



## Student Services Program Review

Program : Disability Support Services

Manager : Celeste Phelps

Participant Names : All DSS team members

Date : May 2023

Previous PR Date : May 10, 2019

### Part 1. Program Mission Statement

#### **Cypress College Mission**

*Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and a baccalaureate degree. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.*

#### **A. Provide your program's mission statement.**

Disability Support Services (DSS) values the diversity of students with disabilities at Cypress College and is committed to providing equitable access to classes, programs, services, and activities. Using a comprehensive approach, we promote success and facilitate learning by collaborating with students to develop accommodation plans that meet their individual needs and respect their life experiences and abilities. We work in partnership with faculty and staff to design inclusive learning environments and opportunities while championing student independence and self-advocacy. We strive to impact positive change in the Cypress College and surrounding communities.

#### **B. How does it align with Cypress College's mission?**

The DSS mission aligns with Cypress College's mission by sharing a common commitment to promoting access, equity, and inclusion for students at Cypress College. Both missions emphasize the importance of empowering students to succeed in their academic pursuits and fostering an inclusive learning environment that values diversity and promotes student success. DSS recognizes the unique challenges students with disabilities may face and provides support and resources to support academic success, personal growth, and independence.

## Part 2. Program Overview

### A. Briefly describe your program, including program components, function, and purpose.

#### Program Description:

Disability Support Services (DSS) is a comprehensive program that provides accommodations, services, and resources to support students with disabilities in achieving their academic and personal goals. DSS is committed to promoting access, equity, and inclusion for students with disabilities, and works closely with students, faculty, staff, and the larger campus community to ensure a supportive and inclusive learning environment.

#### Program Components:

Academic counseling; disability management; learning disability assessment; accommodations (testing, note-taking technology; sign language interpreters); assistive and inclusive technology; adapted equipment; accessible materials; disability awareness and education; advocacy and support

#### Function:

Accommodation coordination; accessibility support; disability counseling and advising; advocacy and student support; college compliance

#### Purpose:

The purpose of Disability Support Services (DSS) is to provide support and accommodations to students with disabilities in order to ensure equal access to education and promote inclusivity on campus.

### B. Describe how your program interacts or collaborates with other on- and off-campus programs.

DSS collaborates and interacts with groups and programs to ensure that students with disabilities receive comprehensive support and access to resources. Collaboration is critical in creating an inclusive and supportive campus environment for students with disabilities.

Faculty and staff collaboration: DSS works closely with faculty and staff across campus to ensure that SWDs receive appropriate accommodations and support in the classroom. Examples include collaborating with faculty to implement accommodations, providing training and resources on disability services and universal design, and facilitating communication between faculty and SWDs.

Student services collaboration: DSS collaborates with other services such as counseling, admissions and records, financial aid, the health center, Career Planning Center (CPC), etc. to ensure that SWDs have access to a range of services and support. For example, DSS partners with the CPC to provide career workshops to SWDs. Additionally, financial aid provides FAFSA workshops to SWDs. Furthermore, DSS works with the LRC to provide specialized tutoring in DSS.

Off-campus agencies and high schools collaboration: DSS collaborates with off-campus agencies and organizations such as Department of Rehabilitation (DOR) to provide additional support and resources to SWDs. DOR assigned a counselor specific to Cypress College to work with DSS students to provide DOR services. Furthermore, DSS partners with high schools and created summer bridge program between high school and college for students with disabilities. DSS implemented a new outreach model this year to capture incoming high school students with IEPs and 504 plans.

### C. How is your program funded? Please include sources of funds such as categorical (e.g. SEA, EOPS, DSS), general, or grant.

-DSPS categorical funding pays for the majority of DSS expenses -- salaries, assistive technology, adaptive equipment, etc.

- DHH categorical funding pays for deaf and hard of hearing services such as interpreters, real-time captioning, etc.

- ATP categorical funding pays for access to print services such as braille and other alternate media and technology.

- SEA categorical covers the ARISE adjunct counselors, one full-time DSS counselor (currently being covered by adjunct counselors until the replacement faculty counselor position is prioritized by the college), and events and activities.

-College General Fund covers two full-time classified positions and the state match requirement for our DHH allocation.

\* It is important to note that the CCCC DSPS/DHH/ATP funding is meant to supplement the college's financial obligation to cover disability services.

### Part 3. Student Satisfaction with Services

A. Summarize the survey results from the SSPR Survey (see Appendix A). Please focus on trends and address student feedback/comments.

IR distributed a survey to all DSS students. Additionally, DSS distributed their own survey to students and employees.

IR Survey: In spring 2023, IR distributed a survey to all current DSS students of which 114 responded (11.3% of DSS population). The survey comprised yes/no questions; Likert scaled statements; and short and long answers. From the survey, DSS gathered that the majority (86%) of respondents use DSS services. The students who do not use services responded with reasons such as 1) they did not inform their instructor about their DSS status; and 2) they did not think the services would be helpful. The survey also asked students to rate their satisfaction and experiences on the following aspects: the hours of operation, response time, clarity of procedures, quality of materials and resources, courtesy, helpfulness, and knowledge of staff, and the overall quality of service. At least 90% of respondents reported "excellent" or "good" for all aspects. The one aspect of which DSS received the lowest score (90%) was timeliness of response. Unfortunately, the students did not provide comments to understand the challenge they faced related to DSS timeliness. As for the overall experience with DSS, 95% of students strongly agreed or agreed that DSS helped them achieve their educational goals. The survey asked students to provide the service that has been most helpful. Testing accommodations, DSS counseling, and recording technology were ranked as the highest and most helpful. The comments were positive and some included suggestions to help students be more successful such as providing book vouchers, more technology training, tutoring, and more social media posts. The DSS team has engaged in conversation related to emerging technology and providing more training. Furthermore, DSS has developed strategies for gathering more social media followers and posting more information. All DSS staff and faculty will attend a summer DSS retreat during which time we will discuss how to better engage students through social media.

DSS Student Survey: During spring 2023, DSS distributed its own DSS Student Survey for satisfaction and recommendations. DSS received 63 responses. Of the respondents, 28 reported they preferred in-person classes while 11 Zoom, 13 online, and 11 hybrid. The majority responded they had not experienced challenges requesting services via the student portal.

DSS Employee Survey: During the spring 2023 semester, DSS distributed a DSS Employee Survey for employee satisfaction and recommendations. DSS received 64 employee responses. The majority of responses were from faculty (39 faculty; 21 staff; 2 managers; 2 other). Of the respondents, 43 were full-time and 21 were part-time. The majority of respondents reported that they interacted with DSS four or more times over the past year. The majority responded that they were familiar with DSS services and received timely responses to questions. Most agreed that they have the skills and training to assist SWDs and utilize universal design tools in Canvas. The comments were positive. Some recommendations include more support with captions, flexibility with test taking, faculty portal can be cumbersome.

B. Compare these survey results with results from previous program review.

The number of responses for "excellent" increased from the last program review (2019) in all aspects:

Operation hours (from 56.6% to 67.4%)  
Response time (from 60.2% to 65.3%)  
Clarity of procedures (from 52% to 62.2%)  
Quality of materials and resources (from 56.1% to 62.2%)  
Staff courtesy (N/A to 75.5%)  
Staff helpfulness (from 66% to 72.5%)  
Staff knowledge (from 59.6% to 70.1%)  
Overall quality of services (from 64% to 72.9%)

It is important to note that three categories increased by more than 10% -- operating hours (+10.8%); procedures (+10.2%); and staff knowledge (+10.5%).

During bi-weekly team meetings, DSS discusses many of these aspects and is likely the reason for an increase in satisfaction. For example, our website has been updated and remains current. It includes many of our processes and procedures in which students may review at any time. Likewise, students have found that our operation hours are satisfactory. Although we are not open more hours than during the previous program review period, we have offered services later in the day. For instance, we now have at least one counselor available every day (M-Th) until 6:00 pm. Students who work or have conflicting schedules during the day may now meet with a DSS counselor up into early evening hours. Also, since our last program review, we launched our online program management system in which students may access services at any time of the day or night. This implementation likely increased student satisfaction in the area of quality of materials and resources.

## Part 4. Program Analysis and Planning

A. Describe the population you serve and analyze the trends in enrollment, success, retention, etc. Consider the following questions. How many students are enrolled in your program? How do your students compare to the overall student population at Cypress College? Include other qualitative or quantitative information about your population. If necessary, contact the Office of Institutional Research and Planning to obtain data.

DSS students are those who have disclosed a disability and have requested accommodations or support services to help them succeed in their academic endeavors. DSS students have a wide range of disabilities, including but not limited to physical disabilities, learning disabilities, mental health conditions, medical conditions, autism, deaf and hard of hearing, blind and low vision, ADHD, etc. The DSS population is diverse in terms of age, gender, race, ethnicity, and socioeconomic status. They each come from different backgrounds and have varying levels of disability-related needs. DSS students often face unique challenges in their academic pursuits and may require accommodations or services to level the playing field and ensure equal access to education. DSS students should not be defined solely by their disabilities as they possess a diverse range of talents, interests, and strengths. They contribute to the richness and diversity of the college community and many excel academically and make valuable contributions to society.

Currently, DSS serves over 1,200 students. Over the past several years, we have seen an increase in enrollment (except during COVID 2019-2021). The enrollment rise may be due to increased awareness and understanding of disabilities, changes in legislation and policies, and other efforts toward promoting inclusivity and accessibility within the college. Markedly, the new DSS Outreach Model has had a significant impact on enrollment. We experienced a substantial enrollment increase this year, 2022-2023. In 2021-2022, we served 1,008 students. We ended this year (2022-2023) with 1,239 students, a 23% increase in enrollment. This is the largest increase we have seen since the opening of Cypress College's DSPS program. Even with this increase, we know there are many more SWDs at the College who have not enrolled for various reasons. We know that generally 10% of any given population are individuals with disabilities. However, colleges across the state have typically served fewer than 10%.

Course success rates and persistence within the DSS student population have remained fairly consistent over the past five years, with the exception of the persistence rate decrease (-2.8%) from 2018-2019 to 2019-2020. This decrease is likely due to uncertainty at the start of COVID. Importantly, the rate has begun to increase (2021-2022 at 85%) to match prior years (2017-2018 85.2%).

	Success	Persistence
2017-2018:	72.7%	85.2%
2018-2019:	73.1%	85.5%
2019-2020:	72.8%	82.7%
2020-2021:	73.7%	84.2%
2021-2022:	72.6%	85.0%

## Part 5. Program Accomplishments, Improvements, Challenges, and Obstacles

### A. Document accomplishments and/or improvements since your last program review.

- Because of our new Outreach Model and other factors, we increased DSS enrollment by 23%. We served 1,239 students in 2022-2023 compared to 2021-2022 in which we served 1,008 students. Our outreach model encompasses leads (teachers and counselors) at each high school, monthly newsletters from DSS, and DSS 101 (HS visit to campus, short DSS presentation, assistance with applying to DSS, and a campus tour.) This outreach model has increased our enrollment significantly.
- Developed Standard Operating Procedures (SOP) for all services and staff responsibilities in DSS.
- Student participation in DSS Achievement Celebration/Ceremony has increased significantly.
- Changed the name of Disabilities Awareness Month to Disability and Inclusion Month. More employees and students are attending the DSS Expo (aka Open House).
- During COVID, DSS converted to online/remote services seamlessly as we had already implemented online services via ClockWork and Cranium Cafe.
- Implemented all ClockWork modules making all DSS services more accessible -- self registration, test booking, appointment booking, online intake, alt media requests, and student files. The company ClockWork often ask Cypress (Summer Justice) to demo their product at statewide events as we are utilizing every part of it.
- Purchased and implemented multiple note-taking apps as note-taking options (Otter and Glean) to do away with peer note-takers.
- Purchased iPads for all student services offices and trained staff to use MS Translator to communicate with students and families who speak other languages.
- Updated testing computers with webcams.
- Purchased iPad cart for group projects/workshops/classes.
- Collaborated with NOCE to open the ARISE program. Hired two adjunct counselors. ARISE is open to all students, not just DSS. They offer in-person and virtual support and provide workshops, group sessions, and other support.
- Updated the DSS front office to include a safety counter, door, and alert chime.
- Created the ASL Chargers Club (AS sponsored).
- ARISE created the Neurodiversity Club.
- Created social media accounts -- growing to increase numbers and awareness of DSS.
- Created strong connection with DOR counseling.
- Provide homework assistance to DSS students.
- Provide math and English tutoring to DSS students.
- Created process and an online form to screen for Learning Disabilities.

### B. Document program challenges and/or obstacles since your last program review.

- Full-time DSS counselor transferred to health sciences. DSS needs to fill this position but the college will not prioritize the position in order to replace it.
- DSS student participation in events (workshops, etc.) is low.
- Low enrollment in EA classes.
  - We lack the staff to cover evening testing. Therefore, we are not able to extend our testing hours.
  - We do not have enough counseling coverage to provide evening advising/counseling, beyond 6:00 pm.
- Difficult to get feedback from DSS students related to DSS technology, particularly after they are trained on apps.
  - Lack an effective way to send large group texts and receive individual text messages from students.
  - We have outgrown our testing space and need to expand. Additionally, we require at least two private individual testing rooms.
  - We no longer have a permanent staff member at the welcome desk to schedule appointments, take phone calls, etc. Currently, we use student workers. However, student worker schedules are temporary and they must rotate to provide coverage. Additionally, our student workers are service providers so at times we must send them to classrooms to serve as note-takers, 1:1 assistants, etc. We need a permanent clerical assistant to cover the welcome desk and offer consistency to students with disabilities.

## Part 6. Ensuring Equity in Student Services

A. Describe how your program addresses the needs of underrepresented student populations and delivers equitable student services.

Addressing the needs and delivering equitable services to underrepresented student populations is ongoing that requires a proactive and intentional approach. DSS is committed to continuously improving our practices and processes to ensure that students have equal access to opportunities and resources to succeed in their academic pursuits.

DSS actively engages with students with disabilities from diverse backgrounds to raise awareness about services available, provide information about accommodations, and encourages students to seek support. DSS provides targeted outreach and often partners with other affinity groups to provide learning opportunities. For example, Legacy and DSS hosted a workshop series on study and learning strategies.

DSS supports services that are culturally responsive and inclusive by considering the unique needs and experiences of underrepresented student populations. Our counselors engage in an interactive process with each student to ensure the accommodations and services offered are culturally appropriate and flexible to meet diverse needs and preferences. Furthermore, DSS shares its expertise and experiences across campus. Recently, DSS purchased and issued to all student service offices technology and trained all student services staff to use MS Translator. This technology allows DSS (and other SS offices) to communicate with students and generate materials and resources in multiple languages. Furthermore, employees now have a better way to communicate with deaf students who would otherwise use sign language interpreters. While using interpreters is the preferred way to communicate with some deaf students, interpreters are not always readily available.

DSS attempts to mitigate potential biases in its decision-making processes and ensures fairness in the provision of accommodations. DSS updates policies and procedures to ensure diverse student needs are met. Recently, DSS updated its mission statement to include its commitment to our diverse student population and understanding of individual challenges and backgrounds.

B. How do you serve students regardless of service location or delivery method? (i.e. distance education, after hours)

DSS serves students regardless of service location or delivery method.

- Student options for virtual and in-person counseling appointments
- Virtual front counter to support students who cannot or do not want to visit campus
- Usage of communication tools like email, Zoom, Cranium Cafe, and phone calls to connect with students and provide services.
- Remote testing accommodations for students in Zoom classes or distance education.
- Student DSS portal -- students may access all services at any time of the day -- testing calendar, scheduling counseling appointments, requesting alternate media; requesting note-taking assistance; obtaining copies of student file content, requesting accommodation letters, etc.
- Work with instructors to allow evening class students to take exams on another day.
- Provide access to computers and webcams so students may take online or remote classes while on campus.

*C. Do you receive funding from Student Equity and Achievement (SEA)? If so, explain its usage and effects on your program. (SEA funding allocation should also be included in Part 2.C.)*

The DSS student population is an official equity group within the Student Equity Plan. This population group is often observed (via data) as disproportionately impacted (DI). Furthermore, many SWDs experience intersectional DI. For example, students with disabilities who also belong to racially marginalized groups may face compounded disadvantages. Likewise, students with disabilities who come from low-income backgrounds may face compounded challenges related to their economic status and disability. They may face financial barriers in accessing necessary accommodations, assistive technologies, or other resources, which can impact their academic success and overall college experience.

To reduce the disparate impact on SWDs, DSS receives and relies on SEA funding for specific events and activities. This funding covers the salary and benefits for one full-time DSS counselor. Unfortunately, this position is currently vacant as our full-time counselor transferred to another department. The college has not yet prioritized this position in order to fill its vacancy. For now, DSS employs two adjunct counselors until the full-time position replacement is approved. SEA funding also covers the salary and benefits for ARISE adjunct counselors. The ARISE program was highlighted in a Cypress College Student Equity Plan and identified approval for two ARISE adjunct counselors. DSS is requesting the funding to cover the second ARISE counselor as stated in the SEP. DSS also receives SEA funding to cover activities and events specifically for students with disabilities. For example, the end-of-the-year DSS Graduation/Celebration is covered by SEA. Furthermore, SEA funding allows DSS staff to participate in professional development at conferences and workshops. For example, DSS staff attend the CAPED (California Association on Postsecondary Education and Disability) conference every year.

The effects of receiving funding are vast. Below is a list of just a few.

- Funding increases resources for students. It allows DSS to expand our services and support more students with disabilities. For example, DSS was able to collaborate with NOCE to develop the ARISE program which, in turn, supports the wellness of the entire college and NOCE.
- It covers the cost of adjunct faculty in the ARISE program.
- It enhances our ability to provide disability counseling and management.
- DSS staff and faculty remain current in the field of disabilities because we attend conferences and activities.
- We can support legally-mandated accessibility across the entire campus.
- It allows the program to celebrate student accomplishments.
- It enables DSS to provide other activities and resources such as trainings and workshops.
- It helps the college demonstrate its responsibility of providing mandated services.



## Part 7. Student Services Student Learning Outcomes (SSSLOs) and Assessment

A. Programs must assess SSSLOs annually. Provide your SSSLOs, assessment methods, results, and changes you will make based on your assessment results. (At least four SSSLOs should be listed.)

	SSSLO	Assessment Method	Assessment Result	Change
1	After completing their New Student Appointments (NSAs), students will update their files the following year.	At least 70% of students who complete an NSA will update their file the following year.  DSS generated a ClockWork report to track the number of students enrolled in classes and/or used DSS services and then updated their files the following year.	988 DSS students enrolled in classes. Of these students, 713 continued into the following year. Of these 713 students, 646 (91%) completed the file update procedures.	At this time, no change is needed. Our success rate of 91% confirms that students are learning effectively based on our processes, procedures, and actions.
2	After enrolling in courses, students will request their accommodations.	At least 60% of students who register for classes will request their accommodations.  DSS generated a ClockWork report to determine the number of student enrolled in classes and eligible for accommodations. DSS then calculated the percentage of these enrolled students who requested their accommodations.	During the fall 2021 semester, 606 active DSS students enrolled in classes and were eligible for accommodations. Of these 606 students, 424 (70%) completed their requests for accommodations using their Charger Access Portal.	Although we exceeded 60% success rate, we changed our process by developing a stronger tracking mechanism. Our student workers now contact students who have not yet requested accommodations to remind them to do so.
3	After completing the First Steps Summer Program, students will enroll in and complete fall courses.	At least 70% of the First Steps Program students will enroll in fall courses and complete the fall semester.  DSS tracked the number of students who received First Steps outreach workshops throughout the spring semester. Some students who received outreach registered for First Steps (cohort #4) while others did not (non-cohort control group). DSS calculates the % of cohort and non-cohort who enroll and complete fall.	Because of COVID, First Steps was offered in remote format. Even though, we exceeded the criterion of 70% of First Steps students enrolling in and completing fall courses. 93% enrolled in and completed their fall courses.	Although we exceeded the criterion of 70%, we recognize the need to increase participation as well. There is no need to adjust our strategies for completion rates, but we will adjust our outreach practices by infusing First Steps outreach into the new DSS outreach model.
4				



## Part 8. Evaluation of Previous Goals

A. List your goals and objectives from your last program review. Did you meet your goals? If not, please explain.

Goals	Objectives	Accomplish Goals?	Explanation (If goal was not met, please explain.)
Bridge high school special education programs to Cypress College Disability Support Services	<p>#1: Enhance summer bridge program (First Steps) for high school seniors with disabilities.</p> <p>#2: Expand collaborative effort with additional high schools to provide outreach (parent night, lifelines, workshops) services to high school students with IEPs and 504 plans.</p>	<p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p>	
Develop and implement a support program for students with Autism.	<p>#1: Collaborate with NOCRC/NOCE to implement an ARISE lab at Cypress College.</p> <p>#2: Provide faculty/staff workshops and events to cultivate Autism awareness and support.</p>	<p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p>	

		Yes <input type="checkbox"/>	
		No <input type="checkbox"/>	
		Yes <input type="checkbox"/>	
		No <input type="checkbox"/>	

## Part 9. New Program Goals

A. List 2-4 program goals you want to accomplish during the next four years. Please connect each goal to at least one major campus initiative/plan.

	Goals	Objectives	Timeline Anticipated completion date	Campus Plans and Initiatives Checkmark plan/initiative to which your goal relates.
1	<p>Replace full-time counselor.</p> <p>Hire clerical assistant.</p>	<p>Counselor: Submit faculty prioritization request. If prioritized, work with HR to advertise position and form hiring committee. Select candidate for hire.</p> <p>Clerical Asst: Submit classified new hire request for prioritization. If approved, work with HR to advertise position and form hiring committee. Select candidate for hire.</p>	<p>July 2024</p> <p>July 2024</p>	<input type="checkbox"/> Educational Master Plan <input type="checkbox"/> SEA Plan <input type="checkbox"/> Strategic Plan <input type="checkbox"/> Distance Education Plan <input type="checkbox"/> Technology Plan Guided <input type="checkbox"/> Pathways Promise/ <input checked="" type="checkbox"/> NOCCCD Pledge Strong <input type="checkbox"/> Workforce/Perkins <input type="checkbox"/> Other: <hr/>
2	<p>Visualize and implement student employment exploration and opportunities.</p>	<p>Collaborate with industry partners to provide workshops/application sessions.</p> <p>Collaborate with Career Planning Center.</p>	<p>June 2024</p>	<input type="checkbox"/> Educational Master Plan <input type="checkbox"/> SEA Plan <input type="checkbox"/> Strategic Plan <input type="checkbox"/> Distance Education Plan <input type="checkbox"/> Technology Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> Promise/NOCCCD Pledge <input type="checkbox"/> GJ Strong Workforce/Perkins <input type="checkbox"/> Other: <hr/>
3	<p>Increase graduation and transfer rates.</p>	<p>Provide individualized support to students to identify needs and develop personalized plan.</p> <p>Develop early alert system. Work with faculty and staff to ID students who are struggling and provide support to help them succeed in coursework.</p> <p>Use outreach and advocacy to help raise awareness about unique challenges of SWDs -- student orgs, community orgs</p>	<p>June 2024</p>	<input type="checkbox"/> Educational Master Plan <input type="checkbox"/> EI SEA Plan <input type="checkbox"/> Strategic Plan <input type="checkbox"/> Distance Education Plan <input type="checkbox"/> Technology Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> Promise/NOCCCD Pledge <input type="checkbox"/> Strong Workforce/Perkins <input type="checkbox"/> Other: <hr/>
4	<p>Increase student participation in DSS workshops, such as technology training.</p>	<p>Promote relevant and valuable topics. Offer varied formats and delivery methods. Personalize the workshop content. Provide incentives to participate. Communicate and market workshops. Seek student input and feedback. Collaborate with faculty.</p>	<p>May 2024</p>	<input type="checkbox"/> Educational Master Plan <input checked="" type="checkbox"/> SEA Plan <input type="checkbox"/> Strategic Plan <input type="checkbox"/> Distance Education Plan <input type="checkbox"/> Technology Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> Promise/NOCCCD Pledge <input type="checkbox"/> Strong Workforce/Perkins <input type="checkbox"/> Other: <hr/>

## Part 10. Resources/Needs Assessment

A. Please link all requests to the goals above. Include the goal reference number in the "Justification" section below. Prioritize your requested resources. (Example: If you have three resources listed, then you will prioritize #1, #2, and #3, with #1 being the most important.)

<b>Personnel</b>			
<b>Position</b>	<b>Justification and Impact on Goals</b>	<b>Cost</b>	<b>Priority #</b>
Replacement of full-time DSS counselor	Goal #1: DSS needs to fill the counselor position to offer SWDs consistency in service. Many SWDs struggle without consistent service.	\$130,000/yr	1
Full-time welcome desk clerical assistant	Goal #1: DSS requires a clerical asst for the welcome desk in order to provide timely services and assistance to SWDs. Many students struggle without consistency as they enter the office.	\$68,000/yr	2
<b>Professional Development</b>			
<b>Activity</b>	<b>Justification and Impact on Goals</b>	<b>Cost</b>	<b>Priority #</b>
Attend CAPED conferences	Goal #3: Attend conferences to learn best practices and how to increase graduation and transfer rates of SWDs.	\$15,000 (inc travel)	4
Landmark summer institute -- neurodiversity	Goal #3: Attend training to learn best practices and strategies to increase grad and transfer rates of neurodivergent students.	\$10,000 (inc travel)	9
More training with MH. Crisis intervention/mandate report	Goal #3: Attend MH trainings to learn how to support mental health and wellness.	\$2,000	5
<b>Facilities</b>			
<b>Repair or Modification</b>	<b>Justification and Impact on goals</b>	<b>Cost</b>	<b>Priority #</b>
Expand and update testing center. Add a private testing room.	Goal N/A: The DSS testing center is dated and requires updated furniture and computers for accessibility and ease of use.	\$30,000	3
Accessible chairs	Goal N/A: Some campus classrooms lack accessible furniture. Some require chairs without arms, with cushion, and no wheels.	\$5,000	6
Cameras in front welcome area private space for virtual mtgs w cam	Goal N/A: Since DSS does not have a perm front desk employee, we require cameras to see who arrives in the DSS office.	\$1,000	8
<b>Technology/Equipment/Supplies</b>			
<b>Item</b>	<b>Justification and Impact on Goals</b>	<b>Cost</b>	<b>Priority #</b>
Add computers to testing stations in testing center	Goal N/A: As part of the updated testing center, each station will need a computer for students to take exams.	\$10,000	10
Large monitors (2 monitors large) at staff desks	Goal N/A: DSS staff and faculty require large computer monitors as specified in the request submitted to Academic Computing.	\$12,000	7

## Part 11. Program Review Involvement

A. List the names of faculty and staff who participated in the review process.

DSS Staff, Faculty, Manager:

Celeste Phelps; Deborah Michelle; Marylou Garibaldi; Summer Justice, Dawn Decker; Adrienne Sanchez; Katie Lampert; Isaac Baek; Holly Segoviano; Steve Auger; Sandra Garcia; Sandra Martinez-Garcia; Christina Lakeman; Sneha Mathur

DSS Hourly Employees:

Crystal Cortez; Victor Gurrola; Tam Nguyen; Alisha Aftab; Naveen Malik

B. Describe the involvement of faculty and staff in the program review process.

During team meetings, we discussed accomplishments, improvements, and challenges. We also developed goals for the upcoming program review cycle. We had an open discussion and all were encouraged to share their ideas and thoughts. Furthermore, the team engaged in a conversation related to student and employee surveys and how we may better serve the college community. During our annual retreat, all team members, including hourly employees, discussed SLOs and how to better serve students.

## Part 12. Publication Review

As part of the program review process, please conduct a review of your department webpage and other publications to ensure all information is accurate. Please note any inaccuracies you identified as a result of this review, and provide an action plan for implementing the corrections. To request changes to your webpage, contact the Office of Campus Communications, specifically Cari Jorgensen, Web Contact Specialist at [cjorgensen@cypresscollege.edu](mailto:cjorgensen@cypresscollege.edu).

The DSS website is maintained and updated regularly. All DSS counselors, staff, and students rely on a current website. When a discrepancy is found, it is updated immediately by the DSS Director and Campus Communications.

## Part 13. Evaluation and Approval from Division Dean

Comments

Dean/Manager Signature: 

Date Approved: 5/26/23

## Student Services Program Review Survey Results

### Disability Support Services (DSS)

A survey was administered to over 1,000 Cypress College Disability and Support Services (DSS) students from Fall 2022 and Spring 2023 to help assess services as part of the program review process. A total of 114 students completed the survey, and the results are summarized below.

#### Survey Results (N = 114)

#### 1. Have you used the services provided by Disability Support Services (DSS)?

Yes = 98

No = 16

##### **If not, please tell us why not.**

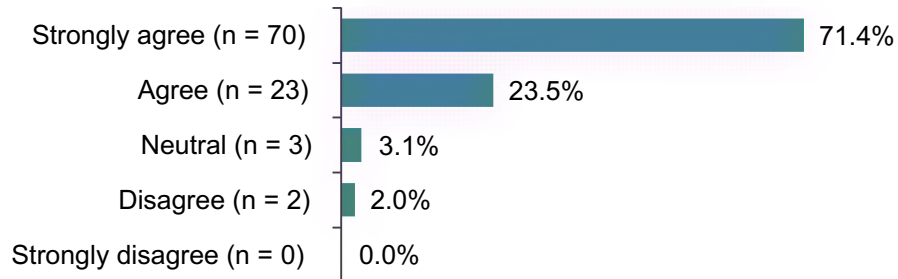
- Because I haven't told my nutrition professor I'm in DSS
- Because I didn't know about about DSS
- I was not sure it would really help. I'm happy to say this big program has been incredibly helpful to me
- The reason why I didn't use the services from the past year was because I didn't know about them and how they function. I haven't knew about the services last year because it was my first year and first semester in college. Last semester, I didn't know about the services because I was still new to college. Right now, I am glad to know about the services because their counselors are very helpful and understandable. Another thing I am glad about them is this is my second semester in college but it is still my first year because I kind of know how college functions right now.
- I couldn't do on-campus courses

#### 2. Please rate the following aspects of Disability Support Services (DSS) based on your experiences.

	Excellent	Good	Fair	Poor	I Don't Know or N/A	Total
Hours of operation	67.4% 66	21.4% 21	3.1% 3	5.1% 5	3.1% 3	100.0% 98
Timeliness of response	65.3% 64	24.5% 24	5.1% 5	5.1% 5	0.0% 0	100.0% 98
Clarity of procedures	62.2% 61	29.6% 29	5.1% 5	3.1% 3	0.0% 0	100.0% 98
Quality of materials and resources	67.4% 66	24.5% 24	3.1% 3	5.1% 5	0.0% 0	100.0% 98
Staff courtesy	75.5% 74	21.4% 21	0.0% 0	3.1% 3	0.0% 0	100.0% 98
Staff helpfulness	72.5% 71	21.4% 21	3.1% 3	0.0% 0	3.1% 3	100.0% 98
Staff knowledge	70.1% 68	27.8% 27	0.0% 0	2.1% 2	0.0% 0	100.0% 97
Overall quality of service	72.9% 70	19.8% 19	0.0% 0	5.2% 5	2.1% 2	100.0% 96

## Overall Experience

### 3. Overall, the services provided by Disability Support Services (DSS) are helping me achieve my educational goals.



### 4. What services provided by Disability Support Services (DSS) have been most helpful to you?

- I receive Braille material
- Accommodations, note-taking, Otter,
- Early registrations and accommodations during tests and quizzes.
- The magnify CTV zoom for reading and writing is good for my exams. I would like the accommodate program that supported me to the rest of each semester because I am ongoing to graduate on May 2026 at Cypress College's classes. Cypress College's classes of Associate Science Accounting that i have already set with my counselor. Its Cypress College Classes need to rises the GPA: 70% to 100% by take a time for enough grading of the graduation day on May 2026.
- Kurzweil, Accommodation letter.
- Arise Lab and counseling
- Being able to record lectures using otter
- Requesting for more time with homework and test
- School supplies and extra help with courses if I need it
- Extended time on tests and using the DSS testing room have been the most helpful in achieving my goals for I can further concentrate on my exams without worrying too much about time nor getting distracted by anything.
- The advice
- Accommodations and support services
- Notes and extra time on test
- n/a nothing was set up for me other then time off for test I requested a app they offered me and the app technician never reached back out to me.
- WiFi hotspot loaner, "Smart Pen", note taking, extended time for tests & exams, quiet place for test & exam taking, letters to instructors, quick & quality service from student employees. Amazing help from Dr. Decker. Dr. Decker is a perfect match for my severe medical conditions. Zoom Appointments!!! Without Zoom, I would usually not be able to make a trip to campus for it.
- Extra time on exams, recording lectures, and breaks during class
- Extra time on tests
- Registering early for classes and extended testing time.
- testing sites, free laptop for studying, and access to the computer room when needed
- Giving me extra time for tests.
- Taking my exams in the exam room
- Testing Center



- Extra time on exams
- Recording lectures
- Priority registration and more time on tests.
- Extra exam time
- Extra hour time for quiz and counselor helping guide my journey
- Taking quizzes
- | Helpful advice for Graduation
- Academic counseling
- | Note taking
- They help me find classes
- Customer service and customer knowledge, /test taking on line has been the best for me saving time, expense and daycare
- | I have benefitted from the extended time and the testing rooms.

##### 5. What else can Disability Support Services (DSS) do to help you be successful?

- Keep supporting as usual
- Book vouchers
- Please keep DSS open for longer, so I can take my exams at 6:30pm, b/c I need to attend SI meetings from 4pm-6pm for valuable lessons & chapter reviews to prepare me for exams. Extending DSS office hrs. would really help with improving my exam scores. I am requesting this bc my Physio class starts at 6:35pm, and I am probably going to take another night class for MicroBio as well.
- It is depending at Cypress College that have classes for me if I pass my ESL courses with the computer skills. I will need the accommodation for the associate science accounting of the 3rd major. Because My first degree is US High Diploma Date:05/26/2016, and the 2nd Administrative Assistance Degree Date: 03/31/2017. Both will mash with the 3rd Associate Assistance Accounting that need help the accommodation be successful to run at Cypress College's opportunities ever.. Sincerely, AN
- Annual review with a counselor.
- I am uncertain, they already do so much.
- We need to find a way that otter can be used for foreign language classes. That is the only area where DSS could not help me and as a result I had to drop Spanish
- Disability Support Services (DSS) values the diversity of students with disabilities at Cypress College and is committed to providing equitable access to classes, programs, services, and activities.
- So far, DSS has been very helpful in providing services regarding exams and distraction free options for studying. No major changes that I can think of.
- Possibly tutoring me
- Honestly care about students because I feel like you don't frfr
- Keep Zoom. Encourage & support classroom Zoom accessibility for almost all Cypress classes. This could be an open choice for any student, or if there are "issues" with that, then I STRONGLY feel that DSPS student "reasonable accommodation" indeed includes "aids" like Zoom, both live and recorded. I had a full load when I had a heart attack in the middle of mid-terms in Oct 2021. I was able to attend most of my classes by Zoom, from my hospital bed!!! If I was not able to make a class, I was able to go back and view the recorded Zoom class. In Dec 2021, I had Open-Heart Surgery, and still took a full load in the Spring of 2022. That was much harder, but again Zoom made the critical difference, and allowed me the ability to "keep-up", and got straight "A's" both semesters. Having a Spinal Cord Injury, along with other severe medical issues, I am now not able to make it to campus every week, but only a few times a year. Without Zoom classes, I am physically unable to attend in person. Therefore, without Zoom "accommodation" I am no longer able to take classes, other than independent study.

- Provide tutoring resources.
- continue to be amazing and offer services and products to help us students succeed
- Otter record and transcript
- I thought I was going to be a fan of otter note taking assistance but I am not. I prefer to go back to the way it was before when someone would physically hand write my notes instead of posting them online as they are inconsistent when posting them.
- Priority, registration
- Help navigate electronics
- Priority registration and help me look for professors that had the highest passing grade students
- Job Resume
- I'd love to see more social media posts.
- My classes
- They had worked hours
- offer more on line services like testing is available
- I think overall they have helped me. I see no need for other services in my schooling.

## **Demographics**

### **Ethnicity (optional):**

	Students	
	N	%
American Indian or Alaska Native	3	3.1%
Asian	15	15.3%
Black or African-American	15	15.3%
Filipino	0	0.0%
Hispanic/Latinx	36	36.7%
Pacific Islander	0	0.0%
Two or More Races	8	8.2%
White	15	15.3%
Decline to State	6	6.1%
<b>Total</b>	<b>98</b>	<b>100.0%</b>






# DSS\_SSPR\_May\_2023

Final Audit Report

2023-09-27

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