

2020 Annual Program Review

Program Name: Center for Students with Disabilities (CSD)

Program Review Author: Nathalie Laille

I. PROGRAM DESCRIPTION: In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

Note: If no changes have occurred, feel free to copy and paste from your last review. If it exists, feel free to copy the brief description of your program from the college catalog: <http://www.smc.edu/CollegeCatalog/Pages/default.aspx>

The Center for Students with Disabilities (CSD) ensures that students with disabilities have equal access to all programs and activities on campus. Our primary goal is to encourage and promote independence in students so they may achieve their full potential. We strive to provide the highest quality programs and services to our students. The Center for Students with Disabilities is divided into six different areas: Counseling, High Tech, Alt Media, Learning Disability, Acquired Brain Injury/Pathfinders, and Deaf and Hard of Hearing services.

To be eligible for services, a CSD student must be enrolled at SMC, have a verifiable disability, be unable to benefit from the regular programs and services offered by the college due to the current functional limitations of a disability, and need accommodations to mitigate these disability-related educational limitations.

The Center was established in 1975 with 65 students and today, it serves over 2,000 students in the following categories of disabilities per Title 5: Deaf and Hard of Hearing, Autism Spectrum, Learning Disability, Blind and low vision, Acquired Brain Injury, Mental Health, Other Health and Disability, Physical Disability, Intellectual Disability, and ADHD.

II. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES)

Identify the original objectives from your last review, as well as any objectives that emerged during the year (if applicable). For each objective, determine status and explanation for status.

Objective	Status (Check one)	Status Explanation
To increase surveillance in the proctoring room	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	We will purchase new surveillance cameras. With the assistance of Telecom, we tested and identified the proper cameras; unfortunately, COVID-19 has delayed the installation which will resume in this new academic year.
To relocate into the Student Services Center in June 2019 with little disruption of services	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	Relocation in the Student Service Center was executed without interruptions of services.
To digitize current active and former files	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	Due to remote instruction and with the support of IT, CSD is actively converting our current active and former files into an electronic filing system in Share Point.
To convert the CSD classes into Distance Education guidelines	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	Due to COVID-19, all CSD classes are in the process of converting into Distance Education format. Conversion will be done by October 2020.
Click or tap here to enter text.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	Click or tap here to enter text.

III. ACHIEVEMENTS

(Optional) List any notable achievements your program accomplished in the last year.

CSD notes several achievements accomplished in 2019-2020.

1. The relocation into the new Student Services Center in June 2019 increased the visibility of the program, resulting in a 60% increase of students served in summer'19 (597 students) compared to summer'18 (366 students).
2. Following the resignation of the Director in June 2019, the Coordinator and DHH Supervisor seamlessly assumed program leadership.
3. The quick and successful transition to remote services due to COVID-19 resulted in minimal impact to service delivery.
4. In the advent of COVID-19, the program is in the process of transitioning into an electronic filing system with the help of IT.

IV. CURRENT PLANNING AND RESOURCE NEEDS

Part 1: Narrative

Broadly discuss issues or needs impacting program effectiveness for which institutional support or resources will be needed for the next academic/fiscal year.

The following are areas of concerns that impact program effectiveness for the next year.

1. This past year, the certificated staff received more challenging and complex accommodation requests from all disabilities, requiring extensive analysis to determine if the accommodation is a fundamental alteration to the course curriculum. In these cases, many of the essential functions and technical standards of the courses are not readily available and require additional consultation with faculty and the academic department chairs. The interactive process, as required by law, is a significant time commitment for all involved parties and necessitates a strong, certificated team to address these demands.
2. When instructions and services resume on campus next year, the test proctoring services will continually be a challenge to fulfill due to the large increase of students served as well as the insufficient staff to process, monitor, and return tests. Many instructors do not submit the tests timely and with thorough, completed instructions for test administration. Concerns of academic dishonesty have increased and thus, we have implemented more surveillance in the test proctor room to reduce incidents.
3. Due to COVID-19 resulting in remote or online instructions, it is critical for the college to implement best practices for 504/508 compliance in all areas of the campus. The role of the High-Tech Faculty Specialists is more critical than ever to provide technology access to the students with disabilities and support the college to be compliant.
4. The number of DHH students have grown over the past year with enrollment in higher level classes and longer class time. Replacing a full-time sign language interpreter will be important to meet the demand and to reduce the cost of agencies.
5. In terms of Health and Safety, it is important that the Emergency Team include DSPS students with health issues and who may require accommodations when we transition back on campus.

6. Keeping up with the electronic filing system is critical to ensure easy access to records for the program effectiveness.

Part 2: List of Resources Needed

Itemize the specific resources you will need to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives for next year.

While this information will be reviewed and considered in institutional planning, the information does not supplant the need to request support or resources through established channels and processes.

Resource Category	Resource Description/Item	Rationale for Resource Need (Including Link to Objective)
Human Resources	<ol style="list-style-type: none"> 1. Two HTTC Full-time Faculty Specialists were requested following the FT faculty hiring process. Meanwhile, a Long-Term Substitute was approved for Fall/Spring 20-21. 2. One FT Sign Language Interpreter 3. One Adjunct counseling faculty 	<p>1. Over the past year, the program lost its two full-time HTTC faculty specialists. The HTTC faculty specialists have been providing technology access to the DSPS students and educating the campus wide community about 504/508 compliance by participating in various committees such as Distance Education. Replacing these two positions are critical to the program and the college, especially in light of COVID-19 resulting in remote or online instructions.</p> <p>2. One FT and one 30hr. Sign Language Interpreter were never replaced. This past year, we have seen an increased number of DHH students. Agencies are costly, especially since they increase their hourly rate, and often requests come up at the last minute. It will be to the benefit of the college to replace one FT Interpreter because by law, we can never deny services, nor can we impose a limit to the number of DHH students to be served.</p> <p>One adjunct faculty just resigned this summer. Replacing this position is essential to meet the demands put upon the counseling faculty to respond to accommodation requests which are often complex and time consuming in a timely manner.</p>
Facilities (info inputted here will be given to DPAC Facilitates Comm.)	None	Click or tap here to enter text.

<p>Equipment, Technology, Supplies <i>(tech inputted here will be given to Technology Planning Committee)</i></p>	<p>508 Compliance</p> <p>Proctoring room surveillance cameras</p>	<p>To be 508 compliant, the college should invest in a Webb application that integrates with Zoom and Canvas to ensure that live lectures and workshops are captioned and accessible to screen readers. This will truly meet 508 compliance and it will also promote Universal Design in instruction as it will benefit all students.</p> <p>Due to the large number of tests proctored and the design of the new proctoring room, we do not have adequate staff to accommodate the current needs. With the help of the Telecommunications manager, we have identified the appropriate cameras that will satisfy this objective.</p>
<p>Professional Development</p>	<p>Disability related conferences</p>	<p>Professional Development funds are needed for continuous trainings for the DSPS certificated staff to keep appraised of the latest legal issues. DSPS counselors/ LD, HTTC and ABI specialists attend yearly state-wide CAPED, AHEAD, and Technologies conferences to keep appraised on “the best practices” to serve our DSPS students. Conferences to learn the ever-changing technical aspects of academic counseling are also critical to attend in order to provide accurate information to the students.</p>

V. CHALLENGES RELATED TO SPRING 2020 COVID-19 CRISIS AND RESPONSE:

List significant challenges your program faced in Spring 2020 due to COVID-19. Please also Include your responses and solutions to this crisis.

Providing remote instructions and services remains challenging in certain aspects. The preferred mode of service delivery for our students is in-person. Delivering services through phone, Zoom, or email seems unnatural and compromises the level of effectiveness, especially when dealing with difficult issues. Remote instruction is not a good fit for some students’ learning styles, resulting in them withdrawing from their classes this past spring. We have also seen an increase in the number of students requesting testing accommodations due to heightened disability related issues. The confidentiality factor is also a real concern because we are unable to verify the level of privacy students have to freely communicate with their counselors.

In addition, LD and ABI assessments have been cancelled because psychological testing must be administered in-person in order to maintain its integrity and thus, the validity of the test results.

The HTTC lab effectiveness has also been a challenge because students are not able to receive the same extensive technology support as they would in person. Consequently, some students have elected to drop their classes until on ground instructions resume.

Remote Interpreting and captioning services have also been a huge adjustment for both the students and the interpreters.

HTTC continues to provide test proctoring for students who require assistive technology. Instructional faculty are now proctoring for their students with the approved accommodations. Any concerns continue to be addressed on a case by case basis.

Our filing system is also a concern since our current files are not digitized, creating a challenge to verify a student’s disability, approve the appropriate accommodations, and review files in order to ensure that all the paperwork meet Title 5 requirements. This paperwork and the number of students served are directly linked to our yearly state allocation. For confidentiality reasons, documentation such as emails, progress notes, verification of disability, Academic Accommodation Plan, etc. must be stored in a secured location and it was extremely time consuming to figure out a system that works well for the program. However, with the support of IT a more efficient filing system has now been created and implemented in Share Point that meets our current needs. It has facilitated our workflow and is easier to access. This is a BIG relief.

See attached the DSPS plan on how the transition to remote services has been addressed during COVID-19.

VI. THE NEXT SECTION IS FOR CTE PROGRAMS ONLY

PARTNERSHIPS:

Part 1: Industry advisory meeting dates and attendance for 2019-2020.

Date of Meeting	# of SMC Attendees	# of Non-SMC Attendees
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Part 2: Employer partnerships/collaborations for 2019-2020. Identify the most salient partnerships or collaborations.

Employer Name	Type of partnership or Collaboration <ul style="list-style-type: none"> • Advisory attendance • Internship site • Donations • Job placement • Other 	Optional: Additional information about partnership or collaboration
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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CONGRATULATIONS – that’s it! Please save your document with your program’s name and forward it to your area Vice President for review.

The following section will be completed by your program's area VP

Vice Presidents:

First, please let us know who you are by checking your name:

- Christopher Bonvenuto, Vice President, Business and Administration
- Don Girard, Senior Director, Government Relations & Institutional Communications
- Sherri Lee-Lewis, Vice President, Human Resources
- Jennifer Merlic, Vice President, Academic Affairs
- Teresita Rodriguez, Vice President, Enrollment Development
- Michael Tuitasi, Vice President, Student Affairs

Next, please check this box to indicate that you have reviewed the program's annual report Provide any feedback and comments for the program here:

Click or tap here to enter text; the box will expand when you enter text.

Finally, please **save the document** and email it to both Stephanie Amerian (amerian_stephanie@smc.edu) and Erica LeBlanc (leblanc_eric@smc.edu). If you have any questions, please contact us!

Thank you for your input!