroom test and accommodation forms completed	

	Evidence will be measured by the request forms the student files with their counselor		
	(b) Students will progressively demonstrate a greater understanding of their disability and the various services and strategies to help them be successful in college. Evidence of this personal development will be measured through counselor interview		

The Program Student Learning Outcomes (PSLO's) in addition to the assessment methods continue to present a programmatic challenge related to assessing and tracking outcomes. SAS will re-evaluate SLO's in Summer/Fall of 2017 to more consistently align with student success indicators and current college initiatives, while identifying other means to assess student perception on ability to better advocate on their behalf as it relates to accommodations.

Student progress is largely tracked through review of the Student Educational Plan (SEP) each semester and qualitative data based on interaction and discussion with the student each semester. Additionally, students enrolled in Adapted Physical Education are assessed for measurable progress through documentation on the AAP. Program emphasis continues to be on service delivery due to various factors influencing the programs ability to track student progress outcomes. As

the college transitions to Navigate, a platform designed to streamline the student onboarding process and create personalized pathways, SAS will likely have greater capacity and access to metrics that track various aspects of student progress associated with access, completion, transfer, and overall student success as defined by that individual.

A count of accommodation letters was conducted and indicated:

Fall 2015 – 193 students (unduplicated) received accommodation letters based on the interactive process with students

Spring 2016 – 211 students (unduplicated) received accommodation letters based on the interactive process with students

Fall 2016 – 236 students (unduplicated) received accommodation letters based on the interactive process with students

While metrics improvements are needed, these numbers do reflect the PSLO as it relates to students self-advocating and requesting accommodations.

In Spring of 2017, an SAS Student Survey was conducted to assess utilization of services, frequency of utilization, and satisfaction with services received. *See Appendix A for survey questions and results.*

III. Planning Agenda

1. **Based on the information above, what changes or new initiatives should be enacted to improve the program and meet your goals?**
 - a) Re-evaluate PSLO's and develop measurable outcomes that more closely align with college student success indicators in addition to service access and utilization for SAS students
 - b) Identify ways in which the new platform (Navigate) can support data and outcome tracking for PSLO's, service utilization, and SAS student success
 - c) Identify if Navigate can support all SAS needs as it relates to tracking student accommodations, ensuring access and utilization of services, data collection, and tracking of outcomes.
 - d) Annually request student feedback in the form of a student survey that directly aligns with program goals and PSLO's.

Program Improvements based on goals:

- e) Utilize Navigate platform to alert students to schedule with counselors, educational planning, etc. (Goal C)
- f) Expand services to include IVC and evening hours of operation to better meet student needs. (Goal B)

- g) Address need for program coordination of Adapted Physical Education program. Allocate Teaching Units for coordination of the program. (Goal E)
- h) Provide ongoing professional development opportunities for SAS faculty and staff on disability, technology, and student success strategies to better meet the needs of students. (Goal D)
- i) Provide training to COM faculty and staff to support ongoing learning and education of the entire campus community around disability. (Goal G)
- j) Develop an online and face-to-face orientation for SAS students on program services and accessing services. (Goal B)
- k) Develop a student handbook on program services, procedures to access services, and grievance procedures. (Goal A; B)
- l) Collaborate with IT to ensure accessible web content and any and all electronic and information technology (E&IT). Ensure students have a contact in the event there is an E&IT accessibility issue. Collaborate with faculty and staff to ensure accessibility in learning management system tools and classroom curriculum. (Goal B; F; H)
- m) Active engagement in the ADA committee to discuss issues of campus accessibility, and to address questions and concerns raised by students, faculty, and staff around accessibility. (Goal B; F)
- n) Ensure timely services of counseling, provision of accommodations, and alternative media (Goal F)
- o) Promote usage of Assistive Technology Lab to ensure student access to software, hardware, and training on various technologies that can support student success (Goal A; B)

2. Given the current budget environment, what efficiencies do you see within the service area that could result in reduced costs but improved services?

- a) Chancellor's Office video-remote interpreting (VRI) may result in decreased interpreting expenses.
- b) Utilization of Master's level interns to carry out special projects that can enhance support services within SAS (i.e., career workshops, college success sessions, face-to-face SAS orientations, etc.)
- c) Continued utilization of work-study students to provide front office support and outreach to SAS students
- d) Development of an online SAS orientation to provide an overview of program support services. This may reduce front desk work load issue of fielding questions and providing program overview prior to counseling sessions.
- e) Intake documents being accessible online for advance completion prior to counseling session.

- f) Adoption of a student disability data management system will streamline service delivery, capture critical information and data, and improve accommodation coordination within SAS.

3. Based on recommendations above, what resources will the program save, reallocate or require to accomplish its plan and meet its goals? (resources, timelines, partnerships, staffing, equipment, facilities, etc.)

- a) Purchase and implementation of Sonocent Audio Notetaker and Notetaking Express to reduce reliance on student volunteers and to provide students with technological tools that can, in part, support this accommodation.
- b) Partnership with the Chancellor's Office to deploy video remote interpreting (VRI) to reduce interpreting costs (2017-2018 academic year).
- c) Partnership with SFSU School of Social Work and the Rehabilitation Counseling program to provide field placement opportunities for Master's level interns within SAS (2017-2018 academic year)
- d) Additional hourly staff to support testing services and coordination of classroom accommodations such as adapted equipment and note taking services.
- e) Explore utilization of SSSP and/or Student Equity funds to fund additional support services such as tutoring, testing facilitation, counseling, and educational planning assistance in addition to activities and projects that will enhance services to students.
- f) Continued and improved partnership with local school districts and Marin County SELPA to leverage resources and to educate middle and high school students, parents, and educators on educational pathways.
- g) Partnership with the COM IT Department and Distance Education to improve accessibility through information communication technology for the entire COM community and the general public.
- h) Re-allocation of time and resources to provide some level of SAS support services to the IVC Campus and to expand hours of operation to one evening per week at the Kentfield Campus. This may result in a staffing need of 1 adjunct counselor.

IV. Evaluation

1. What changes were made to the program in the last year based on the recommendations made by the last program review? Please describe.

- a) Resources for 1 Full-Time Administrator (SAS Director). This position also allocated 15% of time to providing counseling services to students.

- b) Utilization of Student Equity to fund: assistive technology, software (CCTV's, Read & Write, Dragon Naturally Speaking) and 8 hours per week of English tutoring within SAS.
- c) The Assistive Technology Specialist hired in November of 2013 consistently collaborates with faculty, staff, and administration to encourage accessible curriculum and web content, and provides training to students, faculty, and staff on technological tools and resources to support access and student success. Additionally, this position has support e-text production to improve timeliness in service delivery.
- d) Received two \$15k grants to fund technology and Adapted PE equipment. This occurred through partnership with Advancement and an outside consultant.
- e) Increased outreach to high schools through campus tours and informational sessions, Transition Night attendance at one of the local high schools, and collaboration with Marin County Office of Education SELPA and special education directions to explore gaps and needs and improved collaboration.

2. What if any were the barriers/constraints the program faced when implementing those changes?

- a) Gap in leadership prior to hiring of the new director.
- b) Lack of coordination to move forward with grant dollar purchased.
- c) Coordination of responsibilities and duties and inter-departmental collaboration.
- d) Marketing resources and new, available services to students.
- e) Data collection and outcome tracking for specific service utilization, timely delivery of services, and tracking of equipment and technology purchases.

3. Based on data, how effective was the change in improving program performance in student retention, success, and progress?

As previously mentioned, improvements continue to be needed to properly assess student success outcomes, particularly in the areas of student retention, success, progress, and accommodation request and utilization. Re-assessing Program Student Learning Outcomes (PSLO's) to better align with college success indicators will occur in the immediate future. The SAS Student Survey will then be designed based on the specific learning outcomes and additional measures that align with the unique characteristics of SAS, such as the request and provision of accommodations and support services provided based on disability. Additionally, there is a need to disaggregate data by disability, age, gender, and ethnicity to determine areas of disproportionate impact among students with disabilities.

Exploration and identification of metrics used statewide will occur in the 2017-2018 academic year.

The SAS Student Survey administered in Spring of 2017 produced a low response rate (10 %). Of the 47 respondents, 68.09% indicated that they *always* use their authorized academic accommodations and 60% indicated that the accommodations contribute to their overall success at the college. A significant number indicated that priority registration has helped them get into the classes they want (88.89%). This is an important element as student receiving services through SAS are awarded priority registration status if they have completed the matriculation process. A large percentage of students also receive educational planning through SAS (41.30%). One area of consideration relates to student response to hours of operation, where 13.33% indicated that the hours of operation to meet with a counselor do not work well for the student.

Utilizing Student Success Scorecard Metrics from the Chancellor's Office, data below reflects outcomes among SAS students in the areas of: persistence and completion. Data was only available for Cohort 2009-2010 reflecting 2014-2015 academic year outcomes. As indicated in the charts below, SAS students had 50% completion rate as compared to the 46.90% at the college who did not receive SAS services. SAS students had an 81.25% completion rate as compared to the 71.09% at the college who did not receive SAS services.

California Community College's Chancellor's Office Score Cards Metrics Summary Report


		Cohort Year 2009-2010 (Outcomes by 2014-2015)
Marin CCD		47.18%
Marin		47.18%
	Completion/SPAR - Overall	47.18%
	Did not receive DSPS Services	46.90%
	Received DSPS Services	50.00%

		Cohort Year 2009-2010 (Outcomes by 2014-2015)
Marin CCD		72.04%
	Persistence - Overall	72.04%
	Did not receive DSPS Services	71.09%
	Received DSPS Services	81.25%

4. What was learned from these changes that would facilitate future program improvements?

- a) The need for strategic planning and involvement of all program faculty and staff to ensure a shared vision for the future.
- b) Established methods to track efforts and outcomes. An example would be data collection and outcome tracking on high school outreach which may then result in a more structured pipeline from k-12 to the college. Another example would be tracking technology purchases and usage, while collecting data on how the technology supported student success.
- c) The need to improve budget management and processes to clearly identify student equity and/or SSSP fund contribution to the program.
- d) Continuous efforts to secure grant dollars and utilize awards in a timely manner.

NAME: Stormy C. Miller, Ed.D. TITLE: Director of Student Accessibility Services

SIGNATURE: 

DATE: 3/17/17

Appendix A – SAS Student Survey (Spring 2017)

Question 1

Are you a current student accessing services through Student Accessibility Services (SAS)?

- Answered: 47
- Skipped: 0

Answer Choices	Responses
– Yes	93.62% 44
– No	6.38% 3
Total	47

Question 2

How often do you meet with your SAS counselor?

- Answered: 47
- Skipped: 0

Answer Choices	Responses
– Less than once per semester	19.15% 9
– Once per semester	61.70% 29
– More than once per semester	19.15% 9
Total	47

Question 3

How often do you utilize the accommodations authorized for you?

- Answered: 47
- Skipped: 0

Answer Choices	Responses
– Always	68.09% 32
– Sometimes	25.53% 12

Answer Choices	Responses
Rarely	4.26% 2
Never	2.13% 1
Total	47

Question 4

Did you receive educational planning from SAS?

- Answered: 46
- Skipped: 1

Answer Choices	Responses
Yes	41.30% 19
No	58.70% 27
Total	46

Question 5

Which services through SAS do you most utilize?

- Answered: 46
- Skipped: 1

Answer Choices	Responses
Counseling	15.22% 7
Tutoring (Math and English)	13.04% 6
Learning Disability Testing	6.52% 3
E-Text Production	4.35% 2
Testing Services	56.52% 26
Assistive Technology support and training	2.17% 1
Adapted Physical Education	2.17% 1
Total	46

Question 6

Please respond to the following statements by selecting the response that best represents your belief.

- Answered: 46
- Skipped: 1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree	N/A	Total	Weighted Average
SAS has made reasonable efforts to coordinate my accommodations in a timely manner.	56.52% 26	30.43% 14	8.70% 4	4.35% 2	0.00% 0	0.00% 0	46	1.61
The academic accommodations I have received contribute to my success at College of Marin.	60.00% 27	33.33% 15	4.44% 2	0.00% 0	2.22% 1	0.00% 0	45	1.51
I have felt comfortable contacting SAS with questions or concerns.	53.33% 24	33.33% 15	6.67% 3	6.67% 3	0.00% 0	0.00% 0	45	1.67
SAS hours of operation (8:30 am to 4:30 pm; Monday through Friday) work well for me to schedule and meet with a counselor.	40.00% 18	28.89% 13	15.56% 7	13.33% 6	0.00% 0	2.22% 1	45	2.02
The SAS location is accessible.	65.12% 28	30.23% 13	4.65% 2	0.00% 0	0.00% 0	0.00% 0	43	1.40

Question 7

Please rank your satisfaction with support services offered by SAS faculty and staff.

- Answered: 47
- Skipped: 0

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	N/A	Total	Weighted Average
Counseling	46.81% 22	31.91% 15	12.77% 6	4.26% 2	2.13% 1	2.13% 1	47	1.80
Tutoring	26.09% 12	17.39% 8	6.52% 3	0.00% 0	0.00% 0	50.00% 23	46	1.61
Testing	65.22% 30	17.39% 8	4.35% 2	0.00% 0	0.00% 0	13.04% 6	46	1.30
Adapted Physical Educatoin	6.82% 3	6.82% 3	2.27% 1	0.00% 0	0.00% 0	84.09% 37	44	1.71
E-Text Production	13.64% 6	9.09% 4	4.55% 2	11.36% 5	0.00% 0	61.36% 27	44	2.35
Assistive Technology Assistance	15.56% 7	15.56% 7	11.11% 5	2.22% 1	2.22% 1	53.33% 24	45	2.14
Learning Disability Testing	27.27% 12	13.64% 6	11.36% 5	0.00% 0	4.55% 2	43.18% 19	44	1.96

Priority registration has helped me get into the classes I want.

- Answered: 45
- Skipped: 2

Answer Choices	Responses
Yes	88.89% 40
No	11.11% 5
Total	45

Appendix B – Faculty & Staff Training Survey

Student Accessibility Services (SAS)

Faculty & Staff Training Survey

We'd love to hear from you!!!

1. What training topics are of interest to you for a future Flex or workshop?

- a) SAS services and supports
- b) Understanding Accommodations
- c) Leveraging technology to support student learning
- d) Accessible documents and curriculum
- e) Any other topics?

2. When are you most likely to attend a Flex or workshop?

- a) Late afternoons
- b) Fridays
- c) Lunch (brown bags)
- d) Any other time? _____

3. SAS is looking for Faculty/Staff champions to serve as SAS liaisons or advisory committee members. Would you be interested in learning more? _____

Name/Email: _____

Department: _____

Comments:
