



# Mainstream Support Program Review

**2007**

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*Start here...Go anywhere!*

# Mainstream Support Program Review

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# MAINSTREAM SUPPORT PROGRAM REVIEW

## ***Executive Summary***

Mainstream Support Services is a component of Coastline Community College's Special Programs and Services for the Disabled Department. The services are funded by AB 77 monies, which are categorically earmarked for students with disabilities in the college through the State Chancellor's Office Disabled Students Programs and Services (DSP&S) department. Most services that DSP&S provides are mandated by state and federal regulations.

**Service.** When comparing the number of students receiving mainstream support services for the reporting year of the last program review (2002-03) to this program review reporting year (2006-07) the number of services that students are receiving has increased due to an increase in the number of courses that these students are enrolling each term. Retention rates are strong, currently disabled students enrolled in courses and participating in Special Programs have a persistence rate of 75%.

**Satisfaction.** Students are satisfied that Special Programs respond appropriately to their needs. Over ninety percent of students surveyed responded that they Strongly Agree that the staff is responsive and that the quality of services provided satisfied the students. Ninety percent stated that without the mainstream support service they received, taking the class would have been impossible.

Overall, the faculty and staff were satisfied with the quality of service. Eighty-nine percent either agreed or strongly agreed that they were satisfied with the quality of service provided by the department.

**College awareness of availability.** Most faculty and staff (84) would refer students with a disability directly to DSP&S. Eighty-six percent said they were somewhat familiar or very familiar with the programs and services provided by this department.

### **Five-Year goals include:**

- Continue outreach to new and continuing faculty and staff members to assure knowledge of how and what services students may qualify.
- Develop process and procedures ensuring appropriate services to those students enrolled in CCC's Incarcerated Inmates and Military Spouses Programs.
- Work with the MYCCC and Seaport Training Team Leaders to provide training to all faculty to ensure that materials posted online are accessible to all students.
- Provide improved tracking and data collection with the implementation Banner
- Survey current faculty on their use of audio visual materials that need transcripts and closed captioning.
- Develop a process for acquiring transcripts and closed captioning that would reflect a shared financial responsibility among the appropriate departments.



# MAINSTREAM SUPPORT PROGRAM REVIEW

## Summary

### Program Description

#### Introduction

Mainstream Support Services is a component of Coastline Community College's Special Programs and Services for the Disabled Department. The services are funded by AB 77 monies, which are categorically earmarked for students with disabilities in the college through the State Chancellor's Office Disabled Students Programs and Services (DSP&S) department. Most services that DSP&S provides are mandated by state and federal regulations. Some are discretionary, e.g., assessments performed to gauge eligibility for services under the 1999 California Community Colleges' Chancellor's Office Learning Disabilities Model.

**Definitions of disability.** Section 56002 of Title 5 of the California Education Code gives the general definition of a student with a disability. To qualify, "a person must:

1. Be enrolled at a community college
2. Have a verifiable disability
3. Be unable to fully benefit from the regular programs and services offered by the college due to the educational functional limitation of a disability; and
4. Need specialized services or instruction in order to mitigate these disability-related limitations."

In order to receive services, a student must fill out an application for services and provide medical documentation of disability from a qualified professional, and sign an educational contract. The DSP&S department verifies the student's Coastline enrollment, conducts testing if appropriate, identifies educational limitations, and completes the educational contract and documents services provided. All these materials are kept in a student file located in the DSP&S office.

Academic accommodations are provided for individuals with disabilities described below. Title V (Sections 56032 through 56044) definitions are included.

<b>Disability</b>	<b>Definition</b>
Physical	A visual, mobility or orthopedic impairment
Communication	An impairment in the processes of speech, language or hearing
Learning Disability	A persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situations
Acquired Brain Impairment	A verified deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor, psychosocial and/or sensory-perceptual abilities
Developmentally Delayed Learner	A student who exhibits the following: (a) below average intellectual functioning; and (b) potential for measurable achievement in instructional and employment settings
Psychological Disability	A persistent psychological or psychiatric disorder, or emotional or mental illness
Other Disabilities	Includes all students with disabilities, as defined in § 56002, who do not follow into any of the categories described in Sections § 56032-56042, but who indicate a need for support services or instruction provided pursuant to § 56026 and § 56028

**Types of support services.** According to the Title 5 Implementation Guidelines of 1997, “support services are those specialized services available to students with disabilities which are in addition to the regular services provided to all students. Such services enable students to participate in regular activities, programs and classes offered by the college.” The services may include, but are not limited to: test-taking facilitation, registration assistance, adaptive educational equipment, interpreter services, note-taking services, specialized tutoring and reader services.

It’s important to note that the support services provided by Special Programs supplement rather than supplant the services which non-disabled students at the college receive. For example, non-disabled distance learning students who are unable to come to the college to take exams often arrange for proctored exams (an exam supervised by an approved proctor to assure the integrity of the exam-taking process). The test proctoring provided by Special Programs, however, is specific to the disability accommodation needs of the student. For example, some students, because of the nature of their disability, may require a distraction-free environment or extended time for their exams. In such cases, the Mainstream Support team generally attempts to proctor the exam at the time, day, and location that other students in the class are taking the exam; but a Special Programs team member will arrange for a quiet room (e.g., small conference room, office, or empty classroom), travel to the location, and provide proctoring, including extensions of time if appropriate. In other cases, the team arranges to proctor the exam at the Special Program Office—again, ensuring an appropriate environment and extension of time as approved. When the student requiring the disability accommodation is a distance learning student unable to come to the college, Special Programs makes arrangements with the remote proctor to provide the same accommodation that the Special Programs staff would provide if the student were taking the exam at a Coastline facility.

**Students’ rights.** Students with disabilities are afforded specific rights under state and federal law. Title 5, § 56008 of the California Education Code includes a list of three particular student rights. First, “[p]articipation by students with disabilities in Disabled

Student Programs and Services shall be entirely voluntary.” Second, “[r]eceiving support services or instruction authorized under this subchapter shall not preclude a student from also participating in any other course, program or activity offered by the college.” Finally, “[a]ll records maintained by DSP&S personnel pertaining to students with disabilities shall be protected from disclosure...”

Under federal law, students with disabilities are also afforded particular rights, the specifics of which are beyond the scope of this report. Federal education regulations protect students with disabilities “from discrimination or acts which have the effect of discriminating on the basis of handicap.” Students are also entitled to the protections afforded by Sections 504 and 508 of the Rehabilitation Act of 1973. The Americans with Disabilities Act (1990) dictates, among many other points, that students are entitled to communication that is “as effective as” communication provided to students without disabilities.

## **Background**

A student who believes that he or she may qualify for an academic accommodation to be provided by DSP&S may call or visit the DSP&S office. The student needs no referral, but may be referred by another student, an instructor, a staff member or an individual outside the college. An application packet for DSP&S services will be provided.

Where a learning disability (LD) is suspected, a trained DSP&S staff member performs a six-hour state-approved standardized assessment. The LD Specialist (Celeste Ryan) interprets the results to determine whether the student meets the state’s eligibility guidelines.

For all other disabilities, the student must provide medical documentation to verify the disability. DSP&S certificated personnel review the documentation and determine its appropriateness according to Title 5 guidelines.

Based on the functional limitations of each student, the Instructor/Coordinator of Special Programs (also Celeste Ryan) determines appropriate educational accommodations.

The Instructor/Coordinator, along with the Staff Assistants (2), makes arrangements for the services to be provided. Once the student enrolls in a particular course, a Reasonable Accommodations for Disabled Students form is mailed to the instructor’s home. This form identifies the student by name and specifies the possible means to achieve the accommodations that have been determined to be reasonable based on the student’s disability. The instructor is invited to contact DSP&S to discuss specific arrangements. Accompanying this form is another form that allows the instructor to provide the preferred means of communication between DSP&S and that instructor.

## ***Master Plan College Priorities***

Special Programs and Services is committed to the four Master Plan College Priorities through the delivery of its programs and services. Special Programs and Services faculty and staff provide a model student services program. Mainstream Support continues to seek delivery of services to new programs developed by the college as well as maintain the high standard of service and overall commitment to the college’s students, staff and faculty.

- Priority 1—CCC will create, expand, and enhance educational programs and student support services that reflect the College’s global orientation in order to attract, retain, and successfully graduate its students.

- Priority 2—CCC will attain recognition as a national leader in design, development, and distribution of technology-mediated instructional programs for the classroom and distance learning.
- Priority 3—CCC will develop and implement a model student services program that will enhance student access and success utilizing state-of-the-art technology.
- Priority 4—CCC will establish new and expanded partnerships with business and industry, governmental agencies, other institutions of higher education, and K-12 districts.

### ***Program Goals***

- Continue outreach to new and continuing faculty and staff members to assure knowledge of how and what services students may qualify.
- Develop process and procedures ensuring appropriate services to those students enrolled in CCC's Incarcerated Inmates and Military Spouses Programs.
- Work with the MYCCC and Seaport Training Team Leaders to provide training to all faculty to ensure that materials posted online are accessible to all students.
- Provide improved tracking and data collection with the implementation Banner
- Survey current faculty on their use of audio visual materials that need transcripts and closed captioning.
- Develop a process for acquiring transcripts and closed captioning that would reflect a shared financial responsibility among the appropriate departments.

### ***Service Area Outcomes and/or Student Learning Outcomes***

- Student will learn what services and accommodations will assist them in their ability to successfully complete courses.
- Student has clear and realistic academic goals.

Assess using academic goal planning form and rubric to be developed by the Special Programs Instructor/Coordinator. Data related to course completion as it relates to stated goals will be collected at the conclusion of each term.

### ***Integration and Coordination***

#### **Integration with College Entities**

Within the college, DSP&S has developed strong partnerships with Distance Learning and Student Services. The Instructor/Coordinator and support staff work closely with Distance Learning Department staff to facilitate smooth coordination of testing accommodations for distance learning students. The Distance Learning Letter of Agreement was amended to include a referral for students with disabilities with information on how to contact Special Programs and Services to arrange for possible accommodations. Since that time, a dramatic increase in requests from distance learning students has occurred.

DSP&S also participates in New Faculty Trainings offered by the Office of Instruction at the start of each semester. One of the Staff Assistants or the Instructor/Coordinator presents information regarding available services and referral processes.

During the 2004-05 fiscal year, Special Programs was reorganized from the Instruction Unit to the Student Services Unit. Even prior to this reorganization, Coastline's DSP&S has forged important partnerships within Student Services. DSP&S has arranged with the Director of Admissions and Records Jennifer McDonald to provide priority registration for disabled students, and the date for priority registration is publicized in critical campus

documents. The Instructor/Coordinator also works with EOPS Director Ruth Dills to substantiate reduced load adjustments for EOPS students with disabilities and to identify students with disabilities. Student Success Center Instructor/Coordinator Margaret Hickey and the Special Programs Instructor/Coordinator refer students to each other for tutoring and services.

Special Programs and Services and its Mainstream Support staff work with all areas of Student Services, Office of Instruction and respective disciplines, Administrative Services as necessary, and any and all college entities. Where students gather and enroll, Mainstream Support is present and willing to assist.

### **Integration with Student Equity Planning and Strategic Planning**

The program and its staff are involved in the development and revision of student equity plans and other strategic planning initiatives of the college. The Instructor/Coordinator is an elected member the Academic Senate, an active member of the Student Planning Services Planning Team, and a member of the Facilities Committee. When input is requested or updates are in order, she provides input as it relates to providing services to students and ensuring access to the college's programs and services.

### **Relationship with Fiscal Services**

The Staff Assistant Senior monitors expenditures to ensure compliance with AB77 Funding Guidelines. An annual budget, based on the year's allocation, is developed at the beginning of each fiscal year. Year-end reports, including unduplicated count of total number of students and actual monies spent, are made to California Community College Chancellor's Office in September of each year.

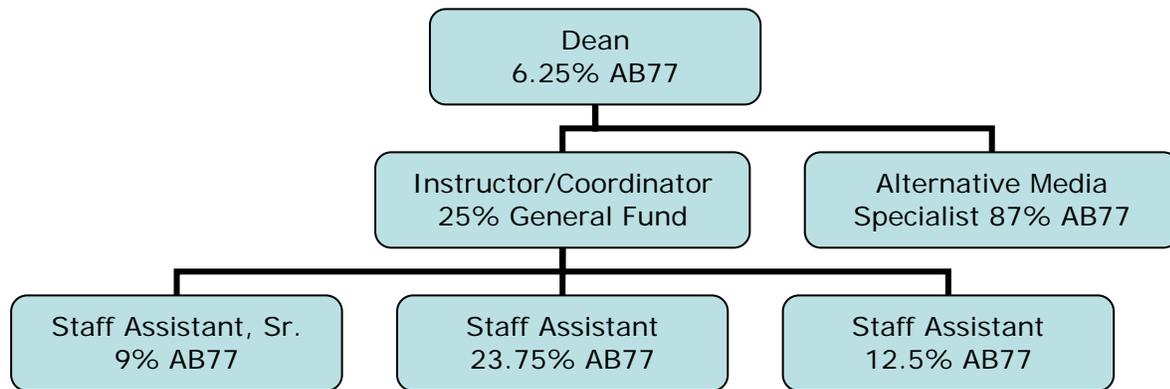
### **Integration in the Community**

The Instructor/Coordinator enjoys a collegial relationship with the counselors at the Huntington Beach-Fountain Valley office of the California Department of Rehabilitation. Because of this relationship, both parties are kept informed about procedural changes; and, therefore, the students are able to more efficiently receive services from both organizations.

The Special Programs Office partners with DSP&S departments within and outside the District to identify best practices for individual student situations. Coastline's DSP&S works closely with the Alternate Text Production Center (ATPC) to arrange for textbooks to be quickly converted to e-text for the blind and learning disabled. The department also employs sign language interpreters who are screened by the Golden West Interpreter Coordinator.

## Organization

### Special Programs and Services Organizational Chart for Mainstream Support



## Budget

### Funding Sources

Mainstream Support services are funded by AB 77 monies, which are categorically earmarked for students with disabilities in the college through the State Chancellor's Office Disabled Students Programs and Services (DSP&S) department. These services are mandated by state and federal regulations. In order to maximize funds received from the State, the college General Fund does contribute "college effort," such as in the form of the Instructor/Coordinator's salary. The Alternative Media Specialist position and all classified salary costs are borne by Special Programs' AB 77 funds. These include 10% of the salary of Golden West College's Interpreter Coordinator and special monies earmarked for transcription and closed captioning services.

### Funding for Last Three Years

	2003-04	2004-05	2005-06	2006-07
AB 77	718,285	731,183	789,511	798,970
Access-Caption	21,355	13,163	13,163	16,617
Total Allocation	739,640	744,346	802,674	815,587

### Additional Budget Information

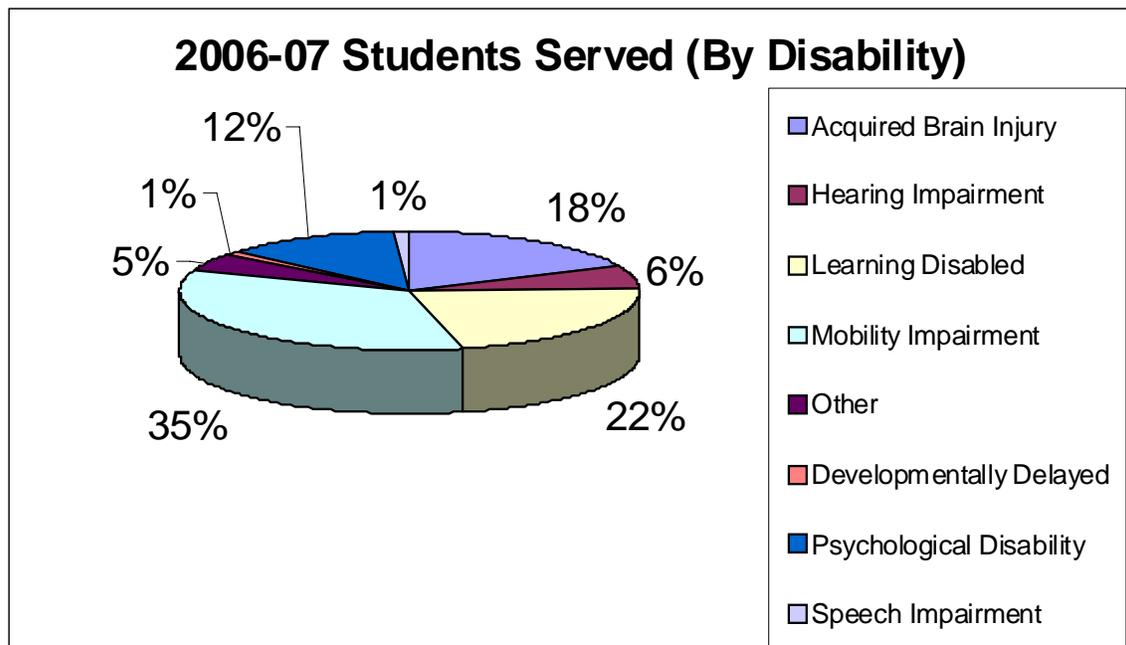
Access to Print and Electronic Information Funds (referred to as Access-Caption in the grid above) are used to transcribe and caption audio-visual instructional materials. These special funds were established by the State Chancellors Office to allow campuses to transcribe and caption existing and new instructional audio-visual materials to ensure access.

## Students

The types of disabilities of the students served are indicated below. Labels correspond to terms used for state reporting purposes. This duplicated count reflects all students receiving services for the full academic year indicated.

Disability	2003-04	2004-05	2005-06	2006-07
Acquired Brain Injury	16	9	11	15
Hearing Impairment	3	2	4	5
Mobility Impairment	24	18	23	28
Other	8	9	6	4
Psychological Disability	8	16	9	10
Speech Impairment	-	-	-	1
Visually Impaired	-	2	-	-
Learning Disabled	27	20	19	18
Developmentally Delayed	-	1	1	1
<b>Totals</b>	<b>86</b>	<b>77</b>	<b>73</b>	<b>82</b>

The following pie chart depicts a current-year snapshot of the breakdown of disabilities served.



The following chart represents a comparison of the number and types of accommodations provided in 2002-03 as compared to the services provided in 2006-07.

<u>ACCOMMODATIONS</u>	<u>FREQUENCY 2002-03</u>	<u>FREQUENCY 2006-07</u>
Registration Assistance	48	103
Proctored Exams	16	73
Proctored Exams with Reader/Writer	1	2
Testing	1	3
Extended Time	8	67
Interpreter	2	3
Note taker	3	3
High Back Chair	6	7
Priority Registration	11	23
Special Seating	1	3
Quiet Setting	5	67
Test Read	2	3
Front Row Seating	3	3
Phonic Ear	1	2
Eligibility Testing	1	3
Scribe	1	7
Books on Tape	1	2
Alternate Location	3	1
Tutoring	1	3
Taping Lectures	1	1
E-Text	-	2
Proctor at a Distance	-	7
FAFSA Assistance	-	1
Reading Pen	-	1
Kurzweil	-	2
Brailed Test and Handouts	-	5

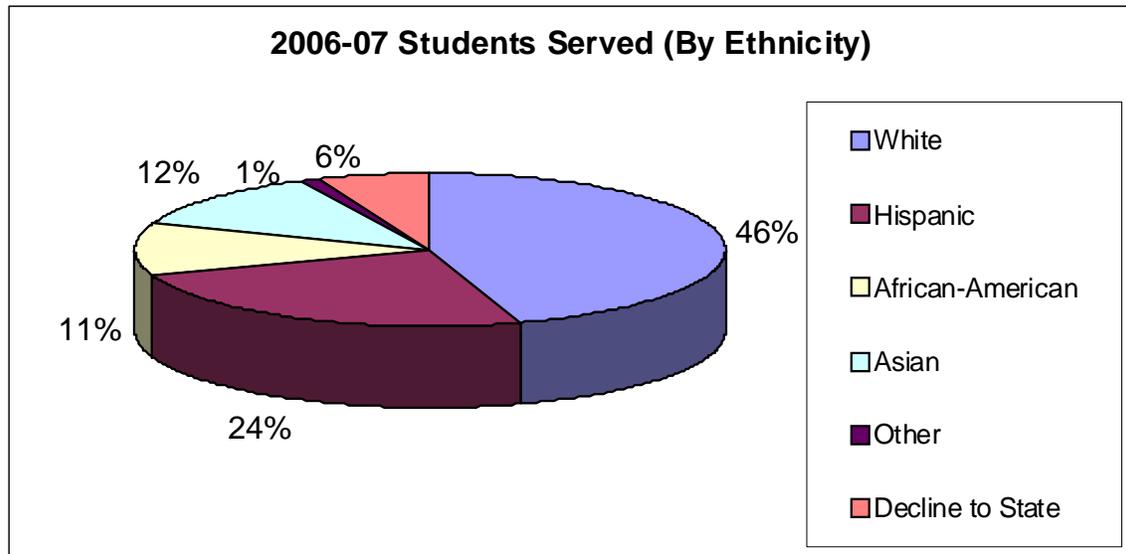
While the number of students has remained stable since the last Program Review, the frequency of the services has grown dramatically. This increase is due to the fact that students are enrolled in more courses per term. The average student was enrolled in 2 courses in 2002-03 while in 2006-07 students took an average of three courses per term.

Student goals vary. In the survey, 25% of mainstream support students indicated a desire to transfer to a university. Sixty-three percent are seeking an A.A. degree. Twenty-five percent are pursuing vocational certificates. Thirty-eight percent are taking courses to further their careers. Thirteen percent are taking classes for personal interest.

According to the student survey, students choose Coastline for many reasons. Two questions received significant responses: Availability of support services for students with disabilities was cited by 25% of the students as the reason that they take Coastline classes. Another 25% said that accessibility of classes was the reason they chose Coastline.

Survey participants indicate that the majority of students receiving mainstream support services are female (82%), and 18% male. Results indicate the majority of students (55%) served are white. Ten percent identified as Asian/Vietnamese, and eighteen percent indicated they were African-American. Another eighteen percent chose "Decline to State."

However, when all students served during 2006-07 are counted, the percentages change significantly, reflecting greater diversity (see pie chart below).



## Evaluation

### Process

In Spring 2005, Celeste Ryan, Instructor/Coordinator, Special Programs and Services, was identified as the chair of the Mainstream Support Services Review Team. Other team members included full-time instructors Fred Feldon, Debbie Secord, part-time English professor Meri Rogoff, Special Programs and Services Staff Assistant, Erica Valle, Distance Learning Testing Coordinator, Ann French, and Special Programs Student Rachel Ortiz.

The committee met during the Fall 2006. All team members were invited to participate in the process. Electronic media and mail were the primary means utilized to allow the team members to contribute to the Program Review process.

The program review team developed a list of general survey questions. The surveys were produced in several different forms, each tailored to the appropriate respondents. All students who received mainstream support services in the Fall of 2006 were sent a letter requesting their participation in this online survey. On the day of priority registration, computers were available to students who may not have access to a computer.

A request to complete an online survey was e-mailed to all college staff, faculty and managers. Additionally, e-mail requests to complete the online survey were sent to each instructor who has taught a mainstream support student in this academic year.

All surveys were electronically collected, tabulated, and summarized by Program Review Steering Committee Co-Chair Pat Arlington. The Program Review team analyzed the data.

The chair compiled contributions from the team members and finalized the report.

## Findings and Discussion

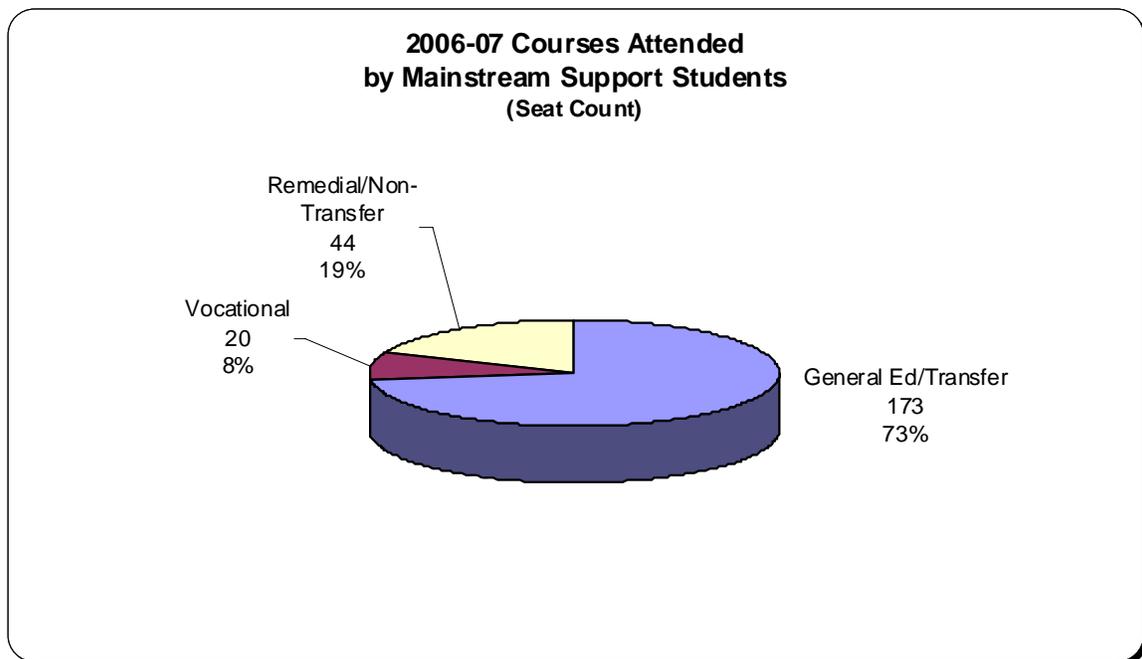
### Quantitative Findings

This section will include data gathered from the survey process as well as data gathered within Special Programs. Each sub-section of this report will include the results of relevant data and discussion of those results.

### Course Elements

The mainstream support services component of Special Programs provides no courses, but rather provides services that enable students from all over the college to complete their Coastline courses.

In the 2006-07 academic year, mainstream support services are being provided to students enrolled in general education/transfer courses, vocational courses and remedial/non-transfer courses. Of the courses in which students who receive services enroll, the majority of courses (73%) fall into the category of general education/transfer (non-vocational courses numbered 100 through 299). Vocational courses represent 8% of the courses taken by these students. The remaining (19%) are remedial/non-transfer.

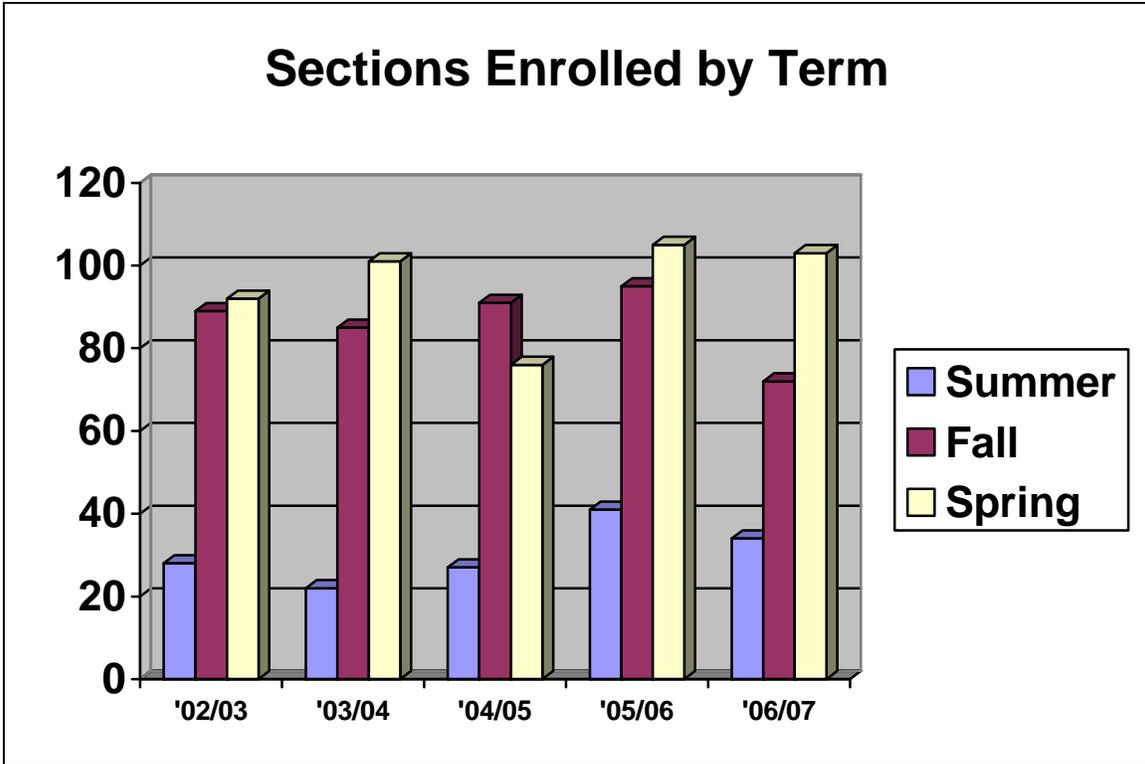


Survey responses revealed a majority (80%) of mainstream support students indicated that they have enrolled in 4-6 units each semester. Over 10% reported enrolling in more than 10-12 units.

In summary, the data shows a clear trend of contribution to FTES growth.

### Enrollment

The number of students receiving mainstream support services has remained stable over the last four academic years, as shown in the bar graph below:

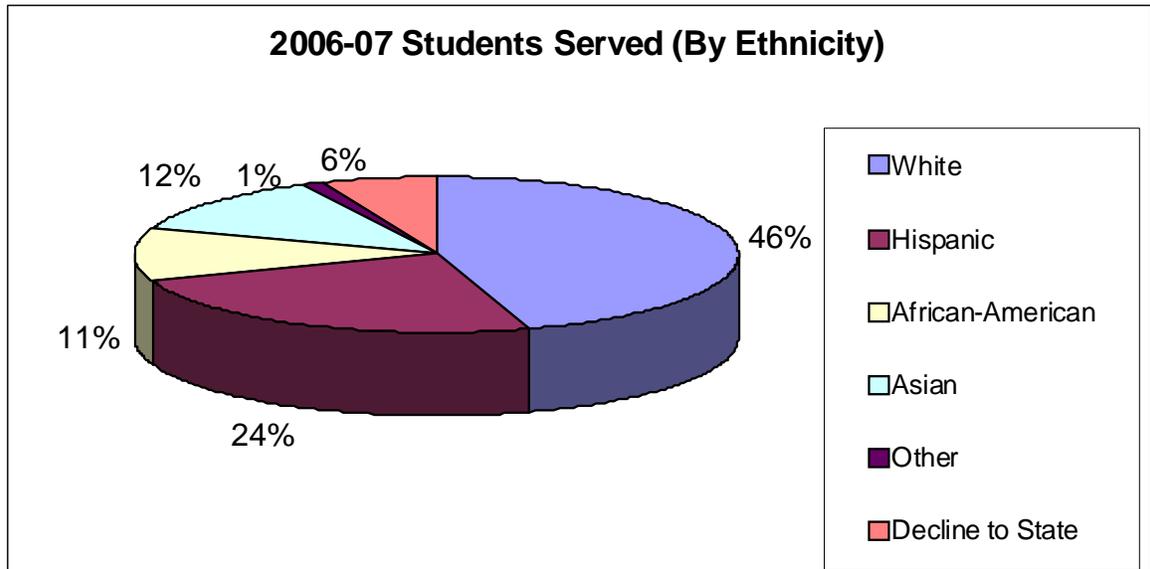
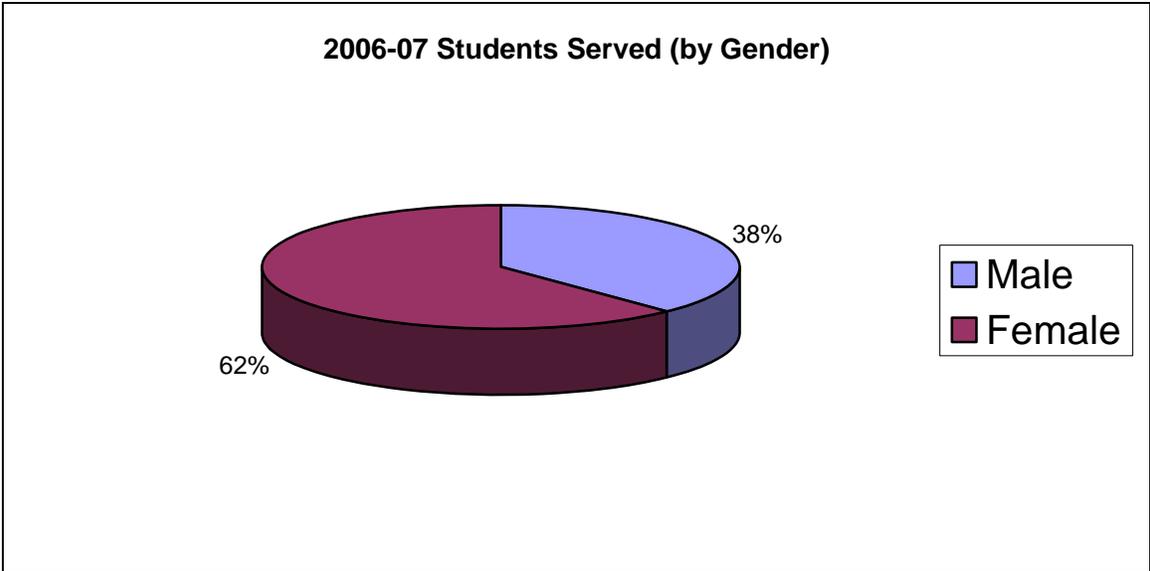


Stabilization supports the college in achieving its FTES goals, but also maintains Special Programs' funding.

#### Student Elements

Based responses to the student survey, the majority of students receiving mainstream support services are female (82%), with only 18% of them male. The majority of students (55%) served are white. Nine percent identified as Asian/Vietnamese, and 18 percent indicated they were African-American. Another 18 percent chose "Decline to State".

However, when all students served in 2006-07 are counted, the percentages change, reflecting greater diversity (see pie chart below).



**Cost Elements**

***Direct Instructional Costs***

As stated previously, no courses are offered, so there no direct instructional costs are accrued.

***Support Costs***

The costs of providing services are absorbed by AB 77 funds. In order to maximize funds received from the state, the college general fund does contribute "college effort," such as in the form of the Instructor/Coordinator's salary and a portion of the dean's salary. All classified salary costs are borne by Special Programs' AB 77 funds. These include 10% of the salary of Golden West College's Interpreter Coordinator.

## Qualitative Findings

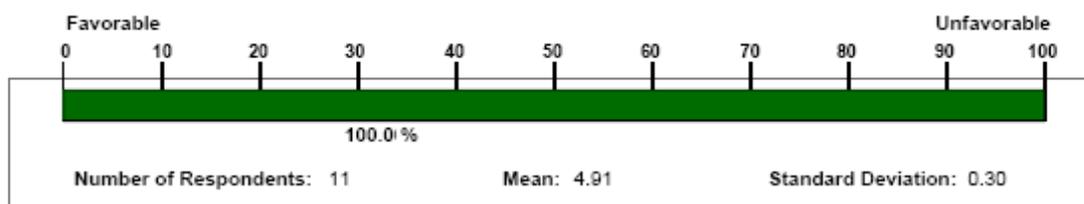
### Need

In addition to state and federal mandates to provide reasonable accommodations to students with disabilities, there is also research supporting the practice. In a ten-year study of Canadian “pre-university”<sup>1</sup> student, students with disabilities who received supportive services completed degrees at a rate of 55%, statistically equal to their peers without disabilities, who completed degrees at a rate of 54.5%.

### Student Satisfaction

Students are satisfied that Special Programs responds appropriately to their needs. Over ninety percent of students surveyed responded that they Strongly Agree that the staff is responsive and that the quality of services provided is satisfactory. One hundred percent of student survey respondents found the staff to be friendly, supportive, and flexible, and indicated that staff responded to questions and concerns in a timely manner. Ninety percent found the staff to be knowledgeable about disabilities and types of accommodations and services. Ninety percent also stated that without the mainstream support service they received, taking the class would have been impossible. The same percentage of respondents indicated that the service received helped them to succeed in their classes. In addition, students overwhelmingly agreed that Coastline’s physical facilities were accessible.

Table 5 Services and Support from Staff - The services and accommodations I received from the Special Programs Office helped me succeed in my class(es).



When asked about individual services provided, students also indicated an overwhelming satisfaction with the quality of service.

Students’ individual written responses were overwhelmingly positive. Examples included:

- “EXCELLENT PROGRAM”
- “This will be my first semester at Coastline and thus far, everyone has been super helpful in answering all my questions.”
- “Keep up the good work and kindness towards the students.”

Students responding to the survey were extremely positive about to their experience with both telecourse and online classes. Across the board, eighty percent of the online students responded Agreed to Strongly Agreed that online classes were accessible, easy to understand and navigate, presented fewer obstacles, and were interested in taking another online class.

<sup>1</sup> Roughly equivalent to the American community college

One hundred percent of students agreed or strongly agreed that their telecourse lessons, the methods used to communicate with the instructor and fellow students were accessible. They also agreed (100%) that the telecourse presented fewer obstacles for them than an on-site class. These same students found the instructor supportive of reasonable accommodations and that they were interested in taking another telecourse. It is important to note that while 66% of the students stated the mid-term and final review sessions were accessible, 33% disagreed.

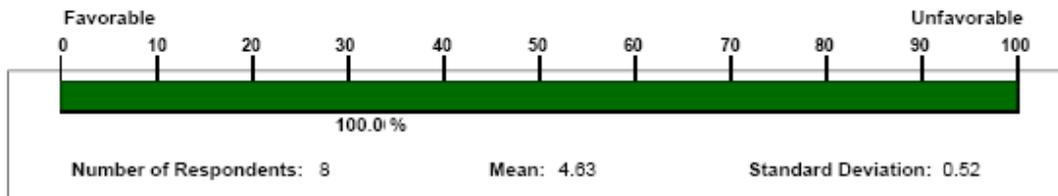
Students are also overwhelmingly satisfied with the accessibility and convenience of telecourse and online classes. Noteworthy student comments included:

- "I was unable to attend the review sessions. I think it would be a good idea to have review sessions also online or in some format that does not require me to go to campus."
- "Distance Learning Department needs to be more diligent when it comes to quiz grading and getting them back to the students in a timely manner. Lacking on mailing of correspondence."

### **Satisfaction by College Faculty and Staff**

Overall, the faculty and staff were satisfied with the quality of service. Eighty-nine percent either agreed or strongly agreed that they were satisfied with the quality of service provided by the department.

Table 1 Satisfaction with services and support - I was satisfied with the overall quality of services provided by the Special Programs staff.



Sixty-nine percent believe that the accommodations provided by DSP&S were helpful in assisting the faculty with meeting the needs of their students. Eighty-nine percent of the faculty indicated that the accommodations assisted the students in succeeding. Ninety-five percent of respondents believe that the DSP&S staff are knowledgeable and provide timely services. Over eighty-eight percent believe the staff to be flexible, friendly, and supportive.

Most faculty and staff (86%) are familiar with the programs and services provided by the Special Programs. Seventy-four percent stated that they would contact DSP&S if they need information regarding special services for students with disabilities. Fifty-two percent said that they had referred a student to Special Programs. Forty-seven stated that they would be interested in a staff development activities related to addressing the needs of students with disabilities.

The written comments were overwhelmingly positive. Examples included:

- "The office has always been very helpful in assisting me and my students. Many of my distance learning students have used the office for proctoring and other accommodations to meet their needs."

- “The staff providing support for Special Programs are a wonderful group and are to be applauded for their continuous and great customer service to the students and the other staff at the college.”
- “Special Programs and Services provides great services and it is always a pleasure working with them.”
- 

Some suggestions and noteworthy comments included:

- “Even though some of us are aware of the services, perhaps a regular review or a visit by staff to the other sites would be beneficial. Perhaps a “coffee” hour in the faculty areas at the sites with a chance to ask questions, learn about accommodations, and meet the staff would be helpful. Out of sight, out of mind.”
- “The service I received was excellent, but the last student I had never finished what she started in spite of the work between myself and Special Services Department. She never finished the class.”

## **Professional Development Pursuits**

The Special Programs Instructor/Coordinator/Learning Disabilities Specialist and the Dean are active in listservs for their respective counterparts. They also subscribe to and read *Disability Compliance for Higher Education* to keep abreast of recent legal rulings. They attend Region 8 meetings for DSP&S staff, California Association of Post Secondary Educators for the Disabled conferences, legal workshops, the Chancellor’s Mega-Conference and other trainings offered by the State Chancellor’s Office.

## **Program Strengths**

Coastline Community College’s Mainstream Support Services component meets the needs of students with disabilities college wide. Students, faculty and staff show overwhelming satisfaction with almost every aspect of the program. Some of the strengths include:

- Quality of services
- Helpfulness and dedication of faculty and staff
- Accessibility within the community
- Ability to assist students with meeting their vocational and educational needs
- Providing accommodations to remove barriers to student success
- No-cost program
- Annual Student Scholarships funded through the Special Programs and Services Foundation
- Department’s commitment to provide the highest quality of currently available services to its students, faculty, and staff

As with any program, there is always room for improvement. Training and other in-service events for faculty and staff are on-going. The department could improve its own data collection processes in order to track student outcomes, graduation, and transfer. The department is hopeful that Banner will be instrumental in meeting this goal. The department continues to improve awareness of faculty and staff by making presentations at department meetings, serving on a variety of college committees, and submitting articles to college publications.

## **Areas for Improvement**

As with any student service, the dedicated staff members of DSP&S are always developing new ways of improving service to our students. At this time we are working on:

- Continue staff, faculty, and program training. In Spring of 2006, the department redesigned the Mainstream Support Brochure. Copies of the brochure are included with each student application packet, are included in the faculty Fall and Spring packets, as well as are available at all the college sites and student service departments.
- Banner implementation will allow the department to outreach to those students who claim a disability but are not currently using the services of our department.
- Development of customer service satisfaction survey, to be mailed to each student at the conclusion of each enrollment period.

## **Future Plans**

Implementation of Banner/Seaport/Luminus systems will require the involvement and support of the Instructor, Accessibility Technology (Jan Heck), Instructor/Coordinator (Celeste Ryan) and CCC Administration to ensure that each of these systems is accessible to all CCC students and the community.

## ***Program Support***

### **Staffing**

The staff for mainstream support services includes portions of: one dean, one full-time Instructor/Coordinator, one Alternative Media Specialist and portions of three classified staff. In addition, the program utilizes 10% of the Golden West Interpreter Coordinator to screen and place qualified sign language interpreters into Coastline classes as needed.

In Fall, 2002, in order to comply with a California Community Colleges' agreement with Department of Justice's Office for Civil Rights, the college employed its first Accessible Learning Technology (ALT) instructor, Jan Heck. The ALT instructor's role is to coordinate efforts to make the college's technology (e.g., website, videos) compliant with district, state and federal guidelines and regulations for persons with disabilities. Since the inception of the position, Jan has been actively working with the district's and the college's designated committees and task forces to develop guidelines and plans for achieving accessibility. She has also worked with several faculty members on bringing their course websites into compliance.

### **Facilities**

The Special Programs staff members are housed in a modular unit at the Costa Mesa Center. The center utilizes a former elementary school site that is currently leased from the Newport-Mesa Unified School District. The school facility sits on 9 acres of land and was constructed in 1961.

The Special Programs main office is housed in a 48' x 60' modular unit on the old playground. The office consists of a reception area, a faculty room (for Special Programs and Services Faculty), eight support staff offices, one conference room and one workroom. The conference room is primarily used for meeting, intake interviews, priority registration, eligibility testing, and proctoring exams. This modular is equipped with two accessible restrooms.

In the Spring of 2003, a new modular building was added to Special Programs. This building was purchased with funds provided by generous donations from two former students and their families. This 24' x 60' building added 1440 additional square feet, allowing for additional space for testing and test proctoring.

Both modulars are equipped with automatic door and wheelchair ramps. A concern in previous year was the lack of accessible restrooms on the campus, in the Summer of 2005, one of the men's restroom and one women's restroom were completely remodeled to comply with accessibility requirements and meet the needs of students with physical disabilities. The Special Programs modular is equipped with an automatic door and wheelchair ramp.

## **Technology and Equipment**

At each one of the college's area sites, there is at least one computer that is equipped with assistive technology, which includes the programs Dragon Dictate for Windows and Zoomtext. A computer in the Special Programs office is equipped with these programs as well as with Kurzweil Personal Reader. A Juliet Braille printer is available to convert written materials. High-back chairs with special lumbar support are available for students with documented back and neck disorders. Telecommunication Devices for the Deaf (TDDs) are available on one phone at each area sites for students with hearing impairments and the staff who serve them.

Other assistive devices are loaned to students as appropriate. Personal hearing devices allow students with hearing impairments or attention disorders to participate in class lectures and discussions. Alpha Smart keyboards allow students with writing impairments to take notes in class. Tape and digital recorders allow with memory disorders, slow processing, or motoric impairments to compensate for note taking difficulties. The purchase of 30 Kurzweil License To Go, which may be downloaded to students laptop computer for any given term. This software package allows student to hear text spoken as it is highlighted on screen, type their documents, while hearing characters and words spoken out loud, spell check, word prediction, highlight, take notes, add bookmarks, and hear Web sites read aloud.

## **Compliance Issues**

The Special Programs Instructor/Coordinator/LD Specialist and Alternative Media Specialist are active in list serves for their respective counterparts. They also subscribe to and read *Disability Compliance for Higher Education* to keep abreast of recent legal rulings. They attend Region 8 meetings for DSP&S staff, California Association of Post Secondary Educators for the Disabled (CAPED) conferences, legal workshops, the Chancellor's "Mega" conference and other trainings offered by the State Chancellor's Office.

The Instructor/Coordinator is an active member in CAPED serving on two subcommittees— Learning Disability and Acquired Brain Injury.

The Department continues to have a current Recording for the Blind and Dyslexic (RBD) membership, to secure recorded text as requested and needed.

The Instructor/Coordinator is available to staff, faculty, and administration to answer questions and provide in-service regarding compliance issues. Implementation of Banner/Seaport/Luminus Computer Systems will require the involvement and support of the Instructor, Accessibility Technology (Jan Heck), Instructor/Coordinator (Celeste Ryan) and

CCC Administration to ensure that each of these systems is accessible to all CCC students and the community.

### ***Goals or Recommendations***

Coastline Community College's Mainstream Support Services component meets the needs of the students with disabilities college wide. Students, faculty, and staff show overwhelming satisfaction with every aspect of the program. Some the strengths include:

- Quality of services
- Helpfulness and dedication of faculty and staff
- Accessibility within the community
- Ability to assist students with meeting their vocational and educational needs
- Providing accommodations to remove barriers to student success
- No-cost program
- Annual Student Scholarships funded through the Special Programs and Services Foundation
- Department's commitment to provide the highest quality of currently available services to its students, faculty, and staff

#### **Previous Five-Year Recommendation and Goals (2003) included:**

- Improve awareness of adjunct faculty by making a presentation at the general session of the faculty meeting.

The Staff Assistant presents program services and resources to "new hire" at the Fall and Spring College wide Meeting. Regulations and program procedures are explained, as well as a question and answer period is provided.

- Improve data collection processes in order to track student outcomes, such as course completion, graduation, transfer.

Each enrollment period, the staff assistant maintains student grid. Data is collect on course completion and drops. Graduation and Transfer data is lacking. With the implementation of Banner, these data points will be available upon request.

- Depending on budget constraints, expand internal marketing efforts to include a redesigned brochure and promotional calendar.

In the Spring of 2006, the department redesigned the Mainstream Support Brochure, Copies of the brochure are included with each student application packet, are included in the faculty Fall and Spring packets, as well as are available at all the college sites and student service departments.

#### **Five-Year Goals:**

The staff and faculty of Special Programs and Services is always seeking improved methods of addressing the needs of the college, its staff, and students. Over the next five years Special Programs will:

- Continue outreach to new and continuing faculty and staff members to assure knowledge of how and what services students may qualify.
- Develop process and procedures ensuring appropriate services to those students enrolled in CCC's Incarcerated Inmates and Military Spouses Programs.
- Work with the MYCCC and Seaport Training Team Leaders to provide training to all faculty to ensure that materials posted online are accessible to all students.

- Provide improved tracking and data collection with the implementation Banner
- Survey current faculty on their use of audio visual materials that need transcripts and closed captioning.
- Development of a process for acquiring transcripts and closed captioning that would reflect a shared financial responsibility among the appropriate departments.

