

Program Review  
Disability Resource Center

**Mission**

The mission of Disability Resource Center (DRC) is to provide equal access to students with disabilities to the college's educational programs, and to inform the campus community about disability issues including legal rights and responsibilities, diversity and the inclusion of individuals with disabilities.

**Historical Context**

In Fall 2011, the Adaptive Learning Division, where DRC was previously housed, was reorganized. The division was separated into several entities. Instructional programs such as Special Education, Gerontology and Adaptive PE were moved to other divisions. Health and Psychological Services were moved to Student Affairs. Accommodated testing services were consolidated with the college's Testing and Assessment Center. Disability Resource Center now reports to the Vice President of Student Services. Its primary focus remains to serve students with disabilities and to provide equal access for these students to the College's educational programs.

DRC currently houses the following programs and services:

**Accommodations for Students with Disabilities**

Academic accommodations for students with disabilities which includes, but is not limited to: extended time exams, note taking, priority registration, on-campus shuttle etc.

**Alternative Media Services.**

Alternative Media is any instruction related material which is converted or altered from its original state into a different format so it is accessible and usable by people with disabilities. This may include, but is not limited to, Braille, ASCII text, large print, recorded audio, electronic text (e-text) formats, and video captioning.

Alternate Media is currently housed under Foothill Global Access under the direction of Dean Judy Baker.

### Computer Access Center

The Foothill College Computer Access Center provides instructional and support in the use of adaptive computer technology for students with disabilities.

### Counseling for students with disabilities

DRC counselors provide specialized academic, personal, vocational/career and disability counseling for Foothill students with physical, psychological and learning disabilities. Counselors liaison with faculty, staff and administrators when necessary and advocate for inclusion and access for students with disabilities while supporting and encouraging student self-advocacy and success. Counselors also liaison with community agencies such as Department of Rehabilitation, San Andreas Regional Center, local high school districts and educational agencies, as well as individual providers to support students.

### Community Based specialized classes

Responding to diverse community needs, the Community-Based Disabled Students Program exists, through innovative and comprehensive educational programs, to provide lifetime opportunities for continued growth, development, and involvement which enhance the quality of life of students with disabilities.

The Community-Based Disabled Students Program takes the resources of Foothill's Adaptive Learning Department to disabled adults and veterans in the community at independent living centers, community senior centers and VA hospitals in the northern Santa Clara County area. The program promotes the physical, intellectual and social well being of the older adult. Staying active and involved in community life is encouraged. To accomplish this goal, instruction and classroom activities are planned to meet student needs and interests. All classes are tailored to the capabilities of disabled adults.

### Learning Disabilities Assessment and Services

The Learning Disability Assessment and Services within the Disability Resource Center provides essential academic support to students with learning disabilities. These services promote equal access to opportunity, which empowers students to realize their full academic potential. Learning Disability Assessment and Services advocates for the needs and interests of these students to the Foothill College community, and assists the college in meeting its legal and educational code obligations. Learning Disability Assessment and Services encourages and promotes student independence and self-advocacy. As students progress through their

academics, they are taught to identify their particular learning style, strengths and weaknesses. Furthermore, students are recommended to explore on campus resources to address and accommodate their specific academic, career and counseling needs.

#### Transition to Work Program

The Transition to Work Program (TTW) is a 12-month vocational program designed for students with disabilities who can function independently on a college campus but may not have the ability to succeed in a traditional college classroom. Focused instruction gives TTW students the opportunity to develop specific job skills. Students receive on-the-job training at the Foothill campus and enroll in communication, social skills, physical education, and other vocational focused classes.

<b>Total number of Full Time Faculty:</b>	4
<b>Total number of Part Time Faculty:</b>	18

<b>Existing Classified positions:</b>
Margo Dobbins, Supervisor, Disability Access and Compliance.
Brenda Davis, Coordinator, Deaf Services, Computer Access Lab
Steve Sum, Alternate Media Specialist
Neil Chang, Mobility Assistant

#### Program Review Team and Departments:

<b>Name</b>	<b>Department</b>	<b>Position</b>
<b>Margo Dobbins</b>	Disability Resource Center	Supervisor
<b>Brenda Davis</b>	Disability Resource Center	Coordinator, Deaf Services, Computer Access Lab
<b>Thom Shepard</b>	Disability Resource Center	TEA, Community Based Programs
<b>Bea Cashmore</b>	Disability Resource Center	DSPS Counselor
<b>Jess Miller</b>	Disability Resource Center	DSPS Counselor

<b>Teresa Ong</b>	Disability Resource Center	Director
<b>Russell Wong</b>	Disability Resource Center	Learning Disability Specialist
<b>Beckie Urrutia Lopez</b>	Transition to Work	TTW Instructor/ Coordinator

## Section 1. Data and Trend Analysis

### 1.1. Program/Department Data

Students Served by DRC from 2009-2012

California Community Colleges Chancellor's Office  
 Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2009-2010	Annual 2009- 2010	Annual 2010-2011	Annual 2010- 2011	Annual 2011-2012	Annual 2011- 2012
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Foothill Total	2,256	100.00%	1,397	100.00%	1,259	100.00%
Acquired Brain Injury	211	9.35%	68	4.87%	54	4.29%
Developmentally Delayed Learner	20	0.89%	29	2.08%	23	1.83%
Hearing Impaired	138	6.12%	99	7.09%	67	5.32%
Learning Disabled	120	5.32%	126	9.02%	124	9.85%
Mobility Impaired	168	7.45%	245	17.54%	82	6.51%
Other Disability	1,262	55.94%	584	41.80%	670	53.22%
Psychological Disability	274	12.15%	210	15.03%	202	16.04%
Speech/Language Impaired	5	0.22%	4	0.29%	6	0.48%
Visually Impaired	58	2.57%	32	2.29%	31	2.46%

The above report shows a decreasing trend in the total headcount for students served in the past three years. It should be noted that the steep decline from 2009-2010 was the result of a 45% cut to categorical funding by the state. This resulted in a reduction of classes in the many senior centers which Adaptive Learning previously served. We continue to serve this population albeit in a

smaller capacity. Barring any changes to budgets at the state level, we should see a stabilization of the number of students served at DRC.

54% of the population identify as having “other disability”. This category is often the “catch all” for disabilities such as Attention Deficit Disorder, Autism, Asperger Syndrome or students with chronic health disorders (Krohn’s Disease, Chronic Migraines, etc). We have been unable to capture this data because of the lack of a database in past years. The advent of Banner however has not helped the situation since it also only captures data that only the state requires.

It should be pointed out that the Learning Disabled population has held steady in its numbers but is particularly low. In general students with learning disabilities tend to make up approximately 25% of the general population. At Foothill however, LD students make up only about 10%. This may be the result of the inclusion of off campus programs at senior centers and Adaptive PE classes who are not on an academic track. It may also be the result of students who were unable to provide requisite documentation to qualify as learning disabled (i.e.: they don’t have an IEP but were provided services in high school)

#### Computer Access Center

Dimension	2009-2010	2010-2011	2011-2012
<b>Students Served</b>	Data not avail	317	279
<b>Full-time FTEF</b>			
<b>Part-time FTEF</b>			
<b>Full-time Staff</b>	75%	75%	75%
<b>Part-time Staff</b>	Article 7 part time-.050 load factor		

#### Learning Disability Services

Dimension	2009-2010	2010-2011	2011-2012

<b>Students Served</b>		146	132
<b>Full-time FTEF</b>		.8	.8
<b>Part-time FTEF</b>		0	0
<b>Full-time Staff</b>			
<b>Part-time Staff</b>			Part-time TEA at 20 hours per week.

#### DSPS Counseling

The estimated number of DSPS Counseling appointments per week in the last 3 years is 35. These are 1-hour appointments. In 2009-2012 (Spring), we had 1 full time counselor and 1 part time counselor for 10-15 hours per week.

In Fall 2012, we added a full time counselor and since then we have been able to increase the number of appointments to approximately 45 per week.

**1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.**

#### Data Review

The instructional research office has provided us with some data however this data is not particularly useful for a thorough program review. In previous program reviews by Adaptive Learning, we have asked for money to purchase an appropriate database but this was not approved because it was thought that Banner would resolve some of this data collection issues.

DRC needs extensive documentation to comply with state and federal requirements and for funding purposes. In years past, we have under-reported simply because there was no way to generate the data required for state reporting. Staff members have laboriously counted by hand the number of students served. Banner has not resolved this data collection issue for several reasons:

- 1) The Banner screen SGADISA was designed for use by both De Anza and Foothill. It does not match the workflow at Foothill DRC. We are a much smaller entity than De Anza's DSPS program and sharing this screen does not yield any usable data for us, nor does it help us track our students.
- 2) The design of the SGADISA screen only allows us to track data that the State reports but does not other data. For instance, if one were to ask: "How many students with Autism did Foothill serve in 11/12?" there would be no answer since the SGADISA screen does not capture this data.
- 3) Banner does not track the number of contacts we have with each student, which we are required to report. In years past, we have simply reported the minimum number of contacts (4 per year). This year, we were provided SARSTRAK to help us track the number of contacts. While this has been helpful, SARSTRACK is not a database that is comprehensive where all DRC student information is stored. Again, we cannot answer questions such as, "how many students with Autism are served at Foothill? or "on average, how many contact appointments do students with Autism use"? We again are back to manually counting and cross-referencing files from 2 different systems.
- 4) We are also unable to track how many DRC students drop classes during the quarter. We are frequently asked the question "what is the persistent rate of students with disabilities?" This again is a question we cannot answer without setting aside weeks to dedicate to this.

We are proposing the purchase of CLOCKWORK (CW) which is a comprehensive database for DSPS offices. It is used in over a hundred campuses across the country and is currently being used at Mira Costa Community College District. The DSPS program at De Anza is also proposing to purchase this database. While there are less expensive alternatives, purchasing this database as a district will save the resources in the long run with only a single installation of the database and management of only one type of database by ETS.

CW syncs with both Banner and Outlook and can create multiple reports from both these systems. While it is possible to conceive that we can build the same functions in Banner that CW provides, we have to ask ourselves the question if this would be cost-worthy. We would be paying a Banner Consultant to build a new product from scratch which would take a significant amount of time, all the while under-reporting or mis-reporting data.

#### Staffing Structure

In the past academic year, the following positions were eliminated due to budget reductions and reorganization:

- a) Administrative Assistant I position
- b) Program Coordinator
- c) Learning Disability Specialist (Previously filled by Teresa Ong)
- d) Dean

We have added the following positions:

- 1) Administrative Assistant II position: This position supports all off-campus programs for persons with disabilities, Adaptive PE, MIS reporting, budgets, and day-to-day clerical needs of the office.
- 2) Director, replacing the Dean position
- 3) Counselor

#### *Alternate Media Proposal*

We would also like to propose the following staffing recommendation that may potentially serve Foothill and De Anza students. Alternate Media Services at Foothill is currently under the direction of Dean of Global Access, Judy Baker. In the past year, the Alternate Media Specialist converted a total of 33 books from print format to other formats. With the advent of alternate media sources such as Bookshare, Learning Ally and the AMEX database, the need for complete textbook conversions and/or in-house production of alternate media is decreasing. Further we also run into complaints from students that the time it takes to convert a textbook does not keep pace with their class readings. We need to explore the possibility of a clearinghouse for both Foothill and De Anza that tracks all the books both colleges have produced in alternate media and where students can request for alternate media productions. We would be able to reap the benefits of economies of scale if both colleges centered their production in a single place and where students can access books without waiting for it to be produced. In the 12/13 academic year, DRC will be visiting other colleges to explore this possibility.

#### 5. General budget analysis by category of expenditures.

- a. Use table below to list expenditure categories and budgeted amounts for the past three years (add categories if needed, or attach spreadsheet)

11/12 expenditure

Contractor	\$105,550.01
Copy/Printing	\$728.40
Equipment	\$10,414.44
Software	\$1,257.58
Stipends	\$0.00
Travel	\$0.00

Total: \$117,950.43

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
  - b. Please discuss current outcomes or initiatives related to this core mission.  
In Winter 2013, we will pilot a Smart Pen training program for both instructors and students in Basic Skills. We have been approved to purchase 15 pens- 5 for faculty and 10 for students to use in their classes. We are not just responding to the need for note takers, but also the need from students to be able to listen and review lectures. The SmartPen provides a low-tech way for instructors to “pen-cast” their lectures. We will track success rates of all users.
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
  - a. None at this time.
8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>

A Workability III contract is being looked at for Foothill College disabled student population. Workability III is a State of California cooperative contract that is given to educational institutions to assist in students in preparing for the workforce by offering job search skills strategies, vocational assessment, employment preparedness and job placement and follow-up.

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>
  - c. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

DRC has not tracked this in the past and will begin to track it this year. Again, we would like highlight the need for an appropriate database that would help us track this data. CW syncs with Banner and is able to track persistence and completion rates of all students in its database.

### 2.3 Service Area Learning Outcomes

-Please see individual Trac-dat reports and SLO reflections by various faculty/ staff. It has been attached as an addendum to this report.

The SLOs for classes provided by DRC such as ALCA 201 and ALLD 210 have guided us in designing curriculum and evaluating our goals for students taking these classes. However, SA-SLOs in general have not really been useful in guiding the evaluative process for service areas. Much of this is the result of the cumbersome nature of data collection. We anticipate, with the use of SARS-Trak and a functioning database, that this would be a less onerous process. Much of the data that DRC is interested in collecting cannot be collected with Banner or SARS-Trak. We want to be able to track the number of students reporting or self-identifying as persons with Autism or PTSD trends for instance. This will better inform the college as to the types of support services that students need to succeed at Foothill.

<b>Section 3: Program Goals and Rationale</b>
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Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

### 3.1 Previous program goals from last academic year

Because of many organizational changes last academic year, we did not submit a program review for DRC. One was submitted in 2009, which we are referring to in the table below.

Goal	Original Timeline	Actions Taken	Status/Modifications
Restore Funding to DRC			

### 3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
Purchase and implement database for Foothill DRC	By August 2013	The database will provide us with the data to make informed decisions.	<ol style="list-style-type: none"> <li>1) Survey database products (current)</li> <li>2) Discuss options with ETS</li> <li>3) Purchase product</li> <li>4) Implement product with ETS</li> <li>5) Provide training to staff and faculty</li> </ol>
Implement Smart Pen Program for Note taking	By August 2013		<ol style="list-style-type: none"> <li>1) Purchase pens</li> <li>2) Implement training with Stacey Kayden</li> <li>3) Set up loan process and procedure</li> </ol>
Keep up with	On-going	To respond to current technology	<ol style="list-style-type: none"> <li>1) Use Web based and cloud technology for</li> </ol>

<b>technology for diverse learners</b>		trends, developments and reliance on mobile devices	<p>assistive technology programs.</p> <ol style="list-style-type: none"> <li>2) Livescribe, ipad,</li> <li>3) Bookshare, ipadigogy, youtube tutorials. Dragon apps, notability, evernote.</li> <li>4) 4) Use cost affective alternatives. For example bookshare free readoutloud as appose to Kurzweil. Free screen readers.</li> <li>5) Receive training on upcoming technology and web based instructional tools.</li> </ol>
<b>Testing Services</b>	Ongoing	Providing low-cost testing to students at Foothill is an important part of access and equity for students with learning challenges. Many students with learning issues are often students who also do not have the socio-economic means to get LD testing with a private provider.	<ol style="list-style-type: none"> <li>1) Purchase testing materials</li> <li>2) Provide testing services to students</li> </ol>
<b>Explore the expansion of Transition to Work as a 2 year program</b>	August 2015	TTW provides work training to students with developmental challenges. This is often an untapped population for employment. Many in this population are underemployed or remain unemployed. Foothill is the only community college to provide a program such as this. We have had numerous requests to make this program a 2 year	<ol style="list-style-type: none"> <li>1) Review current curriculum</li> <li>2) Set up committee to explore curriculum and work opportunities</li> <li>3) Explore off campus work opportunities for students</li> <li>4) Partner with corporations for work such as Target and PG&amp;E.</li> <li>5) Write curriculum for second year</li> <li>6) Approval for 2<sup>nd</sup> year curriculum</li> <li>7) Marketing and advertisement for TTW as 2 year program</li> </ol>

		program because students benefit from the social environment of being in a college and from learning how to work in a large organization.	
<b>Build student-run enterprises for TTW</b>	August 2013	<p>Students will learn operations of small business and be able to transfer those business skills to the workplace.</p>	<ol style="list-style-type: none"> <li>1.) Submit funding proposal to AFSC for monies to assist with FH Garden Project.</li> <li>2.) Tour sustainable gardens and seek advice on gardening strategies.</li> <li>3.) Analyze Shredding enterprise</li> <li>4.) Analyze Sewing enterprise.</li> </ol>

4.1 Using the tables below, summarize your program's new, unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

#### Full Time Faculty and/or Staff Positions

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

<b>Position</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.2 and/or rationale</b>

#### One-time B Budget Augmentation

<b>Description</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.2 and/or rationale</b>
<b>Purchase of database for DSPS</b>	25,000	Purchase and implement database for Foothill DRC

#### Ongoing B Budget Augmentation

<b>B Budget FOAP</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.2 and/or rationale</b>
<b>Testing materials</b>	\$1,200	Keep LD testing services on Foothill Campus

#### Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

### Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

The issue of being data informed and data driven is understandably the college's priority. At DRC we have requested in previous years for the purchase of a functioning database so that we can keep up with the data needs of the college. Unfortunately we have not been approved for such a purchase.

With the implementation of new regulations by SSTF, changes in MIS reporting, we cannot stress the need for the purchase of CLOCKWORK. In 2013, we will need to identify DRC students eligible for priority registration whereas before, all DRC students were eligible no matter what. This means we will have to track counseling appointments, accommodation appointments, grades, GPA of all our students to render them eligible for priority registration. Further, MIS reporting now requires us to report hours and account for types of support provided to students. There is no way of tracking that right now. We are aptly guess-timating and underestimating the hours that students spend in our office. If we want true data to inform us on our decisions, then it would follow

that we acquire the means for such reporting. Again, we must emphasize the need to purchase a functioning database for DRC.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

- 1) We regularly hear from students that this is the best DSPS program around- faculty and staff often provide the personal touch and above and beyond the call of duty.
- 2) The staff and faculty have an excellent response rate to the students.
- 3) We try to keep current in discipline and be innovative.

<b>Section 6: Feedback and Follow Up</b>
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This section is for the Director and/or Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The TTW program deserves much praise for its success with transitioning HS students with developmental disabilities from high school to college and work. Although not documented in quantitative data, the program constantly receives thanks and praise from these students' parents. Parents constantly remark how the program has changed their student especially in the area of social relationships and emotional growth. One parent was surprised that her daughter, who never had friends in HS and was completely reliant on her parents, now has a group of friends she hangs out with and is completely independent with public transit. This program is worth expanding especially with the increase in students on the Autism spectrum. Foothill is the only community college with such a program. 4 year colleges are starting to offer similar programs but with a price tag upwards of \$15000.

6.2 Areas of concern, if any:

We anticipate the retirement of Bea Cashmore in 2014. We will need to consider hiring another DSPS counselor in Fall 2014. It would be prudent to consider hiring a counselor who has expertise both in disabilities and in working with Veterans.

The lack of comprehensive data collection method is worrying. Quantifying the work that DRC does is difficult, and made more difficult especially when Banner does not serve us.

There was no review for Community Based program. This program is run completely by part-time faculty. Managing this program has been difficult and costly. This program requires both Director and .5 admin assistant to run it. The program is steadily declining in WSCH and FTES because we have cut classes. The college should consider if this is a program that is worth continuing and if so, to provide the resources to continue doing so.

#### 6.3 Recommendations for improvement:

- Leverage technology, especially database tracking to streamline data entry work and communication with students
- Staff and faculty need a mandatory training day to use current technology such as Dropbox, Banner, Google docs, Social Media and Outlook
- Improve DRC registration with the use of online registration

#### 6.4 Recommended next steps:

Proceed as planned on program review schedule  
 Further review/Out of cycle in-depth review

### Section 7: Feedback and Follow Up

This section is for the Vice President, Student Services to provide feedback.

#### 6.1 Strengths and successes of the program as evidenced by the data and analysis:

This program has made enormous progress in utilizing technology to support services with the development and implementation of the online accommodations process. The staff are to be commended for all their efforts to organize files, developing scheduling protocols, maximize resources and work within the college doing presentations and supporting faculty in accommodating disabled students.

#### 6.2 Areas of concern, if any:

Facility issues and problems, now having to move into portables- creates confusion to students.

6.3 Recommendations for improvement:

None. Teresa has done an outstanding job with the team at DRC.

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

SLO REFLECTIONS ADDENDUM BY FACULTY

**Transition To Work (Beckie Urrutia-Lopez)**

2.3.a What findings can be gathered from the SA-SLOs assessments?

Overall summary: Overall the TTW students have shown improvement in majority of courses offered throughout the year but the TTW students are still in need of focused employment opportunities to continue to build workplace skills. In the first year of the TTW the cohort concentrates on social skills building, development of good work traits and habits, development of career portfolios and creation of job search products and work experience through on campus placement. Through on-going assessment and evaluation the TTW students are learning how to transition to competitive employment. It is recommended that the TTW Program should have a 2<sup>nd</sup> year experience that is totally geared towards job placement. The 2<sup>nd</sup> year would comprise of job or internship placement in a Work Experience course that would start with off campus placement via non-profit settings to paid community based organizations, public agency and or private industry jobs.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs? Through informal follow-up it has been noted that a large number of TTW graduates are not working. Students either are staying at home with no activity, or returning to community college to take courses in basic skills or general education.

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed? Yes

2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution?

The TTW courses have been developed to bring in contextual work-based assignments for students to learn and be ready for employer expectations. The TTW students have benefitted with this type of experiential learning which include current and relative methodologies including electronic platforms and tools.

**Learning Disability Services (Russell Wong)**

**No2.3 Service Area Student Learning Outcomes: Please provide observations and reflections below. Please see individual trac-dat report**

A successful student will be able to evaluate individual learning preferences, strengths, weaknesses, and interests. Students will be able to develop and apply compensatory strategies, effective study skills and test-taking methods.

**2.3.a What findings can be gathered from the SA-SLOs assessments? Overall summary**

Upon the conclusion of the support courses offered through the Learning Disabilities Assessment and Services area, many of the students were able to assess their learning style, strengths, interests, and develop compensatory strategies.

**2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs?**

**2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?**

Yes A majority of the students commented how much they learned about themselves (strengths, interests, learning style) and that they really enjoyed the interactive style and pace of the support classes offered through the Disability Resource Center. Students

mentioned that they would definitely incorporate strategies and self-advocacy skills learned in class to the rest of their academics at Foothill.

**2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution?**

The SA-SLOs have guided our goal setting and informed us on what our priorities ought to be.