

FY2016: Student & Academic Support Services: Disability Support Office

**STUDENT & ACADEMIC SUPPORT
PROGRAM REVIEW**

[Disability Support Office]

FISCAL YEAR 2016

FY2016: Student & Academic Support Services: **Disability Support Office**

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a particular student and/or academic support service program. The purpose of Sauk’s program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning. The program review for each area is conducted once every five years as dictated by a schedule created by the Illinois Community College Board (ICCB).

Why is a Program Review necessary?

ICCB requires all academic & cross-disciplinary programs and all student and academic support services to conduct a program review at least once every five years. The program review process should:

- Examine the need for the program, its quality, and its cost of operation.
- Involve employees of the unit as well as individuals not employed within the unit.
- Examine current information and data on enrollment, persistence, retention, and other data.
- Produce results that are considered in operational planning and budget allocation decisions.

The College’s annual required *Program Review Report* to the ICCB comes directly from the approved program reviews.

Also, as a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. However, each institution is allowed the latitude to develop and administer a review process that is suited to the institution’s unique circumstances and needs.

Timeline for the Program Review Process

April/May	Areas are informed that they are scheduled to conduct a program review in the fall of the next academic year
July	The Administrative Review Team meets to examine the data and develop focused questions for the program review.
July-Early September	Optional “early start” is available to areas who want to get the Program Review process started sooner. Area supervisors/leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the Dean of Institutional Research and Marketing (IR).
Fall semester	Areas conduct their program reviews using this template. The Dean of IR is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the Dean of IR for review to stay apprised of progress.
December 20 or sooner	Program reviews are due. Area supervisors/leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The College’s Program Review Committee and the Administrative Review Team will evaluate area program reviews as they are submitted, request revisions and determine if the program review is complete and if the results fully substantiated. Recommendations are placed in writing and forwarded to the president.

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March	If applicable, Equipment Request forms, Personnel Change Request forms, Renovation Request forms and Major Project Request forms from <u>approved</u> program reviews should be completed. They will be forwarded by the Dean of IR to the President's Cabinet for consideration.
April	Areas will submit next year's operational plans, including action items identified in the program review.

Instructions

- The area will form a program review team comprised of 4-6 individuals recommended from the following groups:
 - Area/department staff
 - Other employees that are outside the department
 - Students
 - Community members and/or industry representatives who are not SVCC employees
- The program review team will complete this template during the review process. Other formats will not be accepted.
- All form areas/questions must be completed (unless specifically noted otherwise).
- Resources needed before the Program Review process begins:
 - Past Operational Plans for your area (last five years)
 - Last Program Review for your area
 - Access to the College catalog (online)
 - Access to Student Satisfaction Inventory (SSI) data from Noel-Levitz (online)
 - Personalized surveys for your department
- **The ICCB form (found at the end of this template) MUST be completed for each program being reviewed.**
- The Chair of the area's program review committee is responsible for submitting a completed program review. The Chair should submit the following by **December 20th** or earlier to the Dean of IR:
 - Type the names of the program review team on the Program Review Team Signatures page. Type in the dates of all applicable meetings. Each member must sign the signature page before it is submitted as a hard copy.
 - Submit an electronic version of the completed program review template. Do not create a printed copy of the document (besides the signature page).
- The approval process:
 - Submission of the completed PR template to the Program Review Committee and ART alone does not constitute approval.
 - The Program Review Committee may request additional analysis, clarification, or information before the committee determines if the program review is complete. The Program Review Committee and ART may approve the program review as is, may determine that the program review findings are not fully substantiated, or may not approve the program review.
 - Reviews must be approved by the committee *by April* in order for budgetary requests to be considered. Reports submitted after December 20th may not be approved by the Program Review committee and ART by the March deadline which may jeopardize area budgets,

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equipment, personnel, renovation or major project requests. Please take the deadlines seriously.

Data forms will be supplied to you as an appendix and attached as a separate file. Please access this file in order to answer the questions found within this template.

QUESTIONS: Contact the Dean of IR, Steve Nunez (ext. 263), with any questions regarding your program review.

Alignment with the College Mission

College Mission *Tells who we are as an institution and what we do*

SAUK VALLEY COMMUNITY COLLEGE is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

College Vision *Tells where we want to go as an institution*

SAUK VALLEY COMMUNITY COLLEGE will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

Program Mission

The mission of the Disability Support Office (DSO) at Sauk Valley Community College (SVCC) is to provide equal access to qualified students with documented disabilities for academic and campus activities. Appropriate and reasonable accommodations are determined, with the student, in compliance with the Americans with Disabilities Act Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973.

Identify the major functions carried out by this Unit (include as many as are appropriate):

1. Ensure that qualified students with disabilities, who register with the DSO, receive reasonable and appropriate accommodations in order to have equal access to all institutional programs and services.
2. Serve as an advocate for issues regarding students with disabilities to ensure equal access.
3. Provide education to SVCC employees, students, and the surrounding community regarding Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (as amended 2008) as it applies to post-secondary education.
4. Make recommendations for utilizing and updating technology to improve accessibility and success in all areas of higher education at SVCC.

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5. Assist/educate area high school students with disabilities on the transition from high school to SVCC.
6. Collaborate with community agencies who provide support services to students with disabilities.
7. Counsel, advise, and otherwise support students with disabilities.
8. Maintain current and accurate records to support the need for provided services.
9. Encourage self-reliance that allows students with disabilities to attain academic independence to the best of his/her ability.
10. Collaborate with the various departments throughout SVCC to promote successful completion of academic coursework for students with disabilities.

PART 1: FINANCES – COST EFFECTIVENESS

Strategic Objectives 3.1 & 3.2

1. Using **Table 1 (rows p-r)** as a reference, has the program stayed within its allocated budget the last five years? Has the allocated budget been adequate for the needs of the program?

No, not every year during the past five (5) years has the DSO stayed within budget. FY11, FY12, & FY15 exceeded the allocated budget. FY13 & FY14 the DSO was under budget and brought the 5-year average to 4% under budget. Each year's budget is dependent upon the unique needs of the students registered with the DSO. It is not possible to accurately predict necessary expenditures from one year to the next within this program. Expenses are variable depending on technology needs, interpreter needs, alternative text needs, and other accommodations that are reasonable and appropriate for students with disabilities who are currently enrolled and registered with the DSO.

2. Using **Table 1 (all rows)** as a reference, *describe* the overall five-year income and expense trends for each program.

The DSO does not have a source of income outside of funding provided by SVCC and Perkins Grant funds.

There is significant difference between finances budgeted and finances expended in several areas (Contractual Services, Instructional Supplies and Conference and Meeting Expense) throughout the 5-year time frame. Expenses are variable depending on technology needs, interpreter needs, alternative text needs, and other accommodations that are reasonable and appropriate considering current students' disabilities.

3. *Describe* what your area did during the previous five years to improve the program's financial viability.

The DSO now utilizes Sauk Scholars as note takers when possible instead of paid note takers. This also benefits the Sauk Scholars in fulfillment of their required volunteer hours. DSO Tutors have

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been utilized as note takers, reducing the need for additional paid positions. Livescribe Pens record and playback everything a note taker writes and hears. Using a USB cable, notes and audio are transferred to Moodle where they can be accessed by all students in that particular class. Digital Voice Recorders are used to record and store audio input to a student's computer or a memory card to be referenced at a later time.

DSO Tutors have facilitated study groups as needed to reduce need for 1:1 tutoring. Most correspondence (such as accommodations notices to instructors or Disability Documentation Forms to clinical professionals) is done electronically, reducing the cost of paper, ink, and postage.

4. Describe what your area will do over the next five years to improve the financial viability of the program.

Continue to search for areas of cost reduction. Alternative text materials, technology and software improvements, continue researching grant funding opportunities for equipment purchases and updates, explore alternative methods to meet students' needs (i.e. online vs in-person interpretation). Quotes will be obtained from more than one (1) source prior to finalizing purchases such as brailled materials to ensure the most economical and efficient use of funds. Utilization of technology allows all students in the same class to benefit during the current semester. Livescribe Pens allow all students in the same class to benefit from this technology in both auditory and written format as the material is posted publicly via Moodle to respective courses.

→**Add the financial viability plan to the Operational Planning matrix found near the end of this program review template.**

PART 2: QUALITY

STAFFING

5. Using **Table 2** as a reference, *describe* the five year staffing trends in your area. Is staffing appropriate for the area? Explain.

Currently, there is one (1) full-time Coordinator of Disability Support and one (1) part-time Administrative Assistant. Increasing support staff to two (2) part-time positions would give the opportunity to have one (1) staff solely dedicated to alternative text formatting. This is a time consuming and tedious process. This would ideally be utilized as the need arises, dependent upon student need and the required textbooks for enrolled courses. The other support staff position (Administrative Assistant) is permanent part-time and this is appropriate. Three (3) DSO Tutors

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are currently employed and work at the Learning Assistance Center (LAC). This permits for adequate coverage of tutoring available to the DSO students.

The DSO serves a diverse population of students with disabilities. Their disabilities vary in severity and need for reasonable and appropriate accommodation. Some of the disabilities our students present include (but are not limited to): Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD), Blind/Low Vision, Acquired Brain Injury, Deaf/Hard of Hearing, Developmental Delay, Specific Learning Disability, Mobility/Orthopedic Impairment, Psychological, Systemic/Chronic Health and other disabilities that do not fall into these categories.

Average number of students served by the DSO per semester Summer 2010 - Spring 2015: 60.1

Number of Disability Types/Categories: 9

Specific Learning Disability: 267 students, 35.6%

ADHD: 163 students, 21.7%

Psychological: 139 students, 18.5%

Systemic/Chronic Health: 66 students, 8.8%

Blind/Low Vision: 37 students, 5.9%

Deaf/Hard of Hearing: 26 students, 3.5%

Mobility/Orthopedic Impairment: 18 students, 2.4%

Developmental Delay: 16 students, 2.1%

Acquired Brain Injury: 14 students, 1.9%

Some students present with comorbidity, the presence of one or more additional disorders (or diseases) co-occurring with a primary disease or disorder; or the effect of such additional disorders or diseases.

6. If staffing changes are needed for this area within the next five years (including next FY), please describe the needed changes, the rationale for the change, and the fiscal year needed OR indicate “none.” Indicate any planned retirements and staffing needs to replace the position currently held by the retiree.

FY needed	Name of Position	Describe why the area needs the new position or needs to update the present position. Give as much detail as necessary.	Estimated Salary and Benefits (\$) (contact the Director of HR for estimate)
2016	Administrative Assistant	Peggy Schafer, current Administrative Assistant, plans to retire June 30, 2016.	\$15,100

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2016	Support Staff	This position would be dedicated to alternative text formatting. This is a time consuming and tedious process. This would ideally be utilized as the need arises, dependent upon student need and the required textbooks for enrolled courses. During the Spring 2016 semester, this position will be filled by a Master’s level student, pursuing her degree in Rehabilitation Counseling to fulfill the requirements of her internship/practicum.	\$00.00
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→If applicable, add the proposed staffing changes to the Operational Planning matrix for the appropriate FY.

PROFESSIONAL DEVELOPMENT

7. List all full-time employees and the professional development (that is relevant to your area) they have participated in the last five years (don’t include in-service or workshop days, but other on-campus specialized activities could be included and certainly off-campus PD). If a full-time employee has not participated in professional development within the last five years, list the full-time employee and place “none” in the description area.

Full-time Employee Name	Description of Professional Development Activities (list all activities for each individual in one row)	Fiscal Year of Activity
Karen Alexander	AHEAD Audio Conference, Image Descriptions for Alt Text, Access IT, Mylab Accessibility, Technology Accessibility Policy, Roundtable by IL Board of Higher Ed Disabilities Advisory Committee	2013
Karen Alexander	Common Core and the Student with Disabilities, Transitions for Youth with Serious Mental Health Conditions, Conduct and Students on the Autism Spectrum	2014
Sandra Geiseman	Webinar: ADA Reasonable Accommodations: Limitations & Expectations of Your Campus Rules, Policies & Practices	2015
	Webinar: Using Software as an Alternative to Human Notetakers at College	2015

8. List any professional development that part-time employees have attended within the last five years or indicate “none”. (Just list part-time employees that have participated in professional development).

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Part-time Employee Name	Description of Professional Development Activity	Fiscal Year of Activity
Peggy Schafer	Access IT, Accessible Imaging Books, Transitions for Youth with Serious Mental Health Conditions, Conduct and Students on the Autism Spectrum Webinar: Using Software as an Alternative to Human Notetakers at College	2013, 2014 2015
Patricia Fulfs	Image Decipher, Alt Text, iPad Training, Mylab Intro	2013
Robin Lyons	iPad Training, Mylab Intro	2013
Paul Chromek	iPad Training, Mylab Intro	2013

9. If area employees (including part-time employees) need any required professional development within the next 5 years, list the specialized professional development needed, the year of anticipated need, and what employee will need to participate in the professional development.

Employee Name/Position	Description of Specialized/Required Professional Development Activity (include the word “required” in the description)	Fiscal Year Necessary
Sandra Geiseman, Coordinator	30 Continuing Education Units (CEU’s) required every 2 years as approved by National Board for Certified Counselors (NBCC) ILLOWA AHEAD Regional Conference in Champaign IL	Bi-Annual
Degreed Tutors	College-wide Tutor Training ADA required trainings	Annual
Administrative Assistant	Current Technology ADA required trainings	Annual
Support Staff	Current Technology	Annual

→Add the required professional development to the Operational Planning matrix for the appropriate FY.

10. For each full-time employee, describe additional professional development that he/she will plan to participate in the next 5 years (not already listed above)?

Employee Name/Position	Description of Anticipated Professional Development Activity.	Fiscal Year(s) of Activity
Sandra Geiseman, Coordinator	AHEAD Conference	Annual

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→Add the proposed professional development to the Operational Planning matrix for the appropriate FY.

EQUIPMENT & SUPPLIES

11. Identify new and/or replacement equipment, software, and/or supplies needed by the program within the next five years (including items needed next FY). Include cost estimates, the anticipated fiscal year needed, and a rationale for the purchase **OR** indicate “None.”

FY Needed	Name of Item	Describe how the item will contribute to the area. What classes will be impacted (if applicable). Also, describe how the item may create a cost savings to the area (if applicable).	Quantity (#)	Unit Cost (\$)	Total Equip (\$)
2015	Storage Cabinet	Storage Cabinet for Braille Equipment	2	700	1400
2015	Digital Voice Recorder	DSO currently has 15 DVR's and checks all units out to students each semester. These are aging and gradually needing to be replaced.	15	70	1050
Annually	Batteries	DSO provides AA and AAA batteries for equipment upon checkout. Students are responsible for replacing batteries as needed.	45	0.75/cou nt	33.75
2015	Dragon Naturally Speaking Program	Update Dragon Naturally Speaking Software Program. Currently have three (3) licenses and will need to update to current software. It is a speech recognition software that lets the student interact with his/her computer simply by speaking, and can be used to dictate reports, send email, etc. Typing and spelling concerns no longer get in the way and slow students down.	3	300	900
2015	Nano	Replace Nano, a handheld magnifier. Easy to use electronic handheld magnifier, magnifies images up to 15X for visually impaired students. The DSO had one (1) Nano that was broken by a student. This student paid for the item but the item has not been replaced.	1	600	600
2015	FM System	The FM System is a wireless, digital, secure high-definition FM HD sound communication system for hearing impaired students, faculty/staff, and guests. It achieves up to approximately 40 dB amplification at 1kHz. This is an ideal sound amplification system for classroom and meeting use.	1	1000	1000

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2016	Jaws Software License Upgrade	JAWS (<i>Job Access With Speech</i>) is a computer screen reader program for Microsoft Windows that allows users to read the screen with a text-to-speech output. Students with dyslexia or other learning disability and visual impairment benefit from the use of JAWS.	1	2000	2000
2016	Printer/copier	Printer/copier for use in the office of the Coordinator.	1	175	175
2017	Livescribe Pens	Replace Livescribe Pens, the DSO currently has 10 pens that are all checked out to students each semester. These are electronic and utilize software. As the pens age, the electronics fail and the software becomes obsolete. Livescribe Pens record and playback everything a student writes and hears. Using a USB cable, notes and audio are transferred to Moodle where they can be accessed by all students in that particular class. Livescribe Pens are utilized in place of paid note takers in some circumstances.	10	160	1600
2017	Kurzweil	Kurzweil Software Upgrade (currently have 5 licenses). Using natural sounding voices, Kurzweil reads text aloud to students, allowing them to follow along as the text is highlighted and spoken at a self-adjusted pace. Kurzweil allows a student to type and hear back in audio format what they have entered. Students with dyslexia and other learning disabilities are able to read at a higher level than they could independently and achieve success alongside their peers.	5	750	3750
2017	Laptops	Upgrade laptops to current models. Students who use laptops from the DSO utilize specialized software and/or equipment to access materials for their courses. As laptops age, the software becomes obsolete and the reliability falters. Abbyy software utilized by the DSO is accessed through one (1) designated laptop.	5	1000	5000
2018	Zoom Text	Zoom Text Software Upgrade. ZoomText ImageReader is a software and camera solution that makes electronic text accessible to people who are visually impaired, including books, magazines, documents, and more. ZoomText allows the user to	1	2500	2500

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		change colors on screen to improve contrast and reduce eyestrain, make the mouse pointer larger, etc.			
2018	Abbyy Software Upgrade	<i>ABBY PDF</i> is an application for editing PDF documents, including opening, editing, commenting, converting PDF files, etc. into searchable and editable formats. This eliminates retyping or reformatting as it preserves original documents layout and format, including headers, footers, and tables of contents. Abbyy allows us to scan any document and save into alternative format(s) to allow for conversion into alternative text.	1	200	200

→If equipment, software, and/or supplies are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

FACILITIES

12. Discuss with the Director of Building and Grounds (ext. 299) to determine if your area is accessible to disabled persons? If no, what upgrades are needed to be in compliance?

In the newly renovated DSO office, the space is accessible to individuals with disabilities.

13. Identify facility improvements and/or additional facility space that will be needed within the next five years and list the anticipated fiscal year the renovations would be needed, **OR** indicate “None.”

FY Needed	Describe why it is necessary to conduct the renovations?	Describe the renovation and what area of the building (room #) it will affect.
2015	The Disability Support Office must maintain records which remain in the sole custody of this office. Records and equipment must not be accessible to individuals outside of the DSO. In the newly renovated DSO office, storage is extremely limited.	Storage Space
		Furniture (if applicable): Locking file cabinets, locking storage cabinets
2015	Visually impaired students are currently unable to discern when the elevator(s) are out of order	Out of Order signs for elevators in braille
2015	Handrails along college entrance walkways.	East Mall Entrance and West Mall Entrance walkways.
		Furniture (if applicable): N/A

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2015	Wheelchair accessible counter at the Information Center/Security desk	Countertop renovation.
		Furniture (if applicable): N/A

→If facility improvements are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

SERVICES

Student Satisfaction Inventory (SSI) to help answer some of the following questions.

14. If applicable, examine the graduate follow-up surveys summaries. What was the average rating for your area during the last five years?

Fiscal Year	Average rating (0-4)
N/A	

15. In response to the graduate follow-up survey ratings, were any area modifications made to the area? What were the modifications?

N/A

16. Were different student surveys administered during the last five years (e.g., Noel-Levitz/SSI, but could also include additional surveys including “in-house” surveys) that provided quality feedback on the student or academic services provided by the area? If yes, describe the survey instrument(s) used and the useful information taken from the survey. What changes were made to the area in response to the survey?

N/A

17. Will student surveys (s) be used within the next five years to receive feedback on the student or academic services provided by your area? List all possible survey instruments. Describe the instrument(s) and the type of information it will provide and the year(s) it will be administered.

N/A

→If applicable, add the survey proposal to the Operational Planning matrix and the FY(s) it will be administered.

If a survey instrument has not been approved by SVCC’s IRB, contact the Dean of IR for approval.

18. Describe any future efforts to improve efficiencies or services for the area and indicate the FY of implementation; **OR** indicate “None.”

Proposed Change	Proposed Fiscal Year Implemented
Update paperwork and documentation	2015

→If applicable, add the plan to improve efficiencies to the Operational Planning matrix and the FY(s) it will be administered.

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MARKETING

19. What marketing strategies has the area already conducted within the last five years to promote the student or academic support services offered by the area? Summarize the findings.

1.	Empowering disABILITIES Expo
2.	Sign Language Interpreter for SVCC Theatre Production
3.	Christmas Tree Contest ADA Club

20. What marketing strategies will the area conduct within the next five years to promote the student or academic support services offered by the area and what is the proposed year of implementation? What benefits are you predicting from the new marketing strategies? What data will be collected to monitor the potential impact? [It is strongly encouraged to contact the Coordinator of Marketing for additional ideas.](#)

Marketing Effort	Expected Benefits/Data collected	Fiscal Year of Implementation
Association for Disability Awareness Club & ADA Club Facebook Page & a vinyl banner promoting the ADA Club	Increased awareness of individuals with disabilities for students and staff. Opportunities for students to network and build relationships with others who may experience challenges as a result of living with a disability. Attendance at Club meetings as well as any and all extracurricular activities will be maintained.	2015
Empowering disABILITIES Expo	Provide education to the campus and surrounding community about disability awareness, highlight abilities of individuals with disabilities, and promote access for individuals with disabilities.	2015
DSO Facebook Page	Increased awareness of the DSO and services offered to students with disabilities. Opportunity to share current information to a wide audience.	2015
Participation in IEP meetings for area high school students with disabilities who are considering attending SVCC after graduation	Introduce and educate prospective students and their parents about the differences between secondary and postsecondary accommodations and how SVCC can support the student's need for reasonable and appropriate accommodations.	2015
Provide transition folders to area high school guidance	Share information with prospective students regarding postsecondary education and how to	2015

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counselors and prospective students	obtain reasonable and appropriate accommodations through the DSO.	
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Additional Information

21. Use the space below to indicate any plans not carried out from the last program review and explain why they were not carried out OR put “none”.

AHEAD conference not attended by Karen Alexander due to travel being denied by former president of SVCC. Survey to faculty members cancelled, reason unknown.

22. Describe any possible changes (not already addressed) that may be imposed on your area or the College that will negatively (or positively) affect the efficiency of your area and the year of expected implementation. Examples may include changes in state or federal regulations, ICCB requirements, or accreditation expectations OR indicate “none.”

Describe the “imposed change”	Fiscal Year change will take affect
None known at this time. ADA regulations are frequently changing, it is not possible to predict changes in regulations, requirements, or expectations.	2015

23. Referring to the question above, what strategies will the area implement to address any concerns? If no concerns, indicate “none.”

Describe the proposed strategies to deal with the issues above	Fiscal Year of implementation
Ongoing research and contact with experts in the field to stay abreast of current trends, laws, regulations, requirements, and expectations. Attending the AHEAD Conference and ILLOWA Ahead Conference as well as participating in the AHEAD listserv supports this objective.	2015

→**If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix during the appropriate FY.**

24. Use the space below to tell the PR committee about any program issue or concern not already addressed within this program review or indicate “none”. Indicate any possible solution to the program issue/concern.

None

→**If a plan needs to be implemented to deal with the program issues, add it to the Operational Planning matrix during the appropriate FY.**

25. Use the space below to tell the PR committee about any program accomplishments that were not already addressed within this program review or indicate “none.”

None

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Administrative Review Team Questions

Question 1. How is this office currently collaborating or how does the office plan to collaborate with outside agencies to provide support services with students with disabilities?

Response to question 1 (please refer to any data sets or evidence to support your case):
This Coordinator has existing professional relationships with the Department of Human Services Division of Rehabilitation, Kreider Services, Lee County Health Department, Local Interagency Networking Council (LINC), Northwestern Illinois Center for Independent Living (NICIL), Regional Office of Education, Sinnissippi Centers, and Whiteside County Health Department and will continue to collaborate and network with these agencies. This Coordinator has actively participated in the Sauk Valley Local Interagency Networking Council for approximately 8 years, serving on a multitude of committees and as a referral source for the many agencies represented on the Council (as named above). The DSO will continue to refer students to community agencies when outside support is appropriate. The DSO will continue to collaborate with community agencies to increase awareness, reduce duplication of services, educate the community, and provide support to students with disabilities.

Question 2. How is this office currently providing recruitment or how does this office plan to recruit services for those individuals seeking disability support services?

Response to question 2 (please refer to any data sets or evidence to support your case):
This Coordinator plans to develop relationships with the appropriate individuals (i.e. - guidance counselors, social workers, case workers, therapists, principals, parents, and others as relevant) at the high schools within our district. This Coordinator will attend IEP meetings and transition planning conferences when possible, to provide education and support to parents and professionals who work with students with disabilities who are potentially transitioning from secondary to postsecondary education at SVCC.

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**STUDENT & ACADEMIC SUPPORT SERVICES
PROGRAM REVIEW SUMMARY REPORT
*Required ICCB Report***

Sauk Valley Community College (506)

Academic Year 2015-2016

Student & Academic Services Area	Disability Support Office
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Major Findings and Improvements/Modifications to the Area

Provide a brief description of the function of the program, its strengths and challenges, and any quality improvements or modifications made since the last program review.

The Disability Support Office (DSO) at Sauk Valley Community College (SVCC) provides equal access to qualified students with documented disabilities for academic and campus activities. Appropriate and reasonable accommodations are determined, with the student, in compliance with the Americans with Disabilities Act Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973.

The DSO is passionate about supporting students with disabilities and helping the student(s) to bridge the gap that is often a result of having a disability. Fulfilling the role of liaison between students, faculty and staff ensures that the integrity of courses is maintained while offering an equal opportunity to students with disabilities to pursue higher education. Connections with the community provide SVCC with a network of individuals to support our students, faculty, and staff and promotes higher education to prospective students.

The DSO has maintained up-to-date software. As technology advances, this software as well as other equipment, will need to continue to be kept current. Use of technology has allowed the DSO to decrease expenses related to note taking as well as correspondence. We are limited by resources such as finances and personnel to fulfill the varied needs of students. Professional development will be a priority for the DSO as Federal and State laws are ever-changing, technology advances rapidly, and student's needs become more diverse.

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Program Review Team Signatures		
By signing this page, the members of the review team concur with the findings of this program review.		
NAMES (Indicate chair/co-chairs)	SIGNATURES	DATE
Sandra Geiseman, Coordinator DSO		
Peggy Schafer, Administrative Assistant		
Jeanne Fuger, DSO Tutor		
Odile Blazquez, Faculty		
Cathy Ferguson, Lee County Public Health Administrator		
Dylan Hassler, SVCC Student		

Program Review Team Meeting Date(s)	
These are the meeting dates for area's program review team.	
11/04/2015	
11/24/2015	

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Program Review Committee & Administrative Review Teams Recommendations			
This Program Review is considered complete.			
<p>The following are the recommendations from the Program Review Committee and the Administrative Review Team:</p> <ol style="list-style-type: none"> 1. A communication/marketing plan should be generated by the DSO. Included in this plan should be a review of the syllabus statement, updating/enhancing the current DSO website page, revising the DSO Handbook, having discussions about including more DSO information into orientation and FYE, sending reminder emails to faculty about DSO services and requirements each semester, and having annual face-to-face meetings (Q&A) with the faculty and staff. 2. Two surveys should be investigated by the DSO. One survey should gather “customer service” data from current DSO students in order to improve services. Also, additional DSO questions can be added to the Student Satisfaction Inventory that is conducted in the spring semester of odd years. 3. With the expected retirement of the current part-time administrative assistant to the DSO, the PRC supports rehiring that position for support. 4. Some areas of the building could be renovated in order to provide better services individuals with disabilities: <ol style="list-style-type: none"> a. adding handrails along the Dillon (East) Mall and West Mall entrances, b. creating a wheelchair accessible counter at the Information desk. 5. Additional storage space is needed for DSO. 6. The DSO Coordinator should be used as a consultant when “in-house” renovations are being conducted. <p>*Please note that Ms. Geiseman cannot herself implement many of these recommendations.</p>			
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Signature of the Program Review Committee Chair</td> <td style="width: 50%;"></td> </tr> </table>		Signature of the Program Review Committee Chair	
Signature of the Program Review Committee Chair			

FY2016: Student & Academic Support Services: Disability Support Office

President's Recommendation	
The Program Review has been reviewed.	
The following are the recommendations from the President:	
President's Signature/Date	