Program: Disabled Student Programs and Services
Division: Student Services
Date: October 9, 2018
Writer(s): Jason Jones, Ed.D.
SLO/SAO Point-Person: Rebecca Ferrelli and Jason Jones

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here:
https://goo.gl/23jrxt
Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

1) *Please respond to each question as completely as possible.*
2) *If the requested information does not apply to your program, write "Not Applicable."*
3) *Optional: Meet with your dean to review this document before October 22.*
4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 22.*

Links:

Program Review Home Page: https://goo.gl/XATgjJ
Fall 2017 Program Review Updates : https://goo.gl/pkv76m
Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

No Significant Changes Option

☐

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: Fall 20_____.

A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

The Las Positas College Disabled Student Programs and Services (DSPS) program is committed to the belief that students with disabilities have a fundamental right to the same educational opportunities as their non-disabled peers. This access is guaranteed through the collaborative efforts of students, DSPS staff, and Las Positas College faculty and staff. DSPS is committed to fostering a campus wide atmosphere of awareness, understanding, and commitment to an inclusive learning environment. DSPS also acts as a model for self-sufficiency and self-advocacy that will serve students in all areas of their lives. DSPS promotes the development of the individual as a full participant in the productive, creative, and social dynamics of the college community and beyond.

Students requesting DSPS services must have a verifiable disability. As defined by the Americans with Disabilities Act, an individual with a disability is someone who "has a physical or mental impairment that substantially limits one or more major life activities, has a history of such impairment, or is perceived as having such impairment." Student eligibility is verified during an interactive process with a DSPS certificated staff member. Appropriate documentation is accepted from a professional who can make specific diagnosis such as, but not limited to: Licensed psychologists, licensed psychiatrists, medical doctors (MD), speech pathologists, audiologists, marriage, family and child counselors (MFCC or MFT), licensed clinical social workers (LCSW), and LD specialists. Additionally, qualifying documentation is accepted from a referring agency that obtains its verification from an appropriately licensed professional such as school districts, Veteran's Affairs, Department of Rehabilitation, regional centers, and any other governmental agency or institution that is outlined in Title 5 Regulations Sections 56006 & 56030.

Last year, the Las Positas College DSPS program served 746 students whose disabilities were classified in at least one of the following 10 areas: Acquired Brain Injury, Attention Deficit Hyperactivity Disorder, Autism Spectrum, Blind and Low Vision, Deaf and Hard of Hearing, Intellectual Disability, Learning Disability, Mental Health Disability, Physical Disability, and other. The breakdown of the number of students served and the percentage of DSPS students in each category are represented in the following summary chart:

Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2017-2018 Student Count	Annual 2017-2018 Student Count (%)
Las Positas Total	746	100.00 %
Acquired Brain Injury	14	1.88 %
Attention Deficit Hyperactivity Disorder (ADHD)	112	15.01 %
Autism Spectrum	50	6.70 %
Developmentally Delayed Learner	11	1.47 %
Hearing Impaired	13	1.74 %
Learning Disabled	227	30.43 %
Mobility Impaired	26	3.49 %
Other Disability	109	14.61 %
Psychological Disability	170	22.79 %
Visually Impaired	14	1.88 %

Common examples of the accommodations provided to Las Positas DSPS students included, but were not limited to: test proctoring, assessment for learning disabilities, specialized counseling, interpreter or captioning services for deaf or hearing-impaired students, notetaking services, text reader services, speech services, transcription services, access to adaptive equipment and/or technology services, registration assistance, and access to the High Tech Center for quiet or group study.

Lastly, student disability records are confidential and remain private from any other academic records on campus. The student's right to privacy is balanced against the college's need to know information to provide services and accommodations. Student information is protected and/or shared in accordance with the *Family Educational Rights and Privacy Act* (also known as FERPA).

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2017).

Three significant changes have occurred in the DSPS program in the areas of staffing and service delivery model. Both areas have a direct impact on learning support, human resources, and services to students. Those changes are listed, explained, and delineated below along with updates from issues identified from the 2016 program review. This section concludes with a summary and recommendation paragraph that outlines a justification for increased staffing in the area of an accommodation specialist and increasing the Alt Media specialist role from .75 FTE to 1.0 FTE.

Staffing Changes
At the end of Academic Year (AY) 17-18, three (3) full-time employees (FTE) retired from the DSPS program effective June 30, 2018. The positions that retired included a 1.0 FTE Counselor/Coordinator, a 1.0 FTE Learning Disabilities Specialist (LD), and a 1.0 FTE Counselor Assistant. These retirements prompted senior leadership in Student Services to replace the Counselor/Coordinator role with a full-time administrative position with a Director. After a Spring recruitment, the new director began employment at Las Positas College on July 2, 2018. Rather than replace the LD position, the college administration added a second 1.0 FTE counselor into DSPS in effort to provide additional counseling service availability to the college's disabled student population. The new DSPS counselor began work in mid-August and went through the new faculty hiring process, orientation, convocation day, and college day activities. Lastly, the Counselor Assistant position was the final position that was backfilled following the June retirements. The new Counselor Assistant I position was hired and began working at the college on October 2, 2018.

Following the staffing changes, the current DSPS staffing model consists of six people in the following classifications: 2.0 FTE Counseling faculty, 2.75 FTE Classified Professionals, and a 1.0 Administrator.

Learning Skills Courses (LRNS). Traditionally, LRNS courses have attempted to address disproportionality in English for students with disabilities. Last year's program review identified the success of the previous approach as having made a "limited impact" on student success. Furthermore, a recommendation to "explore other means of providing resources to LD students" was made. Currently, the LRNS program courses have been deactivated by the curriculum committee. At this point, no Learning Skills courses are planned for Spring, Summer, or Fall 2019, and senior student services leadership is collaborating and exploring possible solutions to this issue moving forward.

Tutoring Services. Last year's program review placed an emphasis on expanding tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses, noting that while students with disabilities do complete both math and English requirements, they tend to do so at slower rates. Currently, no data are available to shed light on the impact that specific tutoring services or interventions had on DSPS student success. Moving forward, talks with the Tutoring Center Coordinator have begun about finding ways to serve DSPS students effectively in the RAW center as well as in Math Labs.

Expanded Counseling. Last year's review expressed a need to increase counseling positions, which have remained at 1.5 FTE since 1997 despite a reported 400% increase in student count, a practice that was identified by the previous coordinator as "not sustainable." As identified in the opening two paragraphs in "Staffing Changes" above, the counseling FTE has increased to 2.0, and the option to use adjunct counselors, while not the preference, may be considered (with prior approval and budget) during heavy traffic periods of the semester for limited hours. The current student to counselor load is approximately 375:1. This ratio is consistent and within range of the student to counselor numbers reported at the 2018 California Association for Postsecondary Education and Disability (CAPED) conference.

Accommodations Specialist. Also identified as a high need in the previous program review was the position of an Accommodation Specialist. Along with the increase in student enrollment has come an increase in the amount of student requests for services, specifically in the areas of Alternative Media production and test proctoring. The ADA requires that colleges provide services to students with disabilities in a "reasonable timeframe." The September 18-20 *New Director's Training* for DSPS administrators revealed new recommended processes and timelines that colleges must follow specifically for Alternative Media production requests. These changes include the following:
- Local DSPS offices should offer a process to submit requests and assistance to students who need alternative media;

- Local DSPS offices should send student reminders regarding alternative media four weeks prior to classes beginning;
- Local DSPS offices must honor the delivery timelines that are defined as such;
  - *Standard Delivery Time*: Applies if the request is submitted 3-weeks prior to the start of class,
  - *Rolling Production*: Applies when only sections of the book are produced based on their use in class per the course syllabus. Sections are produced throughout the year based on need,
  - *Specialized Text*: Applies to math, science, foreign language and other subjects that may take longer to produce. Local DSPS offices will turn around requests for specialized textbooks as soon as possible.
- Local DSPS programs need to capture the following data each semester:
  - The date students were notified about Alt Media timelines and expectations
  - The date the student Alt Media requests are received
  - The date students are notified of receipt of the alternative media requests
  - The projected completion date of the project (based on timeline definitions)
  - The date students are notified of completion of the alternative media request
  - The type of source material the student received.

Working under the classification of Counseling Assistant I or II, an Accommodation Specialist can fill an important service role that would increase overall service to students by increasing our evening availability for students seeking testing services, alternative media resources (and production), and assist with overall materials tracking.

Service Delivery Model Re-Alignment
The significant second change to the program was also made by aligning the DSPS office hours to the service hours offered in General Counseling and Admissions and Records to accomplish the following goals:

A) To expand DSPS services to students;
- Effective Fall 2018, Student Services (SS) administration determined that there is a student demand for evening and Friday services to students. As a result, expanded service hours were added to provide additional flexibility to meet the needs of students. The expanded service hours are also requirements to meet accreditation standards.

B) Alignment of SS operational hours;
- DSPS was part of the realignment of services within Student Services (SS) as requested by VP Garcia and Dean David to ensure a seamless flow for students needing to visit multiple offices within Student Services to accomplish their service needs within a given day. The new office hours are as follows:
  - Monday, Wednesday, and Thursday: 9:00 AM to 5:00 PM
  - Tuesday: 9:00 AM to 7:00 PM
  - Friday: 9:00 AM to 1:00 PM

C) Limit the operational impact and maximize availability to students;
- Student needs were (and will continue to be) the primary factors considered into future DSPS office hours, service delivery times, and staff and faculty work schedules. Since

DSPS is a small office with limited staffing personnel means that we must be strategic with schedules and assignments.

Summary and Recommendations
The staffing model changes and service delivery hours realignment have been positive changes for the DSPS program and will continue to create more opportunities to serve and meet student needs. Still, the DSPS office continues to operate at a staffing level that is not sustainable and potentially detrimental to our service delivery in the following ways. First, from an ethical and legal framework, we need to continue increasing our availability for our evening students. This fix goes beyond changing and rearranging employee schedules and office hours. Instead, the department must continue to advocate for increased staffing and personnel that was first identified in the AY 16-17 program review. Adding a 1.0 FTE A*ccommodation Specialist* (working title) under the job classification of Counseling Assistant II or a part time hourly professional expert will allow the department to have a greater evening presence on campus to fulfill evening proctoring requests, tracking and producing Alternative Media needs for evening students, maintaining other important resource tracking data for equipment loans, deaf and hard of hearing interpreters (schedules, invoices, changes), and increasing the departmental reach to serve on broader campus committees as resources and ambassadors for disabled students. Finally, given the additional production needs and tracking mechanisms needed to produce Alt Media services for students, I recommend that the Alt Media Specialist role be increased from a .75 FTE to a 1.0 position. The additional eight (8) hours per week is needed to provide the best possible service to students and remain compliant with documentation and recordkeeping expectations.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt		
Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X	Services to Students
Curriculum committee items		Financial/Budgetary	LPC Collaborations		SLO/SAO Process
Enrollment Management	X	Human Resources	Pedagogy		Technology Use
External Factors	X	Learning Support	Professional Development		

C. Reflection: What plans from the 2017 Program Review or any previous Program Reviews/Updates have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

The expansion of counseling faculty to 2.0 FTE is an important achievement from the 2017 Program Review as well as the addition of a 1.0 FTE DSPS Administrator. Adding an additional .5 FTE to counseling create the opportunity to offer more appointments for students to review and update Academic Accommodation Plans (AAP), Student Education Plans (SEP), and take drop-in appointments for students who have a quick question that does not necessarily require a lengthy appointment.					

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt		
Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X	Services to Students
Curriculum committee items		Financial/Budgetary	LPC Collaborations		SLO/SAO Process
Enrollment Management		Human Resources	Pedagogy		Technology Use
External Factors		Learning Support	Professional Development		

D. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: http://www.laspositascollege.edu/research/progrev.php

Course Success Rates Dashboard can be found at the bottom of this page: http://www.laspositascollege.edu/research/outcomes.php

The following six (6) trends were identified and noted as significant from the DSPS Institutional Research data packet. These trends are important as they reflect data that will impact important college-wide planning for AB 705 implementation and guided pathways efforts. Additionally, these data are important to consider for staffing decisions as the program continues to grow.

1. The Disabled Student Programs and Services (DSPS) enrollment has remained consistent between 2013 and 2017, showing slight increases year over year. The greatest jump in enrollment was between Spring 2016 and Fall 2016 where the program grew by 51 students.

2. The number of students under 20 years old continues to be the largest single segment of the DSPS student population at 31%. This trend remains consistent year-over-year. Additionally, 83% of the DSPS population is under 30 years old.

3. The percentage of DSPS students identified as first-time college attending students at Las Positas College has ranged from a low of 14% in 2014 to a high of 17% in Fall 2017. The majority of DSPS students are classified as continuing students (or 72%).

4. Approximately two-thirds of DSPS students during the period of 2013-2017 have identified their educational goal as "Transfer (w/ or w/o AA/AS degree) whereas 15% are identified as other, undecided, and unknown.

5. Academically, DSPS students are achieving course success rates at 67%, earning grades of A, B, C, and P. Additionally, DSPS student withdrawal rates from course has remained relatively consistent at 19% year-over-year. However, DSPS students will take longer to complete their educational goal, on average, because they tend to carry lower per semester unit-loads. In 2017, the 67% of DSPS students were enrolled as part-time students.

6. While the overall DSPS student withdrawal rate is 19%, withdrawal rates from Distance Education (DE) courses is notably higher. In Fall 2015 W rates were at a five year high at 30%. The most recent 2017 rate was the second-high point for W rates at 27%, suggesting that additional accommodations, supports, and course design may need to be considered for students in DE courses.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
X	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors	X	Learning Support		Professional Development		

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- o **Data generated by your program**
- o **CEMC Data**
- o **Labor Market Data**

A combination of Las Positas College's institutional research and data presented by the RP Group around AB 705 suggest that DSPS students (at LPC as well as system-wide in California Community Colleges) are poised to benefit from the newly developed and implemented placement processes.

English Readiness
Internal 2017 LPC data suggest that DSPS students are slightly outpacing their non-DSPS peers in terms of completing college level English (53% to 37%). However, 13% of DSPS students are classified as "not college ready" as compared to 10% of their non-DSPS peers.

Math Readiness
Results for college level mathematics follow similar patterns for DSPS and non-DSPS students at LPC to the English data. Whereas 44% of DSPS students have completed college-level math, 40% of non-disabled LPC students have complete college-level courses. A larger gap in preparedness (or readiness) exists for DSPS students who are identified as "not college-level ready" where the ratio is 31% DSPS students as compared to only 18% non-DSPS students.

The following table, College Readiness: English & Math Proficiency (Fall 2017) illustrates a broader and fuller comparison of readiness data for DSPS and non-DSPS students campus-wide in all categories: completed college-level, college-level ready, not college-level ready, and unknown. The descriptive data in the table, as well as in this review, are raw data and have not been treated or tested for statistical significance. Nevertheless, these data are critical to consider for program planning, review, and projections, and decision-making.

College Readiness: English & Math Proficiency

Fall 2017				
	DSPS		LPC Overall	
	Num	Pct	Num	Pct
College English				
Completed College-level	415	53%	3,485	37%
College-level Ready	189	24%	2,141	23%
Not College-level Ready	105	13%	904	10%
Unknown	79	10%	2,842	30%
College Math				
Completed College-level	350	44%	3,738	40%
College-level Ready	111	14%	1,138	12%
Not College-level Ready	242	31%	1,733	18%
Unknown	85	11%	2,763	29%

Unknown Factors
Unknown about these data about college-readiness are the timeframes in which it took students to complete college-level courses in math and English. Also unknown about the above data are these:

- The level that students placed into for math and English prior to completing college-level courses

- The number of attempts students needed to pass a college-level math or English course

Planning for the Future

Moving forward, DSPS will focus its work regarding AB 705 around the accommodations that will be needed for all our students to be successful in math and English, specifically college-level courses, as well as providing faculty training, resources, and support for students with disabilities. Additionally, staffing levels will need to be reviewed to ensure that we have adequate personnel to meet student demands that are anticipated to grow, most notably in Alt Media requests and test proctoring.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Curriculum committee items	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy		Technology Use
	External Factors	X	Learning Support		Professional Development		

F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

The obstacles that the DSPS program has faced (and are working to overcome) to achieve goals (and remain compliant) are directly related to the newness of the team resulting from previous year's retirements. Moving forward, issues related to training, developing, and helping employees learn the college culture, policies and procedures, and the assigned personnel are things that can be accomplished with time, practice, and a deliberate focus. The more opportunities for professional development, ongoing training, mentorships, and interoffice collaboration, and staff retreats will go a long way toward achieving the developmental needs for new employees and building departmental synergy.

Mark an X before each area that is addressed in your response.	Definitions of terms: https://goo.gl/23jrxt

	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support	X	Professional Development		

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

Continuing planning carried over from AY 17-18 include:
1. Updating the DSPS website to new compliance standards
2. Reviewing current staffing model and making recommendations that help us serve students to the fullest capacity. Such recommendations include the following as we grapple with questions about how to serve students best and meet compliance standards:
- LD Specialist (consider a part time or temporary contracted solution to meet the testing needs for students with learning disabilities)
- Accommodation Specialist (to expand testing services and support Alt Media needs for evening students)
- Alt Media (increase this position to a 1.0 FTE in order to meet the increasing production needs as well as the tracking timeline documentation that is required)

New planning priorities identified for AY 18-19 are listed as follows:
1. Completing the program handbook and posting it online
2. Updating DSPS forms and making them fillable online documents
3. Updating the Learning Skills 110 course
4. Partnering with the Webmaster to design an accommodations complaint resolution process that is hosted on our website
5. Creating a DSPS *Community Advisory Board*

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources	Pedagogy		Technology Use
	External Factors		Learning Support	Professional Development		

Section Two: Current Topics (Required for All Programs)

A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:

http://www.laspositascollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

The Disabled Student Programs and Services (DSPS) is committed to the believe that students with physical, sensory, mental health, and learning disabilities have a fundamental right to access the same educational opportunities as their non-disabled peers. This access is guaranteed through a campus-wide collaborative and interactive process involving students, faculty, and staff. Specifically, our goals include:

- Providing an accessible, supportive environment.
- Education students with disabilities about their rights and responsibilities
- Promote the development of self-advocacy skills that will serve students in all areas of life
- Promote the development of individuals as full participants in the productive, creative, and social dynamics of our community.

Specifically, these goals are aligned with the following Educational Master Plan (EMP) areas:
- (A) Educational Excellence
    - A1. Address the educational needs of a diverse student population and global workforce.
    - A3. Create accessible class schedules and supportive services.
    - A4. Address the needs of basic skills students.
    - A5. Assist underprepared students.
    - A7. Provide student opportunities to be informed, ethical, and engaged.
- (B) Community Collaboration
    - B1. Expand community outreach
    - B2. Develop and strengthen private and public-sector partnerships
- (D) Organizational Effectiveness
    - D1. Streamline existing processes
    - D4. Provide opportunities for personnel to help each other with professional development
    - D5. Monitor and analyze student performance

As college priorities continue to expand, our DSPS program plan will grow and develop to meet student needs and be a valuable resource for students, faculty, staff, and our community partners.

B. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? __X__yes _____no

Program-set standard data can be found on this page:
http://www.laspositascollege.edu/research/outcomes.php

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.

Our facility needs are currently being met in 1615 as well as across the campus.

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: https://goo.gl/w8sqBM

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

The DSPS program will continue its commitment to ongoing professional staff and faculty development as outlined in California Education Code. The following examples reflect some of the ways in which we are committed to developing staff and faculty:

1. Participation in statewide Chancellor's Office Trainings
   - New Director/Coordinator trainings offered by the Chancellors office
   - Trainings and webinars offered by DSPS Solutions
   - Approved or recommended conferences specific to key campus initiatives
   - Regional meetings (for region 4) quarterly

2. Participation in statewide advocacy group trainings
   - Conferences, workshops, and video trainings offered by the California Association for Postsecondary Education and Disability (CAPED) group
   - Mentorship opportunities offered by CAPED

3. Ongoing Faculty Development
   - Faculty Tenure Committees
   - Local campus faculty trainings (i.e., committees, workshops, Flex Day,)
   - District Office related trainings Chancellor's office trainings as appropriate
   - Area and Division Meetings across the campus
   - New Faculty trainings offered

- The Professional Development Committee

4. Ongoing Divisional Trainings
- Student service specific trainings for faculty and classified professionals
- Administrative services trainings for classified professionals as offered

5. Best Practice Campus Visits
- When possible, travel to campuses with region three and region four to share and explore best practices and excellence in DSPS services.
- When possible, collaborate with our colleagues from Chabot College to share ideas, collaborate, exchange ideas, and develop solutions on a professional level that would benefits students on both campuses

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

One challenge regarding trainings for the DSPS staff results from having a small staff of three (3) classified professionals as well as only two (2) faculty counselors. The small staff makes office coverage difficult during absences and trainings. Additionally, the number of available trainings for classified professionals are not as plentiful as for faculty opportunities.

Additional challenges are presented by the number of staff meetings and committee meetings that occur during the week, most notably the meetings in Student Services that take place on consecutive Tuesdays. The heavy Tuesday meeting schedule (DSS meeting, VPSS meeting, and two counselors only counselor led meetings) leaves gaps in the afternoon every week where DSPS is unable to provide counseling appointments and counseling service in the afternoon.

Recommendations
One option that can help alleviate the heavy meeting flow is to move all student service/counseling meetings to Fridays after 1:00 PM. Moving to a Friday after 1:00 PM has the potential to add an additional 16-hours of counseling time availability for students.

Similarly, moving all committee meetings across campus to begin later in the day (after 3:00 PM or 4:00 PM, for example) will increase our ability to students for counseling services during our heavier traffic times.

E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your "Plans for Analysis of SLO/SAO Data" from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: CSLO   PSLO   (SAO)
Course, Program Name, or Student Service Area: **Disabled Student Programs and Services (DSPS)**
Text of CSLO/PSLO/SAO: • Upon completion of student's interaction with DSPS, they should be able to construct and demonstrate self-advocacy strategies and communicate needs to instructors.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program's progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: Results indicate that 171 students scored in the average, mastery, and above average levels whereas 17 students scored in the below average and demonstrated no achievement range.
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from 188 students over 1 semester.
Describe the quantitative or qualitative results: • 91% of the 188 DSPS survey respondents demonstrated an ability to construct and demonstrate self-advocacy strategies with their faculty instructors. These results further suggest that the efforts of DSPS staff and faculty to encourage and emphasize self-advocacy with students with disabilities are working. • Of the remaining 17 students who scored below average or demonstrated no achievement in this area, DSPS staff and counseling faculty need to explore avenues to and provide additional resources for students who are unable to advocate effectively for themselves. Some of these strategies can include scripting, role-playing, practice, and other accessible (or tangible) resources that students can use as tools to help them self-advocate effectively.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: Moving forward, DSPS will continue evaluating this service area outcome and will seek to expand results by disaggregating the results by subgroups in effort to get more precise results at the subgroup level. This additional layer of data will allow us to identify which segments of our student population we need to continue teaching self-advocacy skills. Additionally, Rebecca Ferrelli will be the department representative for SAOs and will work with the department to develop our SAO goals and goal assessments further.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes? I am unable to report on this phenomenon currently. The transition of leadership coupled with a significant staff turnover because of retirements have left a gap in this area that cannot be captured or reported on at this time.
DO you plan to continue tracking this SLO in the next year? Explain. This SLO is key for DSPS, and I will continue to track it with the modifications noted above to disaggregate the data into subgroup for further analysis. Additionally, a purposeful staff and faculty dialog will follow that will yield qualitative data needed to answer the above question about "possible explanations" of the student results.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year?   Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One: CSLO   PSLO   (SAO)
Course, Program Name, or Student Service Area: **Disabled Student Programs and Services**
Text of CSLO/PSLO/SAO: • Upon completion of student's interaction with DSPS, they should be able to construct and demonstrate self-advocacy strategies and communicate needs to instructors.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

Section Four: Curriculum Review
(Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> **1. Log in to CurricUNET**
> **2. Select "Course Outline Report" under "Reports/Interfaces"**
> **3. Select the report as an Excel file or as HTML**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

Currently the Learning Skills courses are in a transition situation and is being addressed in student services with Dean David in collaboration with the curriculum committee chair, Craig Kutil. The most pressing course requiring an update is LRNS 110. Dean David and Craig are also working to see that the required updates on the LRNS 110 course are being made by counseling faculty from the curriculum committee.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

N/A

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A