2026-27 Comprehensive Program Review

Program: Disability Services and Programs for Students (DSPS)

Division: Student Services

Writers: Christopher Crone

SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- LPC DSPS served 731 unduplicated students in 2025-2026, compared with 718 in 2024-2025 and 631 in 2023-2024. Participation has returned to the range reported before the pandemic: 755 students in 2017-2018 and 704 in 2018-2019, according to California Community Colleges Chancellor's Office DataMart.
- Through targeted call campaigns and coordinated follow-up by faculty and staff, Comprehensive Student Education Plan (CSEP) completion reached 100% during the 2025-2026 academic year.
- DSPS continued implementing Accommodate across the college and district to improve accommodation management, workflows, and communication among students, faculty, and DSPS staff. The current contract extends through fiscal year 2030.
- DSPS expanded access to alternative media and assistive technology, including Otter.ai and Genio Notes with live captioning, to support students with approved note-taking and lecture-recording accommodations.
- DSPS purchased 30 laptops for student loan to support access to approved academic accommodations and educational technology. The laptops were prepared for student use beginning in 2026-2027.
- DSPS collaborated with campus departments, community partners, and local high schools to promote awareness, access, and belonging. Activities included student and parent information sessions, on- and off-campus outreach events, high school field trips, and Autism Awareness Month activities.

2. Please describe your most important **challenges** in year 25-26

- Rapid changes in educational technology, including artificial intelligence (AI), created an ongoing need to clarify the appropriate use of assistive tools. DSPS will continue working with faculty and college and district technology teams to support implementation of approved accommodations while addressing academic integrity, privacy, and course learning objectives.
- Helping students, families, and K-12 partners understand the transition from high school services to college accommodations remained an ongoing challenge. DSPS will continue presentations, partnerships with local school districts and neighboring colleges, and accessible website guidance to clarify available services and the steps for accessing them.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- DSPS will continue information sessions for students, parents, and community partners focused on accessing accommodations, navigating college services, and developing self-advocacy skills. These efforts are intended to reduce barriers during students' transition to college.
- DSPS will support faculty and staff professional development through College Day, Flex Day, webinars, conferences, and related opportunities focused on accessibility, accommodation implementation, and inclusive practices.
- DSPS will continue participating in college and district Vision-Aligned Reporting (VAR) and cross-departmental planning so that disability-related access needs inform broader student equity and achievement efforts.
- For the 2026-2029 assessment cycle, DSPS will continue SAO C3, focusing on whether students can access and use approved accommodations and obtain help when barriers arise. The accompanying three-year plan outlines a baseline assessment, targeted improvements, and reassessment within existing service activities.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrlQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- During the 2023-2026 assessment cycle, DSPS focused on SAO C3: Students should be able to make effective use of approved accommodations to support their educational experience. The program set out to learn whether students understood the services available, knew how to access their accommodations, and could seek assistance or advocate for their needs. Implementation of Accommodate and review of student service use were central to this work.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- Available service-use information indicates increased engagement with DSPS. The prior annual review identified testing accommodations as the most frequently used service. These findings help describe students' participation, but service counts alone do not establish whether every student understands how to access and use their accommodations effectively.
- Institutional course-success data provide additional context about DSPS students' academic progress; the broader trends are discussed in Section 3. These data do not isolate the effects of accommodations or directly measure students' understanding, self-advocacy, or success navigating accommodation procedures.
- The evidence summarized for this review does not establish a quantified attainment rate for C3 or show whether access barriers differ across student groups. The next assessment cycle will build on existing service records with brief, direct checks of students' understanding and feedback about barriers to accommodation use.

3. Explain potential plans to improve student outcomes and close equity gaps.

- DSPS will continue call campaigns and follow-up to help students complete the application process, access accommodations, maintain CSEP completion, and connect with campus resources. These efforts support engagement and reduce avoidable barriers to receiving services.
- DSPS will implement the laptop loan program to support students' use of approved accommodations and accessible technology, with guidance on relevant tools as needed.
- Under the 2026-2029 C3 plan, DSPS will collect brief student feedback and direct checks of accommodation-access steps during routine contacts, review results in existing team meetings, and make targeted improvements to orientation, communication, or technology support. Reassessment will help determine whether those changes address the barriers identified.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- DSPS uses multiple systems, including SARS and Accommodate, to document student contacts, services, and accommodations. Information across these systems is not always organized for the same reporting or assessment purpose, making it difficult to connect service use with student outcomes efficiently. Support from research and technology teams with consistent definitions, reporting periods, and usable data extracts would help. Brief student feedback collected during existing contacts would also provide information that service counts cannot capture.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- Annual unduplicated participation increased from 631 students in 2023-2024 to 718 in 2024-2025 and 731 in 2025-2026. These figures indicate continued growth and support maintaining responsive intake, counseling, testing, and assistive-technology services as participation returns to the range reported before the pandemic.
- The DSPS data summarized for this review show a 75% course success rate in Spring 2026. The RPIE collegewide packet reports 79% for the same semester, a descriptive difference of four percentage points. This comparison identifies room for further improvement but does not establish why the difference exists or the effect of any individual service. DSPS will continue reviewing outcomes alongside information about students' access to accommodations and other campus resources.

Source: RPIE Collegewide Program Review Data Packet, Fall 2021-Spring 2026, Student Performance: Grade Distribution

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- The program's initial demographic review identified lower representation of Asian/Asian American students in DSPS relative to the overall LPC population. Comparable reporting periods and categories should be confirmed with the Office of Research, Planning, and Institutional Effectiveness (RPIE) before quantifying the difference. Lower representation alone does not establish the extent of unmet disability-related need or explain its causes. DSPS will continue working with Asian American and Pacific Islander (AAPI) campus partners, the Cultural Community Center, and community stakeholders to improve awareness of services and identify possible barriers to access and belonging.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

N/A

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

N/A

Yes____ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

N/A

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- Community Collaboration; Equity and Anti-Racism: DSPS partnered with local high schools and campus departments to help students and families understand college accommodations and connect with services. Autism Awareness Month displays, tabling activities, and collaboration with the One Love Festival promoted disability awareness and belonging within the college community.
- Educational Excellence; Supportive Organizational Resources: DSPS provided approved accommodations, specialized counseling, assistive technology, and access to the High-Tech Center. Reduced-distraction testing supported access while maintaining exam integrity. The purchase of 30 student-loan laptops further supported the program's capacity to provide accessible technology.
- Organizational Effectiveness: Continued implementation of Accommodate strengthened coordination among students, faculty, and DSPS. Ongoing refinement of service procedures and staff development supported clearer communication and more consistent accommodation processes. These examples align with the 2021-2026 Educational Master Plan identified in this review template.

2. Regular Substantive Interaction (Instructional Programs Only)

N/A

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and

interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

N/A

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

N/A

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- Direct written feedback following submission would help programs understand whether their responses adequately address the prompts and how their findings inform college planning and resource decisions. Brief examples of effective student-services assessments would also help clarify expectations.
- Sections 2 and 3 appear to overlap in their requests for data analysis. Clearer guidance distinguishing assessment of a specific service area outcome from discussion of broader institutional trends, or allowing concise cross-references, would reduce duplication while preserving meaningful evaluation.

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu