



Strategic Initiative Section Report

Disability Support Services:

Date: 05/16/2016

- Program Review Non-instructional Cycle F 2015

Sorted by: Program

Disability Support Services

SI Section Templates: PR Section 1.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource Requests

Disability Support Services

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Disability Support Services

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission:

Fullerton College's mission is to prepare students to be successful learners. The entire DSS program has as its mission to help students with disabilities be successful in their educational goals. DSS accomplishes this by assisting the campus with the provision of mandated educational accommodations and services and with providing equal and timely access to all academic and campus-wide programs.

Included in these accommodations are the services that are provided in the DSS Adaptive Computer Lab (ACL). The ACL courses (COUN 071 and COUN 075) are designed to help all students with disabilities identify their educational weaknesses and develop strategies to overcome and/or mitigate their limitations and weaknesses. Students learn to use assistive technologies and to operate computer applications that support and promote the learning process to achieve educational success.

Vision:

Fullerton College's vision of creating a community that promotes inquiry and intellectual curiosity, personal growth, and a life-long appreciation for the power of learning is directly aligned with the goals of DSS's instructional classes, specialized academic counseling appointments, and success and retention goals for our students.

The ACL promotes inquiry and curiosity with its wide selection of workshops and trainings, but it also assists students on a practical learning and utility level as students are shown how the trainings apply to their specific needs. ACL has as its goal to offer and to encourage writing and computer software/access assignments involving campus-wide engagement.

Core Values:

Of the many Fullerton College core values, there are a number of them that the DSS Program supports.

1. Diversity- students with disabilities cut across all gender, age, and ethnicity lines.

2. Innovation- the DSS instructional component trains students in state-of-the-art vital adaptive and assistive computer technologies which allow greater access to course curriculum. The principle of universal design for learning is promoted campus-wide.
3. Student growth and learning- DSS students learn to advocate for themselves which is a must in receiving services in college vs. the special education programs from which many of them come to us. Academic growth and success is promoted in the counseling appointments and the instructional component of the DSS program. The DSS instructor presents a number of innovative workshops to enrolled students as well as provides educational support.
4. Belief in the power of the individual- DSS students gain much needed self-respect and confidence as they begin to experience success. DSS instills self-advocacy skills in its students.
5. Behavior and personal integrity- All DSS students must follow the same code of conduct standards as all students. DSS staff treats all students with utmost respect and the same is expected from students.
6. Responsibility for betterment- DSS staff and faculty take serious our charge of assisting all students with disabilities to become the best persons they can be.
7. This, in turn, contributes to the well-being of our campus community.

College Goals:

Fullerton College’s goals of promoting student success, reducing the achievement gap, and strengthening connections with the community are evidenced through the DSS program.

1. DSS promotes student success by assisting faculty and staff in the provision of educational accommodations that “level the playing field” for students with disabilities so that they can compete with their non-disabled peers.
2. The mandated comprehensive services have been proven (via student equity data) to reduce the achievement gap. These services include test taking accommodations, specialized academic counseling, alternate media, interpreting services, note-taking assistance, learning disability assessment, classroom furniture accommodations, assistive and adaptive technologies, and adaptive computer lab classes.
3. DSS has much contact with the community which strengthens these connections. Some of the primary community contacts include all of the local feeder high schools, Department of Rehabilitation, Regional Center, Region 8 LD Specialists and Directors, St. Jude Hospital, OC Mental Health, doctor’s offices, private psychologists and psychiatrists, social workers, Dayle McIntosh Center, and Goodwill Industries.

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015 Disability Support Services

4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1. DSS will develop and	Plan A will be put into place in	(New SAO)	Ongoing	Ongoing

<p>implement an improved method to follow-up with students who are struggling academically. [The plan that was developed is two-fold—A. to have DSS counselors follow-up with additional specialized academic counseling appointments, and</p> <p>B. to provide more academic assistance in the instructional component of the DSS program, the Adaptive Computer Lab (ACL).</p>	<p>Spring 2016 now that an additional full-time LD Specialist has been hired.</p> <p>Plan B was put into place in Spring 2015 and is pending data from OIR.</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>Ongoing</p>
<p>2. DSS will refine and administer its campus-wide staff development strategy to ensure that awareness and training in access and compliance mandates are achieved in all campus departments and division.</p>	<p>Campus-wide staff development trainings are still in process.</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>Ongoing</p>
<p>3. Students will be able to define their educational goals on their Student Educational Contract (SEC) through the DSS intake and update processes.</p>	<p>July 2015</p>	<p>Ongoing from Fall 2013 to Fall 2015.</p>	<p>Fall 2013 to Fall 2015</p>	<p>Two</p>

4. Students will communicate appropriate and timely requests for services in relation to their educational accommodation needs.	Ongoing	Ongoing	Ongoing	Ongoing
5. The student will be able to operate computer applications appropriate to student's disability in context of the course.	Spring 2015 evaluation. Added a student survey which includes self-identifier of SLO assessment.	Fall 2013 – Summer 2015	Fall 2013- Summer 2015	Two
6. The student will be able to apply assistive technologies appropriately in coursework.	Spring 2015 evaluation. Added a student survey which includes self-identifier of SLO assessment.	Fall 2013 – Summer 2015	Fall 2013- Summer 2015	Two

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. DSS will develop and implement an improved method to follow-up with students who are struggling academically. [The plan that was developed is two-fold—A. To have DSS counselors follow-up with additional specialized academic counseling	Criteria for success will be based on academic/progress probation numbers and student success data from the Office of Institutional Research and Planning.	Baseline data from Spring 2013: 53 progress probation 124 academic probation	Via student equity funds, DSS was able to provide additional assistance in the ACL. Once DSS is able to benefit from having the recently hired LD Specialist, a plan will be put in place to provide the additional academic counseling appointments. These interventions will reduce the number of

<p>appointments, and</p> <p>B. To provide more academic assistance in the instructional component of the DSS program, the Adaptive Computer Lab (ACL)].</p>			<p>students on academic probation.</p>
<p>2. DSS will refine and administer its campus-wide staff development strategy to ensure that awareness and training in access and compliance mandates are achieved in all campus departments and division.</p>	<p>Data will be compiled on participation by departments and number of their respective staff. Student complaints related to accommodations will be grouped by department.</p>	<p>Baseline data: Math, English and Distance Education have had good participation in trainings and complaints from these departments are minimal.</p>	<p>See which departments and divisions on campus need ongoing training in access and compliance mandates.</p>

Student Learning Outcomes Assessment for the Student Services Division of Fullerton College

Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. Students will communicate appropriate and timely requests for services in relation to their educational accommodation needs</p>	<p>DSS accommodation request forms will be completed in a timely fashion so as not to affect course success.</p>	<p>When students do not follow accommodation policies and procedures they meet with the Director to review student progress.</p>	<p>This strategy has reduced the number of instances where students break policy or procedure related to acquiring or using accommodations. Continued refining of policies and procedures will continue.</p>
<p>2. Through the DSS intake/update process, students will define their educational goals on their Student Educational Contract.</p>	<p>100% of DSS Student Educational Contracts are now being reevaluated each academic year through our revised update process.</p>	<p>Completed through student appointments with LD Specialists and para-professionals.</p>	<p>Updated educational goals are developed on SECs. All DSS registered students have updated educational goals which will assist in the selection of appropriate coursework and academic/vocational programs. This will lead to higher student</p>

<p>3. The student will be able to operate computer applications appropriate to student's disability in the context of the course.</p>	<p>Completion of one workshop (skills demo) and required lab hours is PASS. Spring 2015 evaluation. Added a student survey which includes self-identifier of SLO assessment.</p>	<p>Fall 2013 – Summer 2015 91% retention rate 75% successful pass rate for all classes/sections 86% of responding students identified as meeting this intended outcome. 5% did not.</p>	<p>equity data results. Discussed and may implement revisions. Discussion on modifying assessment, i.e. samples to be submitted, survey, etc</p>
<p>4. The student will be able to apply assistive technologies appropriately in coursework.</p>	<p>Completion of one workshop (skills demo) and required lab hours is PASS. Spring 2015 evaluation. Added a student survey which includes self-identifier of SLO assessment.</p>	<p>Fall 2013 – Summer 2015 91% retention rate 75% successful pass rate for all classes/sections 90% of responding students identified as meeting this intended outcome. 5% did not.</p>	<p>Discussed and may implement revisions. Discussion on modifying assessment, i.e. samples to be submitted, survey, etc.</p>

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 Disability Support Services

4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program?

1. With the development of the new SAO listed above in #1, students who are struggling academically will benefit from meeting with the DSS Specialists/Counselors on a regular basis to address their academic needs. Students will continue to benefit from the enhanced instruction in the ACL.

1. DSS students will continue to benefit from the results of the staff development workshops and trainings on compliance issues for instructors. Workshops will resume now that additional staff is in place. It is still the hope of DSS that departments will only purchase accessible materials like the math department did three years ago and like the art department assists with currently. Facilities staff and construction contractors need to continue to be included in the ongoing concerns regarding physical access issues on campus.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?

1. DSS students were sent an email in Fall 2014 when they did not make a request for

services in a timely fashion. This led to a decrease in Fall 2015 of students who did not make their requests in a timely fashion. They also had to abide by DSS's "No Show" Policy which meant that they had to meet with the Director of the program after two "no shows". This continues to be an effective way to decrease the number of DSS students who are not following policy and procedure.

1. With the Student Success and Support Program (SSSP--SB 1456) mandates in place, it is a "must" for DSS students to identify a major and an educational goal and to have a Student Educational Program Plan (SEPP) in place during the first semester. In the past most of the academic counseling has been under the purview of the academic counselors in the Counseling Division, but now DSS Specialists have a much higher demand for the specialized counseling of DSS students and the completion of SEPPS for our students. This has caused a greater need for more counseling time in the DSS Department, but it has also led to the clarification and goal of assisting DSS students in choosing realistic goals. Students have improved in their ability to self-advocate as they are guided in the DSS counseling appointments to choose realistic educational goals and how to best utilize their prescribed accommodations

1. The Instructor of the Adaptive Computer Lab classes works individually with each student to evaluate and determine the most applicable adaptive technologies based on the student's needs. Each student is trained on the technologies and is expected to operate the computer applications that are deemed appropriate to student's disability. This has led to increased success and retention rates.

2. After the student is trained on disability-specific computer applications, the student is assisted in the consistent use of the skill and is encouraged to incorporate assistive technology and other computer applications into assignment completion and study skills. The effective training in the Adaptive Computer Lab classes has led to a 91% retention rate.

4.5 What challenges remain to make your program SAOs/SLOs more effective?

1. Being able to meet the demands of the additional SSSP requirements which include orientation, placements, and SEPPS for DSS students in an effective and efficient way.

2. Administering more surveys to DSS students re: services and coordinating data results with the Office of Institutional Research.

3. Providing adequate, timely specialized counseling appointments.

4. Providing FC staff and faculty with more opportunities to enhance their knowledge of DSS students and compliance issues.

5. Keeping DSS students accountable for their responsibilities in the accommodation process.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.

(See <http://programreview.fullcoll.edu/>)

The program goal of developing and administering a campus-wide staff development strategy to ensure awareness and training in DSS access and compliance mandates is linked to the college's goals. Student success will be promoted as faculty and staff will have a greater understanding of how to work with students with disabilities. Students will be better incorporated in the campus and classroom environment as the need to be "singled out" will be decreased. This will affect the achievement gap as DSS students experience more success as a result of being accommodated appropriately as instructors are better able to competently address individual needs.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

The DSS program SLOs support the institution SLOs of being able to communicate, make decisions, resolve issues, set realistic goals, and take personal responsibility. Student educational goals and related course selection are primary discussion items in the specialized academic counseling appointments with the LD Specialists/Counselors. Students are guided in the goal-setting process to consider the functional limitations of their disabilities and to set up a plan of success that includes realistic goals, use of campus resources, and understanding of their individualized accommodations. They learn self-advocacy and communication skills as they are held accountable for timely requests to instructors and to DSS staff related to accommodation use. In the process, DSS students become better advocates for themselves as well as more competent problem solvers. The instructional component of the program addresses academic strategies, training on adaptive technologies, and much needed academic support.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

1. Institutional research data on success and retention in courses on campus
2. Student evaluations in instructional component of DSS program
3. Program data on use of DSS services (End of Year reports-testing, note-taking, DHH, etc.)
4. Enrollment and completion data of DSS classes- COUN 72,75, and 71
5. Instructor and student evaluations of sign-language interpreters and other service providers
6. VTEA data (Spring 2015 was the last semester for these funds)
7. MIS data
8. Graduation lists
9. Deans and Presidents Lists
10. DSS Chancellor's Office Visits and Audits
11. DSS Instructional Component methods of evaluation include retention and success rates used, Spring 2015 class evaluations from students and workshop/training attendance.
12. Argos reports

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

1. That DSS students have higher retention and success rates than most non-DSS student groups at FC.
2. That the instructional component of the DSS program is consistently rated by students as the service with the highest ranking on the evaluations.
3. That services used have increased along with the increase in the DSS population
4. That enrollment in the COUN 71 and COUN 75 classes has decreased as the result of the petition process for returning students.
5. That enrollment for COUN 72 (The LD Assessment class) is slowly increasing with the recent hire of a full-time LD Specialist.
6. That students and instructors alike rate DSS interpreting services highly.
7. That VTEA money was well spent on DSS students who opted for certificate and vocational goals and that DSS will no longer be able to count on these funds.
8. That MIS data confirms the increase in students with autism, psychological disabilities, and student veterans who are considered Wounded Warriors.

9. That DSS graduation rates have increased dramatically over the years.
10. That DSS students on the deans and presidents lists have increased significantly over the years.
11. That the Chancellor's Office uses FC's DSS program as a model for other DSS programs statewide.
12. That mandatory attendance for the ACL workshops and trainings appear to promote success. DSS ACL students apply information from the workshops to succeed in classes. Spring 2015 student evaluations bear this out.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

1. Assessment results were used to increase the number of workshops/trainings in the ACL.
2. Results were used to streamline and to improve the effectiveness of accommodations. Examples include-
 - a. Interpreting services- Deaf and Hard of Hearing (DHH) students have their schedules coordinated with other DHH students in terms of sections where one interpreter is provided. The temporary Interpreter Coordinator also actively recruits and makes efforts to retain highly-skilled, in-house interpreters which is the most cost-effective way to provide services in this area (see 2.4 c).

1. Incoming high school students- DSS will increase outreach and matriculating efforts for incoming high school special education students (See 2.6 a).

2. Testing accommodations- because this is such a highly impacted area with DSS proctoring over 1,200 tests per semester, stricter procedures have been put in place regarding the use of this accommodation, and adequate space issues need to be addressed.

3. LD Testing- DSS will increase its in-reach and outreach efforts.

4. Note-taking assistance – DSS is in the process of developing yet a better way to offer copies of notes to students. All instructors are still being encouraged to post their notes online so that all students can access them. This is in hopes of saving hundreds of DSS dollars as the specialized note-taking book costs \$8.00 each. This is one of many ways that the promotion of Universal Design for Learning (UDL) for all students is vital.

5. Universal Design for Learning (UDL)- More workshops and trainings will be offered to assist instructors in utilizing the UDL principles which benefit all students, including those with disabilities. UDL principles maximize access to all students which in turn minimizes the need for accommodations assistance through DSS.

6. Reading accommodations- DSS is assisting students to set-up their own Learning Ally accounts which provides audio formats of materials, therefore reducing the volume of textbooks that the Alternate Media Specialist need to convert into audio format.

7. The Adaptive Computer Lab classes- Analysis will lead to future implementation of new policies and procedures for registering, attendance, completion and success.

1. DSS plans on increasing the number of hours devoted to specialized academic counseling to meet the demands of the (SB 1456) SSSP requirements.

PR Section 6.0 SAP w/o Resource Requests

Program Review Non-instructional Cycle F 2015 Disability Support Services

Action Plans

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	To increase the number of students enrolled in Adaptive Computer Lab classes (COUN 071 and COUN 075) by 25% over three years.
List College goal/objective the plan meets:	College Goal #1: Fullerton College will increase student success. Objective #: 1, 2,3,5
Briefly describe the SAP, including title of person (s) responsible and timeframe, in 150 words or less.	By collaborating with the DSS high school outreach program, classes and orientations, the ACL Instructor (along with DSS Specialists) will be involved in recruiting new students before the start of the semester to register for Adaptive Computer Lab classes, explaining the benefits and support offered toward their educational success. The focus on Math and other Basic Skills improvement will be emphasized. Timeframe: Over the next three years
What <i>Measurable Outcome</i> is anticipated for this SAP?	The registration census date should reveal an increase in the percentage of students enrolled in Adaptive Computer Lab classes compared with previous year semester, i.e.

	Fall 2015 to Fall 2016.
What specific aspects of this SAP can be accomplished without additional financial resources?	<ul style="list-style-type: none"> • Current and incoming DSS student attendance at outreach and orientation events that are specially designed for DSS students. • Assisting returning DSS students with the appeal process to repeat the ACL classes. • Keeping the DSS Specialists informed about the number of openings in the class sections as the semester progresses.

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	To develop Math work and support groups through the Adaptive Computer Lab (COUN 071 and COUN 075) to increase completion and success in Basic Skills Math courses.
List College goal/objective the plan meets:	College Goal # 2: Fullerton College will reduce the achievement gap. Objective #: 2, 3, 4, 5

<p>Briefly describe the SAP, including title of person (s) responsible and timeframe, in 150 words or less.</p>	<p>Identify and contact students who would benefit (those registered in Basic Skills Math courses and perhaps college-level Math courses).</p> <p>Collaborate with LD Specialist/Facilitator(s) to schedule regular sessions. Initial start-up was spring 2015 with end-of-semester assessment. Currently continuing through 2015-2016 academic year.</p> <p>Timeframe: ASAP</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Anticipate a higher completion and course success rate for participating students</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>Identifying and contacting students to participate.</p> <p>Using existing personnel to run the work and support groups.</p>

<p>STRATEGIC ACTION PLAN # 3</p>	
<p>Strategic Action Plan</p>	<p>To add a half-time Instructor to the DSS Instructional Program (ACL).</p>

Name: (formerly called short-term goal)	
List College goal/objective the plan meets:	College Goal #: 1, 2: Fullerton College will increase student success and reduce the achievement gap. Objective #: Goal 1- Obj. 2 and Goal 2- Obj. 5
Briefly describe the SAP, including title of person (s) responsible and timeframe, in 150 words or less.	<p>The addition of a half-time Instructor in the ACL would eliminate the dependency that currently exists on using volunteers who cannot always be available during the peak hours of operation.</p> <p>The Instructor of the lab and the Instructional Assistant would be responsible for training this individual and ideally this new position would be in place within two to three years.</p> <p>The addition of a half-time Instructor would also give the current Instructor more latitude within her schedule to participate and implement the important committee work in which she is involved.</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	Higher success and retention of students with disabilities in their courses.

<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>The training of the new half-time Instructor.</p>
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<p>STRATEGIC ACTION PLAN # 4</p>	
<p>Strategic Action Plan Name: (formerly called short-term goal)</p>	<p>To maintain and upgrade the software and hardware in the Adaptive Computer Lab.</p>
<p>List College goal/objective the plan meets:</p>	<p>College Goal #1: Increase student success Objective #2</p>
<p>Briefly describe the SAP, including title of person (s) responsible and timeframe, in 150 words or less.</p>	<p>The ACL is a training ground for accessibility for students with disabilities. Students learn how to use vital technologies such as Kurweil, ZoomText, Inspiration, Dragon Naturally Speaking, the LiveScribe Pen, Word Prediction Software, etc. Without the proper computer equipment and software updates, DSS students are put at a disadvantage as accessibility is hindered.</p>

	<p>The Instructor of the lab, the Director of DSS and the DSS Office Coordinator, in coordination with the ACT department on campus would be responsible for the requesting the needed hardware and software purchases along with the ongoing maintenance and upgrades.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>The anticipated outcome is a higher knowledge and training base for students with disabilities (without being hindered with outdated, slower, and obsolete products) which will lead to higher success and retention rates.</p>

<p>STRATEGIC ACTION PLAN # 5</p>	
<p>Strategic Action Plan Name:</p>	<p>To add two more workstations for additional DSS staff and two more data ports.</p>
<p>List College goal/objective the plan meets:</p>	<p>College Goal #1: Increase student success Objective #1</p>
<p>Briefly describe the SAP, including title of person (s) responsible</p>	<p>With the addition of staff in DSS comes the need for more workstations even though space is at a premium. The DSS Director and Facilities will be responsible for the goal with a timeline of</p>

and timeframe, in 150 words or less.	one to 2 years.		
What <i>Measurable Outcome</i> is anticipated for this SAP?	The anticipated outcome is improved services for DSS students which will increase their ability to obtain degrees and certificates.		
What specific aspects of this SAP can be accomplished without additional financial resources?	None		
STRATEGIC ACTION PLAN # 6			
Strategic Action Plan Name:	To procure additional space for DSS testing accommodation, especially during the peak times of midterms and finals.		
List College goal/objective the plan meets:	College Goal #1: Increase student success Objective #1		
Briefly describe the	DSS has long-outgrown its testing center space and it has become increasingly		

<p>SAP, including title of person (s) responsible and timeframe, in 150 words or less.</p>	<p>difficult to reserve additional space on campus for the overflow of students who need to use their mandated testing accommodations. It is vital that testing be held in a distraction-reduced environment in a timely fashion in order to avoid formal complaints.</p> <p>The DSS Director and facilities will be responsible for this plan.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>The anticipated outcome is improved services for DSS students which will increase their ability to obtain degrees and certificates.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>It depends on whether existing space is used or if additional space is constructed.</p>

<p>STRATEGIC ACTION PLAN # 7</p>	
<p>Strategic Action Plan Name:</p>	<p>To increase in-reach efforts on campus and outreach efforts off campus (to incoming high school students).</p>

<p>List College goal/objective the plan meets:</p>	<p>College Goal #1, #3: Increase student success and strengthen connections with the community. Objective #: 3- Strengthening partnerships with local feeder high schools</p>
<p>Briefly describe the SAP, including title of person (s) responsible and timeframe, in 150 words or less.</p>	<p>After having to reduce in-reach and outreach DSS activities over the last several years because of a lack of adequate staff to participate, DSS is finally in a position to improve and restore its in-reach and outreach activities. DSS will do this by visiting basic skills classes on campus where a higher percentage of students with learning disabilities are enrolled, and it will coordinate outreach efforts to the local feeder high schools.</p> <p>DSS will also produce a new video to replace its current outreach DVDs.</p> <p>With a timeframe of ASAP, DSS Specialists and the Interim DSS Director have initiated plans.</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>The anticipated outcome is improved services for DSS students which will increase their ability to obtain degrees and certificates.</p>
<p>What specific aspects of this SAP can be</p>	<p>DSS has already developed and implemented a high school orientation for incoming DSS students that can be accessed via the DSS website.</p>

<p>accomplished without additional financial resources?</p>	<p>The production of a new DVD for in-reach purposes needs to be planned and completed.</p>
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<p>STRATEGIC ACTION PLAN # 8</p>	
<p>Strategic Action Plan Name:</p>	<p>To hire a part-time Alternate Media Specialist to assist in the increasing demands and work load of this position</p>
<p>List College goal/objective the plan meets:</p>	<p>College Goal #1: Increase student success Objective # 1</p>
<p>Briefly describe the SAP, including title of person (s) responsible and timeframe, in 150 words or less.</p>	<p>With the ever-increasing number of students with disabilities who need and are authorized for alternate media, this vital accommodation is very time-intensive, time sensitive, and demanding on the current Alternate Media Specialist. This is particularly true as DSS blind and deaf students venture into classes that need a lot of academic adjustments.</p> <p>The DSS Director, the Alternate Media Specialist, and a Learning Disability Specialist would be responsible for this plan.</p> <p>Timeframe: One to three years</p>

<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>The anticipated outcome is improved services for the most at-risk DSS students which will increase their ability to remain and be successful in their classes.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>The training of the part-time Alternate Media Specialist via the free High-Tech Training Center in Cupertino via the state Chancellor's Community College Office.</p>