Program Name: Disability Resource Center
Program Contact: Kevin Sinarle, Zulema Esparza
Academic Year: 2023-2024
Status:
Updated on: September 29, 2023

The Disability Resource Center (DRC) provides academic adjustments, auxiliary aids, counseling, test proctoring, accessible furniture, computer lab access, interpreting services, assistive technology classes, and alternate media support to students who may otherwise be at a disadvantage due to a disability. Our mission is to address access to education issues that are created by a students' disability. Paramount in our mission is to work with students, faculty, staff, and administrators to increase access for individuals with disabilities.

 The DRC's goal of improving access for students who have disabilities aligns with the college Mission Statement to address the broad educational needs of the local and world community, and ensure equitable opportunities for all of our students. CSM DRC believes that all students are entitled to a safe learning environment that celebrates their intersectional identities, fosters their agency, and develops their capacity for self-advocacy. Inherent in our mission is to improve student success, increase opportunity, inclusion and promote academic excellence for students with disabilities. DRC programs and services are designed to help students with disabilities to reach their full potential, and participation in all aspects of our society.

People with disabilities are one of the most diverse populations as disability affects all gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, physical, learning, and psychological differences. Students with disabilities face barriers to education throughout education, these barriers are compounded by the systemic racism that pervades our society. CSM DRC is committed to addressing equity gaps for students with disabilities, and helping to remove barriers to education at CSM, and facilitate a broader level of acceptance and participation in society.

 CSM DRC program services are aligned with CSM's Strategic Priorities, Forward 2028 – Education Master Plan, and SMCCCD Strategic Goals.
1) CSM DRC disability-related counseling and the process of notifying to help students develop self-advocacy & self-reliance.
2) CSM DRC endeavors to develop a more inclusive environment, and increase student access by creating a safe environment to discuss issues related to disability in education through our outreach and training efforts on campus, individual student appointments, and interactions with faculty.
3) CSM DRC regularly holds professional development and outreach opportunities for faculty and staff to support innovations like universal design, disability awareness, and assistive technology to meet the diverse learning needs of students with disabilities to promote student success.

4) CSM DRC has created processes and resources to enhance communication between students with disabilities and instructional faculty.
5) CSM DRC continues to engage with our community partners by holding events like our Priority Enrollment Program for our feeder schools, attending campus events like Connect to College, participating in community agency developed events for individuals with disabilities, and inviting community partners to participate in our planning.
6) CSM DRC Counseling continues to support student completion of their educational goals by providing academic counseling and guidance to students.
7) CSM DRC collects and provides the necessary data to access state allocations to help California Community Colleges support students with disabilities.

Historically, many students with specific learning related disabilities were placed in below transfer levels of English and Mathematics. With the implementation of AB 705 and the removal of basic levels of English and Mathematics it is imperative that the DRC continue to evaluate the success of students with disabilities in transfer-level English and Mathematics, and develop new and innovative ways of supporting student success in these subjects. Working closely with the math division, one of the DRC LD Specialists developed a mathematical based support course that would provide DRC students with strategies and tools to assist them with problem solving and tackling math related topics. Unfortunately, the course was cut due to low attendance Fall 2023.

Previous PR Goals

1) Expand campus-based partnerships to increase the utilization of DRC services by Asian, Filipino, and Pacific Islander student populations.
   a) Our action plan was to collaborate with targeted campus clubs and learning communities to bring about heightened awareness of DRC services to populations that we have identified as having gaps in accessing our program services.

   Results
   The DRC has worked on developing relationships with Mana (Pacific Islander), and Katipunan (Filipinx) support programs/learning communities to spread disability awareness and combat the stigma associated with these populations. Activities have included consulting with program staff, classroom visits, and hosting a DRC table at the CSM Health Fair. We did not see a slight increase in the numbers of students identifying as Pacific Islander or Filipinx, but no positive change with students identifying as Asian. We hope to be able to hire a second coordinator to focus more on doing outreach to these student populations and/or consult with a specialist to figure out barriers to accessing services for these students. By taking these actions we hope to see an increase in access by Asian, Filipino, and Pacific Islander student populations.

2) Offer additional specialized support for DRC PEP students to close the equity gaps in persistence and completion.
   a) Our plan was to expand existing DRC services to include educational coaching, strategy based workshops, and connect with PEP DRC students on an individual basis to help them successfully navigate their first-year experience.

   Results
   DRC offered workshops specifically targeting our first-year PEP students each month in an effort to provide a supportive and informative environment in which students with disabilities could openly share their experiences, discuss stressors, and learn strategies for achieving academic and social success in college. Educational coaching, study strategies, and tutoring has been offered to DRC students and they continue to meet one-on-one with our learning disability specialists and student assistants for support. DRC counselors have prioritized efforts to proactively reach out to PEP students to offer one-on-one support. Educational coaching and tutoring remain popular resources for our students, but our workshop efforts failed to garner good regular attendance, proactively reaching out to PEP students was mixed. Many failed to respond to our efforts, but those that we were able to connect with expressed satisfaction with our efforts. The low attendance and participation for the PEP workshops was shocking but may be due to different factors 1) the transition from being fully remote due to COVID-19 to now in person 2) the times offered which may have not worked with the students schedules 3) disability related stigma. We plan to continue offering extra support to PEP students through counselor availability, drop in hours, and workshops offered in different modalities such as in person and via zoom.

3) Expand counseling to include more wrap-around services to close the equity gaps in achievement and persistence for DRC students.
   a) Our action plan was to increase counselor availability for DRC students for accommodation needs, disability-related counseling, class issues and meeting with faculty, and for relationship building opportunities. Also, to ensure DRC students who are taking summer classes have access to specialized DRC counseling support.

   Results
   We were able to hire a second full-time DRC Counselor which increased counseling availability, during the regular term, and allowed us to have counseling availability throughout the summer term. DRC Counseling continues to be available in multiple formats to meet student need. In-person, phone or virtual counseling are all options for students, and the added counselor availability has allowed us to react quickly to student issues. Student satisfaction with DRC Counseling continues to be high.

4) Foster student belongingness and a sense of community to address gaps in persistence.
   a) Our action plan was to continue efforts to increase understanding of disability and stereotypes through an annual campus-wide DRC event. Plan and host DRC events for DRC students where they meet and connect with their community. Identify student leaders within our program and facilitate the re-establishment of a club relating to disability.

   Results
   In October of 2022, The Disability Resource Center hosted a movie viewing to highlight Disability Awareness Month for the campus community. Unfortunately we had very few people attend. The DRC team also participated and presented during a Flex Day in efforts to increase understanding of disability as well as review of DRC services offered that had good representation of CSM faculty and staff. We plan to continue participating in flex activities and hosting events to continue educating faculty, staff, and students about disability and the resources available to students. By taking these actions we hope to increase the understanding of disability and decrease the stigma associated with it.

Since the last program review our full-time Assistive Technology Specialist faculty has retired. This position served as a central point to meet with students, assess technology needs, provide valuable one-on-one training, and refer on for additional support. To compensate we have been referring students on to other staff to meet needs for technology based accommodations. This has created a logjam on the Alternate Media Specialist workload, and threatens to damage our ability to meet demand for alternate media. In Spring of 2023 we received approval to fill the vacant Assistive Technology Specialist position, but were unable to find a suitable candidate. The position is going out again in Fall 2023. Filling this role is critical, as an inability to get alternate media to students that require it could quickly result in an OCR complaint and DRC falling out of compliance with regulations.

Additionally, One of our adjunct Learning Disability Specialists developed curriculum to help students improve problem solving skills, and increase success in later mathematics courses. She worked closely with math faculty to fill a gap that has come about because of AB705s mandate that CSM can no longer offer pre-transfer level courses in mathematics. LSKL 855 Strategies for Effective Problem Solving - Math and Beyond was offered in Fall 2023, but unfortunately was canceled due to low enrollment.

Previous Service Area Outcomes

1) Bridge equity gaps amongst DRC populations (Pacific Islander, Asian, and Filipino) provided at the DRC.
   There was a collaboration between programs and it was prioritized as it is an equity issue. The DRC has worked on developing relationships with Mana (Pacific Islander), and

Katipunan (Filipinx) support programs/learning communities to spread disability awareness and combat the stigma associated with these populations. Activities have included consulting with program staff, classroom visits, and hosting a DRC table at the CSM Health Fair. We did see a slight increase in the numbers of students identifying as Pacific Islander or Filipinx, but no positive change with students identifying as Asian. The DRC will continue to collaborate with learning communities and support programs as well as participate in outreach events to bridge equity gaps amongst these student populations.

2) Increase DRC PEP student participation.
There was collaboration between the DRC and local feeder high schools to help recent high schools transition to college successfully. The DRC increased outreach presence to the local feeder high schools and collaborated with counseling and transition specialists. Our 2018 PEP student event had 58 attendees, and by 2020 had reached 107. We pivoted to a remote event during covid restrictions in 2021 and saw the number drop to 90, and has remained from 90-95 over the past two academic years. Most recently we offered both in-person and online options for PEP orientation. The flexibility has allowed more students and parents to attend our yearly PEP event and has kept student participation high. We plan to continue offering the two options of in person and virtual in an effort to maintain a high level of collaboration with our feeder high schools.

3) Increase awareness regarding accessible textbook selection.
The DRC alternate media specialist has collaborated with the CSM bookstore manager, met with campus faculty/staff, and joined division meetings to talk about the importance of having accessible textbook selection and submitting textbook lists by the deadlines so that our alternate media services can complete alternate media accommodations as required by Title 5 in a timely manner. Faculty textbook selection along with filling the Assistive Technology Specialist position are our biggest concerns moving forward. Large percentages of CSM instructional faculty fail to meet bookstore deadlines to submit textbook orders each term. We are unsure why this continues to be an issue as it is not at our sister colleges. This creates an equity issue, and a liability for CSM. Students requiring alternate media accommodations (ie: vision impairments, learning disabilities, acquired brain injuries) are not able to access their textbooks in a timely manner if our alternate media services do not know which textbooks will be required for students' courses. The DRC hopes to fill the vacant Assistive Technology Specialist Faculty Position to aid in making sure students have access to technology based accommodations, and as a leader in promoting the early adoption of course textbooks. The DRC will continue to put forth efforts at increasing the percentages of faculty submitting their book orders by the deadlines by presenting at division meetings, flex activities, and through faculty governance.

4) Increase awareness of disability and inclusion on the CSM campus. The stigma and discrimination related to disability in our culture presents a clear equity issue in the college environment. The DRC has been participating in Flex day activities, Connect to College, the CSM Health Fair, classroom presentations, division meetings and learning community presentations to increase awareness of disability and inclusivity in the classroom . The number of students requesting accommodation services continues to increase. More professors are referring students to the DRC for support services. The DRC will continue its efforts in educating faculty, staff and students about disability and the equitable services available to students.

3. **Current Program Review (200-400 words)**

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

Fall 2022-Spring 2023 - DRC Population - Data Mart

DSPS (Disabled Students Programs & Services) Status Report - Data & Format Area		

Report Area

DSPS (Disabled Students Programs & Services) Status		
	Annual 2022-2023	
	Student Count	Student Count (%)
⊟ San Mateo Total	1,060	100.00 %
African-American	35	3.30 %
American Indian/Alaskan Native	1	0.09 %
Asian	89	8.40 %
Filipino	28	2.64 %
Hispanic	376	35.47 %
Pacific Islander	13	1.23 %
Two or More Races	78	7.36 %
Unknown/Non-Respondent	36	3.40 %
White Non-Hispanic	404	38.11 %

Report Format Selection Area - Check field to include in the report

Findings:
- Focusing on the specific groups that were identified as having gaps in accessing our services:
  - The population of students identifying as Asian for the 22/23 academic year was 8.4%. This is a significant difference from the general population where 20% of students identify as Asian, and a drop from our last program review, 9.83%.
  - The population of students identifying as Filipino for the 22/23 academic year was 2.6% compared to 7% of the general population, and a drop from our last program review, 3.28%.
  - The students identifying as Pacific Islander for the 22/23 academic year was 1.23% compared to 2% of the general population, and a slight drop from our last program review, 1.43%.
  - Some of the positive indicators are:
    - Students identifying as Latinx or Hispanic continue to be higher than the general population. 35.6% versus 32% of the general population.
    - Students identifying as Black or Black-Non-Hispanic are nearly identical to the general population.
    - One interesting note is that students identifying as White Non-Hispanic is significantly higher in the DRC populations, 38% versus 26% of the general student population.

- Analysis : What factors do you feel contribute to these gaps?
  - We seem to be doing a good job of reaching the Hispanic and Black populations with our outreach efforts.
    - We plan to continue our efforts to maintain connections with programs and campus clubs like Umojo, Puente and the Multicultural Center to maintain these populations' awareness of our program, and access to our services.

o   We continue to see gaps in accessing our services for students identifying as Asian, Pacific Islander and Filipino. In particular, students identifying as Asian are accessing services at a much lower rate than the general population.

▪   Learning and support communities for Pacific Islander and Filipino populations are much newer to the CSM campus than Puente and Umoja. As we develop stronger relationships with these programs, we suspect that the numbers of these students accessing our services will likely increase, however, there are little to no support programs at this time for students identifying as Asian. This makes it difficult to access and speak directly to this population. That, combined with cultural differences in accessing disability services, is likely affecting the population of students identifying as Asian in the DRC program. The small sample size of the Filipino and Pacific Islander populations may make the difference from our previous program review insignificant. We will continue our campus outreach efforts to these populations, and seek additional support to address the stigma that may be contributing to these populations and hindering access to our services.

The CSM DRC has been focusing on two specific metrics to measure program effectiveness, and student success during this PR cycle. First we analyzed Fall to Spring enrollment, or persistence. DRC students from nearly every ethnic group persisted on to the Spring term in significantly higher numbers than the general student population. The only exception to this was seen with students identifying as Pacific Islander 66.7% DRC to 77.8% general population, which highlights the need to continue to look at how DRC is reaching Pacific Islander students and how we are serving them through the DRC program. When looking specifically at students identifying as female, male and unreported persistence is also increased with DRC program participation. Female 82.4 to 74.7%, male 85.6 to 77.4%, and unreported 81.8 to 75%.

DRC Fall to Spring Persistence

	Fall 2022 Headcount	Fall 2022 to Spring 2023 Persistence	%
Total	695	584	84.0%
Female	319	263	82.4%
Male	354	303	85.6%
Unreported	22	18	81.8%
Asian	55	52	94.5%
Black - Non-Hispanic	20	17	85.0%
Filipino	18	15	83.3%
Hispanic	243	203	83.5%
Pacific Islander	6	4	66.7%
White Non-Hispanic	272	224	82.4%
Multiraces	57	46	80.7%
Unknown	24	23	95.8%

CSM Fall to Spring Persistence

	Fall 2022 to Spring 2023 Persistence	
Race/Ethnicity	Unique Number of Students Enrolled in Fall 2022 (Excluding Those Students Who Graduated in Fall 2022)	% of Students Who Re-Enrolled at Any SMCCCD Institution During Spring 2023
American Indian/Alaskan Native	8	75.0%
Asian	1,211	75.1%
Black - Non-Hispanic	178	73.0%
Filipino	500	77.8%
Hispanic	2,636	77.1%
Pacific Islander	189	77.8%
White Non-Hispanic	2,005	74.6%
Multiraces	583	78.9%
Unknown	229	70.3%
Total:	7,539	76.0%

Gender	(Excluding Those Students Who Graduated in Fall 2022)	Enrolled at Any SMCCCD Institution During Spring 2023
Female	3,646	74.7%
Male	3,689	77.4%
Unreported	204	75.0%
Total:	7,539	76.0%

Secondly, CSM DRC regularly measures students' satisfaction with our services. At the beginning of Fall 2023 we sent out a survey to get a picture of students' level of satisfaction with program services, and get a better picture of who we are serving.. The majority of our current students are fairly new to college with 52.5% of students in their first to second semester, and have been using our services for 1-2 terms..
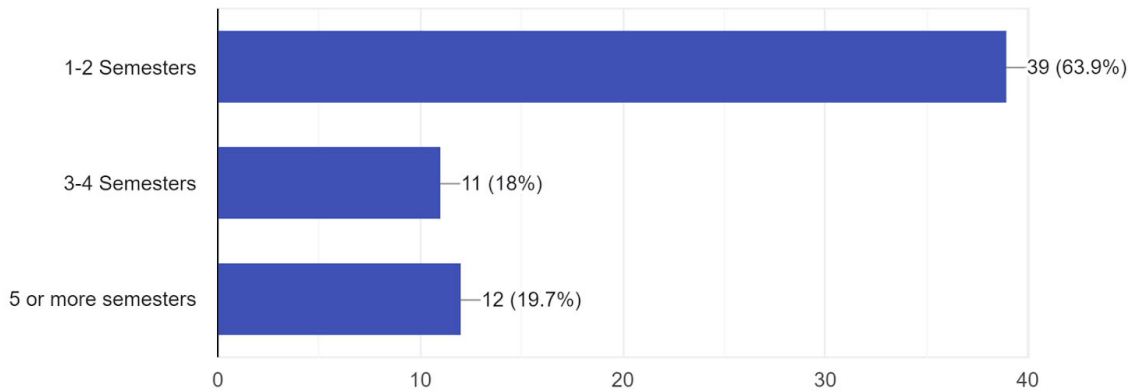
How many semesters have you attended CSM?
61 responses

Category	Value
1-2 Semesters	32 (52.5%)
3-4 Semesters	15 (24.6%)
5 or more semesters	15 (24.6%)
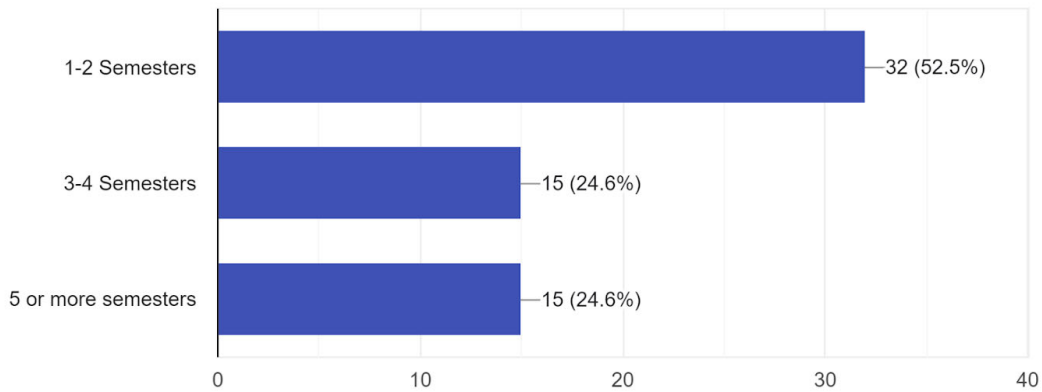
How many semesters have you used services through CSM DRC?
61 responses

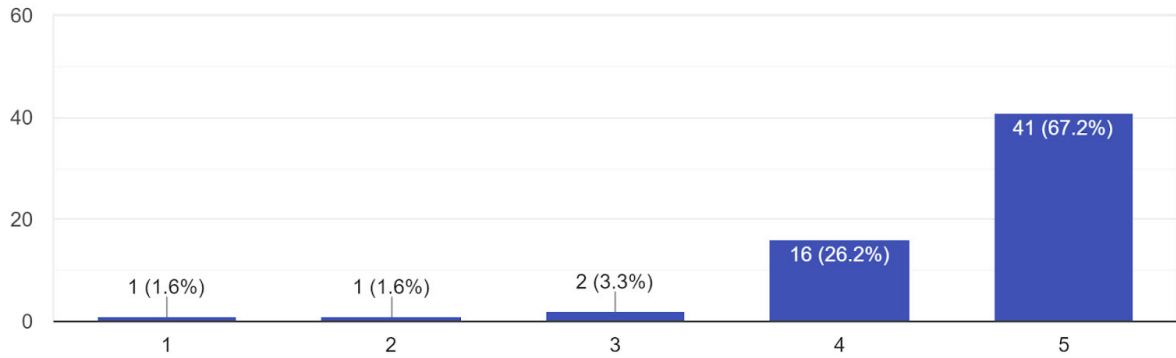| Category	Value
1-2 Semesters	39 (63.9%)
3-4 Semesters	11 (18%)
5 or more semesters	12 (19.7%)

Student satisfaction with our program services continues to be high. Students responded using a 5 point likert scale with 1(poor) and 5(excellent) on the survey.
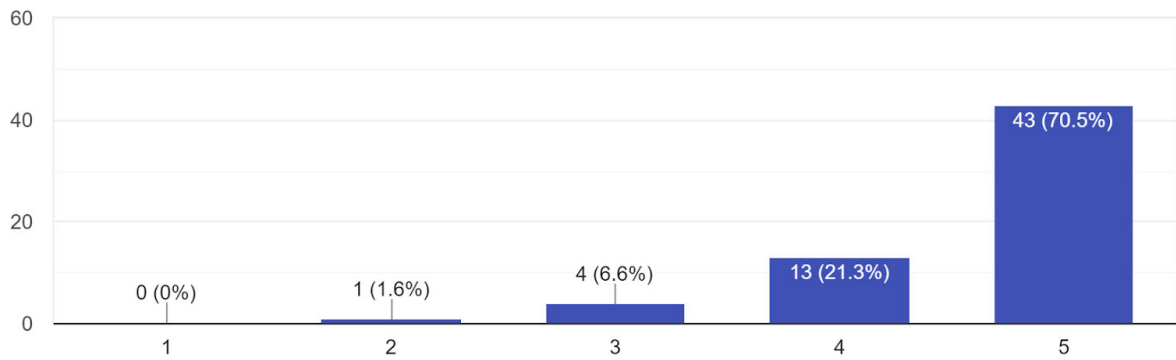
How would you rate the overall quality of services received at CSM DRC
61 responses

How would you rate the following statement: CSM DRC provides a safe and welcoming environment.
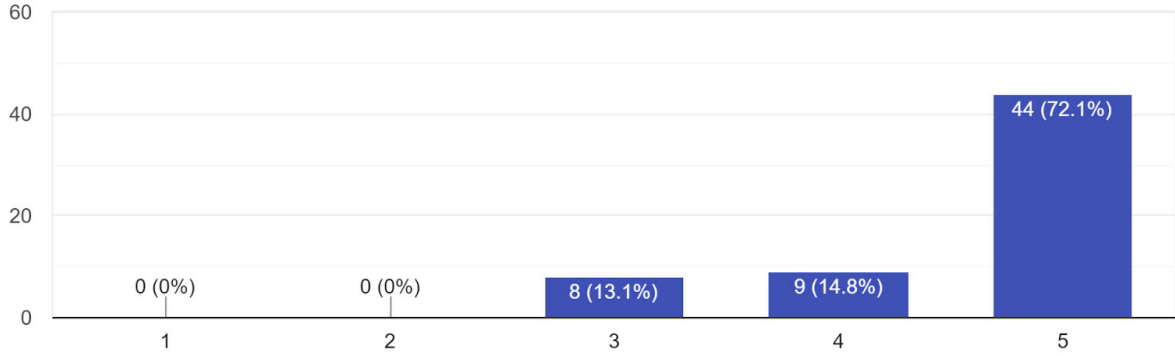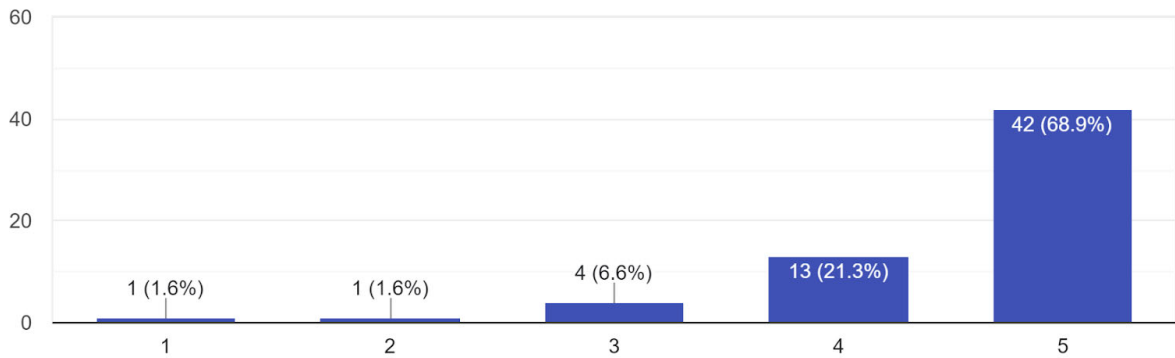61 responses

How would you rate the following statement: CSM DRC staff responds to my emails or phone calls in a timely manner (during operating hours).

61 responses

Please rate the following statement: My CSM DRC Counselor provided me with a clear understanding of my academic accommodations.
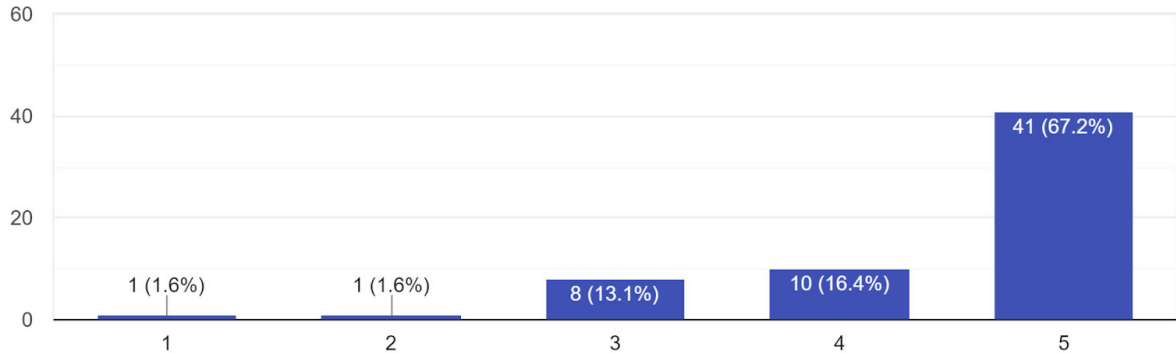
61 responses

Please rate the following statement: The services and support I have received at CSM DRC has contributed to the overall success in my classes.

61 responses

Challenges and Opportunities

There have been a couple of challenges that have impacted the DRC program. The DRC has not had an assistive technology specialist for over a year now since the retirement of this full time faculty position. Despite the DRC's efforts to find a replacement we have been unable to hire a suitable candidate. Without an assistive technology specialist, we are not able to provide the kind of support that is needed to train and advise students who can benefit from assistive technology. The DRC team has made adjustments in procedures to bridge the gap in resources with our Program Services Coordinator, Office Assistant, Alternate Media Specialist, Program Coordinator, and at times the DRC Counselors absorbing these duties. However, this causes a huge problem for our ability to process alternate media, provide test proctoring, manage compliance related documentation, conduct program intakes, and counseling services to students. The second challenge is in keeping up with the demand for services. As stated earlier, our population has continued to grow each term, including during covid restrictions, and we expect that this current year will see the same rise in students as the general population of CSM students which has been reported at about 20%. We are in need of additional faculty/staff so we can continue to support our students and provide the highest quality of service.
One of the opportunities we have comes from our continued growth. With an increase in the DRC population comes an increase in revenue received from the state, allowing us to continue to provide a high level of support to our students and the entire campus community. Additionally, with the campus and district focus on improving equitable outcomes for students it is an opportunity for our program to be sure that disability equity is included in the larger effort to improve equity on our campus.

Planning

Service Area Outcomes:

- Increase the percentage of faculty submitting their textbook requests by the deadline established by the bookstore.
  - The only way to accomplish this will involve an interdisciplinary approach as each instructional division plays a part in improving these numbers. This goal has our highest priority and it presents the greatest threat to CSMs ability to meet the accessibility requirements of students who depend on alternate media to access their textbooks. Failing to provide alternate media in a timely manner is the quickest way for colleges to fall out of compliance and face the consequences of a civil rights complaint.
  - We plan to increase our efforts at moving the needle with instructional faculty by attending division meetings, presenting at faculty governance venues, conducting DRC trainings, and by enlisting the support of the VPI and other administrative leadership in these efforts.
    - Each term we will analyze the data provided by the bookstore manager to see if improvement occurs.
    - Conduct a survey of instructional faculty to see what specific reasons faculty give for not being able to meet the deadlines. Spring 24
    - Document outreach and educational efforts the DRC makes on campus.
    - Flex activity focused on accessible textbook selection. Fall 24
- Increase wrap around services for DRC students.
  - Increase support to at-risk students to support college efforts to increase student retention, degree and transfer completion by providing one-on-one appointments and workshops to increase mastery of technology and assistive technology resources, time management, and college study skills. DRC staff will develop and offer these opportunities - DRC Counseling, Program Services Coordinator, and Assistive Technology Specialist. Measure effectiveness collecting data on students utilization of the activities below, and student evaluations.
    - Develop a schedule of workshops each term, beginning Fall 24.
    - Fill vacant Assistive Technology Specialist Faculty and begin one-on-one or small workshop training for assistive technology.
    - Coordinate referral process between other campus support services and DRC. (ie: Personal Counseling, Learning Communities, Promise Scholars, Multicultural Center, etc)
    - Continued efforts focused on new high school students transition to college with multiple modalities of PEP orientation, feeder high school presentations, and inviting feeder schools staff to serve on our advisory board.

Program Goals

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Provide one-on-one and small group assistive technology training	Fill vacant Assistive Technology Specialist Position	begin offering technology trainings for students	Begin Spring 24, then ongoing	Assistive Technology Specialist, Program Director	Job announcement already sent out, hiring committee already in place
2. Develop survey to assess obstacles to faculty submission of textbook orders	Meet with bookstore manager for input on survey. Work with PRIE to develop survey and assess instructional faculty.	Survey Developed, administered, assessed data, and develop strategies to address obstacles.	Survey Developed Spring 24. Data collected, analyzed, and strategies developed by Fall 24.	DRC Program Director, Alternate Media Specialist, DRC Counselor, Assistive Technology Specialist	Bookstore Manager Collaboration, PRIE assistance, Institutional support for survey participation, and time to develop strategies
3. Develop Referral process with targeted Student Support Services	Meet with staff of targeted student support services. Develop referral forms/processes between programs.	Collaboration meetings with targeted support programs, forms/processes developed, and put into use	Collaboration meetings, and forms/processes developed Spring 24. Implemented Fall 24.	Program Director, DRC Counselors, Program Service Coordinator	Instructional Support, Collaborations with targeted student support services.