

Assessment: Assessment Unit Four Column

Student Services - Disability Support Services

Mission Statement: The Disability Support Services office is dedicated to providing equal access and reasonable accommodations for educational and programmatic opportunities to students with disabilities on campus while promoting self-advocacy and independence. Our mission commits Moreno Valley College to offer opportunities for students to develop their potential while also educating the campus community on disability related matters.

Major developments and changes: New office procedures to improve workflow and removed third appointment of accommodations tutorial.

Temporary office assistant for front counter support.

Hired two adjunct counselors.

Fully functional on Student Accommodation Manager.

Highlights and Accomplishments: Developed DSS Advisory group with K-12 partners. Goals of the advisory group are to build a bridge program for students with disabilities.

Collaborated with Veterans to build a service to support veteran's with disabilities while reducing stigma.

Created a program for students with Autism Spectrum Disorders by offering weekly workshops and peer mentorship.

Collaborated with Student Activities to offer stipends to student mentors and to student note takers.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SLO 1 - (inactive) Revise DSS Initial Intake - The first appointment in the DSS process is the initial intake. This will be revamped in a group orientation where students will bring their documentation and complete the application for services and consent for release of information. After the orientation is completed, the students will have the option to continue with the process for signing up with DSS and should they choose to, they will make counseling appointment and an accommodations orientation.</p> <p>Goal Status: Inactive Program Assessment Cycle: 2014 -</p>	<p>Indirect: Survey/Self-Reported Learning - Students will be given a post-survey. Performance Target (Required)*: 100 students</p>	<p>Semester Assessed: 2014 - 2015 (Fall 2014) Expected Goal Met: No Did not take place. The revision was put on hold due to the intake being revised on a district level. It was decided that there would be a supplemental application for Disabled Student Services added to WebAdvisor. (04/30/2015) Name and Contact Information : Kimberly L. Brooks (951) 571-6440 Kimberly.Brooks@mvc.edu Total # of Students Assessed: 0 Notes/Reflections: Once the DSS supplemental application goes live, then the DSS office will begin to conduct the the new student orientations.</p>	<p>Action Plan: In 2015/2016, the supplemental application will go live. Once this takes place, the students will be instructed to make an appointment to attend an orientation. This orientation will be the information session for students to let them determine if they would like to proceed with DSS services.</p> <p>There needs to a room available at least 2-3 times a week for the appointments. Also, DSS needs a receptionist or Admin Assistant I in order to arrange the logistics regarding room location,</p>

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<p>2015 Start Date: 02/16/2015 Inactive Date: 06/29/2015 Activity_v4: The supplemental application has not been announced to students via web advisor. Single sign on (Student portal) application to be completed by IT in a year or so, at that point, supplemental application, DSS intake, and group orientation will be revisited.</p>			<p>scheduling, and setting appointments. (06/30/2015) Action Plan Number: 2</p>
<p>SLO 1 - DSS registration and knowledge of DSS procedures and student responsibilities. - Students will receive a timely DSS registration (DSS initial intake) and will demonstrate understanding of DSS procedures and student responsibilities. Goal Status: Active Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017 Start Date: 08/18/2014 Activity_v4: Students will be able to schedule DSS intake within one week of desired appointment time. Students will also be able to ask any questions regarding DSS or MVC, and disability specialist can refer them to different resources on campus. Additionally all DSS forms will be electronic, including application and student contract.</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2014-2015 Expected Goal Met: Yes 84% of respondents indicated that the DSS intake process was smooth and informative. (06/29/2015) Name and Contact Information : Nicole Smith (51) 571-6317 Total # of Students Assessed: 68 Notes/Reflections: Of the 338 requested student responses, 68 of the students responded to the survey.</p>	<p>Action Plan: All intake forms will be electronic versions to be uploaded into shared drive. This will eliminate the paper and the need for handwritten applications and paperwork. Electronic signature pads will also be needed per state requirements. (06/29/2015) Action Plan Number: 1</p> <hr/> <p>Action Plan: Create/revise DSS Student Handbook (06/29/2015) Action Plan Number: 2</p> <p>Follow-Up: Alex provided Nicole with copy of previous handbook, ask Kim to assist in revising it. (06/29/2015)</p> <hr/> <p>Action Plan: Provide consistent, positive, and informative front counter support for students, parents of students, faculty, and staff. Create scripts for front counter support, self check in screen for reporting, and "resources wall" with school and community resources. Hire admin 1 to assist in front counter support. (06/29/2015) Action Plan Number: 3</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>Direct: Institutional Research or Other Data - Check SARS to see how many students met with Disability Specialist for intake for 15/16 academic year</p> <p>Performance Target (Required)*: 40</p>	<p>Semester Assessed: 2015 - 2016 (Multiple Semesters)</p> <p>Expected Goal Met: Yes</p> <p>Unduplicated List of Students by Reason Code shows 218 total for the 15/16 year (06/30/2016)</p> <p>Name and Contact Information : Joe Gonzales Lib. 230 951.571.6385</p> <p>Total # of Students Assessed: 218</p> <p>Notes/Reflections: Numbers pulled from SARS reports reflects all attended Intake appointments</p> <hr/> <p>Semester Assessed: 2014-2015</p> <p>Expected Goal Met: Yes</p> <p>According to SARS reports, Kim met with 138 students for DSS initial intake. (06/29/2015)</p> <p>Name and Contact Information : Kim Brooks</p> <p>Total # of Students Assessed: 138</p>	
	<p>Indirect: Survey/Self-Reported Learning - students demonstrate understanding of rights and responsibilities and understand how to utilize testing space and request accommodations.</p> <p>Performance Target (Required)*: 90%</p>	<p>Semester Assessed: 2015 - 2016 (Multiple Semesters)</p> <p>Expected Goal Met: Yes</p> <p>Out of 38 students 89.48% use priority registration. Out of 39 students 84.86% use extra time on test. Out of 38 students 73.68% use distraction reduced. Out of 38 students 84.22% use testing place. Out of 37 students 32.43% use books on USB/CD. Out of 36 students 36.12% use E-Text. Out of 36 students 25.01% use Reader. Out of 35 students 34.29% use Scribe. Out of 35 students 36.11% use Calculator for test. Out of 36 students 41.66% use Notetaker. Out of 37 students 51.34% use Tape Recorder. Out of 34 students 44.12% use Share Notes. Out of 39 students 92.31% meet with DSS counselor. Out of 36 students 33.34% meet with Adaptive Technology Specialist. Out of 36 students 25% use adaptive software. (06/29/2016)</p> <p>Name and Contact Information : Laura Coronel email: Laura.Coronel@mvc.edu</p> <p>Total # of Students Assessed: 39</p>	<p>Action Plan: Because of low response rate for survey, survey will be implemented throughout the A/Y in office after meeting with a staff/counselor or accessing services. (07/14/2016)</p> <p>Action Plan Number: 1</p>
<p>SLO 2 - Disability management counseling and academic adjustments and auxiliary aides</p>	<p>Direct: Test/Retest - Number of students tested for learning disabilities per SARS report.</p>	<p>Semester Assessed: 2015 - 2016 (Multiple Semesters)</p> <p>Expected Goal Met: Yes</p>	<p>Action Plan: Offer more workshops to all students</p>

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<p>review. - After meeting with a DSS counselor, students will articulate the strengths and limitations in the academic studies that their disabilities present as well as plan their semester schedules effectively.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017</p> <p>Start Date: 10/01/2014</p> <p>Activity_v4: DSS office staff will schedule appointments for students with disabilities to meet with the DSS counselor after they have received initial intake to meet with counselor.</p>	<p>Performance Target (Required)*: 5 per semester</p> <hr/> <p>Direct: Institutional Research or Other Data - SARS report to determine how many student appointments the DSS Counselor had for the academic year.</p> <p>Performance Target (Required)*: 500</p>	<p>18 tested for LD (07/13/2016)</p> <p>Name and Contact Information : Alexander Ygloria alexander.ygloria@mvc.edu x6204</p> <p>Total # of Students Assessed: 500</p> <hr/> <p>Semester Assessed: 2014-2015</p> <p>Expected Goal Met: Yes</p> <p>According to the counselor 1-3 students were deemed eligible to participate in LD testing and most recieved results within 8 weeks. (06/23/2015)</p> <p>Name and Contact Information : Alex Ygloria 951-571-6204</p> <p>Total # of Students Assessed: 6</p> <p>Notes/Reflections: Information reported by Alex and entered by Nicole Smith</p> <hr/> <p>Semester Assessed: 2015 - 2016 (Multiple Semesters)</p> <p>Expected Goal Met: Yes</p> <table border="0"> <tr><td>AA</td><td>261</td></tr> <tr><td>AO</td><td>105</td></tr> <tr><td>ACCOM</td><td>130</td></tr> <tr><td>BSKILLS</td><td>8</td></tr> <tr><td>COMP-SEP</td><td>120</td></tr> <tr><td>ORIENT</td><td>16</td></tr> <tr><td>UPDATE-EP</td><td>48</td></tr> <tr><td>OTHER-AA</td><td>51</td></tr> <tr><td>EXPRESS</td><td>1</td></tr> <tr><td>LDTEST</td><td>18</td></tr> <tr><td>CAREER</td><td>5</td></tr> <tr><td>DROP-IN</td><td>19</td></tr> <tr><td>PROB</td><td>4</td></tr> <tr><td>TRANSFER</td><td>4</td></tr> <tr><td>READMIT</td><td>4</td></tr> <tr><td>ON-CEP</td><td>1</td></tr> <tr><td>EALERT</td><td>1</td></tr> </table> <p>796 total appointments (07/13/2016)</p> <p>Name and Contact Information : Alexander Ygloria alexander.ygloria@mvc.edu x6204</p> <p>Total # of Students Assessed: 500</p>	AA	261	AO	105	ACCOM	130	BSKILLS	8	COMP-SEP	120	ORIENT	16	UPDATE-EP	48	OTHER-AA	51	EXPRESS	1	LDTEST	18	CAREER	5	DROP-IN	19	PROB	4	TRANSFER	4	READMIT	4	ON-CEP	1	EALERT	1	<p>encouraging Learning Disability testing if students have exhibited learning challenges. (07/14/2016)</p> <p>Action Plan Number: 2</p>
AA	261																																				
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		<p>Semester Assessed: 2014-2015 Expected Goal Met: Yes According to the SARS report, the DSS Counselor met with students 700 times for academic advising, accommodations, and other appointments over the academic year. (06/29/2015) Name and Contact Information : Kim Brooks Total # of Students Assessed: 700</p>	
	<p>Indirect: Survey/Self-Reported Learning - explain connection between accommodations and disability; know all of their accommodations; accommodations are important to academic success Performance Target (Required)*: 90% agree</p>	<p>Semester Assessed: 2015 - 2016 (Multiple Semesters) Expected Goal Met: Yes Out of 39 students, 97% of the them can explain the connection between their accommodations and disabilities. 85% of the students know all their accommodations and how important they are for their academic success. (06/29/2016) Name and Contact Information : Laura Coronel email: Laura.Coronel@mvc.edu Total # of Students Assessed: 39</p>	
		<p>Semester Assessed: 2014-2015 Expected Goal Met: No 79% of students stated counseling services were helpful and 83% of students used counseling services once or more per semester (06/29/2015) Name and Contact Information : Nicole Smith (951) 571-6317 Total # of Students Assessed: 68 Notes/Reflections: 68 respondents to the survey, which was sent to 330 students.</p>	<p>Action Plan: Ensure students make an appointment with DSS counselor once a semester for academic/disability management counseling. (06/29/2015) Action Plan Number: 4 <hr/> Action Plan: Hire adjunct counselor to ensure timely counseling appointments when counselor is off-contract and outside of hours. (06/29/2015) Action Plan Number: 5</p>
<p>SLO 3- Requesting academic adjustments and auxiliary aides - Students will identify educational limitations, appropriate respective academic adjustments and auxiliary aides as well as problem solve when changes are needed. Goal Status: Active Program Assessment Cycle: 2014 -</p>	<p>Indirect: Survey/Self-Reported Learning - Understand how to request approved academic adjustments and auxiliary aides, percentage of use for each academic adjustment or auxiliary aide Performance Target (Required)*: 90% Notes: A survey will be administered</p>	<p>Semester Assessed: 2015 - 2016 (Multiple Semesters) Expected Goal Met: Yes Out of 38 students 89.48% use priority registration. Out of 39 students 84.86% use extra time on test. Out of 38 students 73.68% use distraction reduced. Out of 38 students 84.22% use testing place. Out of 37 students 32.43% use books on USB/CD. Out of 36 students 36.12% use E-Text. Out of 36 students 25.01% use Reader.</p>	<p>Action Plan: Offer more high tech training to students so they understand how to access adaptive software. Acquire more equipment to lend out. (07/14/2016) Action Plan Number: 3</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>2015, 2015 - 2016, 2016 - 2017 Start Date: 08/25/2014 Activity_v4: -Accommodations Orientation with Disability Specialist: Students who have completed the initial intake and met with the DSS counselor will request their approved academic adjustments and auxiliary aides that are needed for each class in a timely manner each semester.</p>	<p>to determine level of understanding regarding rights and responsibilities of students' approved academic adjustments and auxiliary aides.</p>	<p>Out of 35 students 34.29% use Scribe. Out of 35 students 36.11% use Calculator for test. Out of 36 students 41.66% use Notetaker. Out of 37 students 51.34% use Tape Recorder. Out of 34 students 44.12% use Share Notes. Out of 39 students 92.31% meet with DSS counselor. Out of 36 students 33.34% meet with Adaptive Technology Specialist. Out of 36 students 25% use adaptive software. (06/29/2016) Name and Contact Information : Laura Coronel email: Laura.Coronel@mvc.edu Total # of Students Assessed: 39</p>	
		<p>Semester Assessed: 2014-2015 Expected Goal Met: Yes According to the survey, 81% of all respondents understand their accommodations and 92% of students know how to request their accommodations. (06/29/2015) Name and Contact Information : Nicole Smith (951) 571-6317 Total # of Students Assessed: 68 Notes/Reflections: Out of 338 requested responses to the survey, there were 68 respondents.</p>	<p>Action Plan: Provide students with more timely information on DSS timelines and responsibilities by posting online and emailing students. (06/29/2015) Action Plan Number: 7 Follow-Up: Email/ update website regarding student rights and responsibilities of their approved accommodations. (06/29/2015)</p>
<p>Direct: Institutional Research or Other Data - Report how many requests for accommodations we received each semester. Performance Target (Required)*: 100</p>		<p>Semester Assessed: 2015 - 2016 (Multiple Semesters) Expected Goal Met: Yes Summer 2015 - 30; Fall 2015 - 145; Winter 2016 - 24; Spring 2016 - 151 (07/06/2016) Name and Contact Information : Melody Save Total # of Students Assessed: 350</p>	
<p>Direct: Institutional Research or Other Data - Check SARS to see how many students were met with for requesting approved academic adjustments and auxiliary aides each semester. Performance Target (Required)*: 100</p>		<p>Semester Assessed: 2015 - 2016 (Multiple Semesters) Expected Goal Met: Yes Two categories were assessed for the 2015-2016 academic term: test request and auxiliary aides/academic adjustments. This assessment included all DSS personnel listed as "active" in SARS.</p>	
		<p>Test Requests Academic Adj./Aux. Aids</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
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Academic term 2015-2016

Academic term 2015-2016			Total
Total	Attended %		Total
	Attended	%	
1576	1317	84%	884
811	92		

Sum'15

Sum'15			Total
Total	Attended %		Total
	Attended	%	
143	114	80	
51	34	67	

Fal'15

Fal'15			Total
Total	Attended %		Total
	Attended	%	
717	624	87	
276	249	90	

Win'16

Win'16			Total
Total	Attended %		Total
	Attended	%	
76	57	76	
172	160	93	

Spr'16

Spr'16			Total
Total	Attended %		Total
	Attended	%	
621	503	81	
341	326	96	

(07/12/2016)

Name and Contact Information : Theresa Pham
Theresa.pham@mvc.edu

Outcomes	Assessment Methods	Assessment Results	Action Plans
		<p>951.571.6419</p> <p>Total # of Students Assessed: 2460</p> <p>Notes/Reflections: Key pertinent components excluded from this assessment were: alternate formats (i.e. Braille); Sign Language Interpreters; furniture requests; and, in-class note takers and digital recording devices.</p> <p>Total # of students assessed is a combined number of test request and academic adjustments/auxiliary aides.</p>	
<p>SLO 4- Facilitation of timely accommodations - Students will demonstrate self advocacy by discussing academic adjustments and auxiliary aides effectively with instructors and will seek assistance of the DSS office if there are concerns.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017</p> <p>Start Date: 09/19/2014</p> <p>Activity_v4: Informative workshops will be administered to faculty, staff, and students in regards to DSS practices, disabilities, accommodations, and universal design for learning. DSS staff will be available for any support needed in-class with faculty.</p>	<p>Indirect: Survey/Self-Reported Learning - Students felt more comfortable communicating with instructors.</p> <p>DSS works well with instructors.</p> <p>Performance Target (Required)*: 90% satisfaction</p>	<p>Semester Assessed: 2015 - 2016 (Multiple Semesters)</p> <p>Expected Goal Met: No</p> <p>82% of the students feel confident discussing accommodations with their instructors, and the students feel DSS staff works well with instructors. (06/29/2016)</p> <p>Name and Contact Information : Laura Coronel email: Laura.Coronel@mvc.edu</p> <p>Total # of Students Assessed: 39</p> <hr/> <p>Semester Assessed: 2014-2015</p> <p>Expected Goal Met: Yes</p> <p>90% of student indicated that the accommodations provided by DSS office were helpful. 96% of students report that accommodations are important to their academic success. 89% of students are satisfied with services at the DSS office. Seventy-two percent of the respondents indicated that the sign language interpreting services were satisfactory. According to staff and student reports: chairs for interpreters and students needing tables with chairs in class are frequently moved and/or are missing. Additionally, students have indicated prompter alternative testing for the visually impaired. These items needs to be addressed. (06/29/2015)</p> <p>Name and Contact Information : Nicole Smith (9510) 571-6314</p> <p>Total # of Students Assessed: 68</p> <p>Notes/Reflections: Of the 338 students who were asked to complete the survey, 68 students responded.</p> <hr/> <p>Semester Assessed: 2014 - 2015 (Fall 2014)</p> <p>Expected Goal Met: No</p> <p>The workshops were not very popular with the students or staff in the Fall 2014 semester. No workshops were offered</p>	<p>Action Plan: Hire a full time Senior Interpreter to ensure that services for the DHH community are being met. (06/29/2015)</p> <p>Action Plan Number: 8</p> <hr/> <p>Action Plan: Develop more workshops around DSS policies and procedures as well as advertise workshops to</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
		<p>in Spring 2015 due to staff shortage and the lack of demand. (06/09/2015)</p> <p>Name and Contact Information : Kimberly L. Brooks (951) 571-6440</p> <p>Total # of Students Assessed: 0</p> <p>Notes/Reflections: The workshops will be more popular when offered on different days. Better advertising, more staff, and a variety of subjects will also make a huge difference in attendance for the workshops.</p>	<p>departments for faculty and staff support and participate in flex days for faculty. (06/23/2015)</p> <p>Action Plan Number: 9</p>