Citrus College

DISABLED STUDENT PROGRAMS AND SERVICES
STUDENT SERVICES COMPREHENSIVE
PROGRAM REVIEW and PLAN
2009 to 2014

Committee Members:

Shellyn Aguirre	Brandy Davis	Laks Floriano
Michelle Hernandez	Emmy Madrid	Kya Lisum
Nancy Martin	Jennifer McLeod	Vince Mercurio
Flora Yee		

Executive Summary (brief summary, commendations, challenges, and recommendations):

Brief Summary: The Disabled Student Programs and Services (DSP&S) is committed to providing students with disabilities an accessible educational environment that allows each student the opportunity to reach his/her academic goals and participate in a full range of campus programs and activities. DSP&S serves as the District's mechanism for providing access to students with disabilities and for implementing accommodations as mandated by Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and Title 5 of the California Code of Regulations. DSP&S is specially funded by the State to provide direct services to students and to guide other campus professionals in matters of educational accommodations and accessibility. The program offers services and instruction which assist students with disabilities to fully participate in classes, programs and activities offered by the college.

Commendations: During 2009 to 2014, DSP&S began working with College Connect, a community based, state funded program, for the purpose of enhancing support services to our students with intellectual disabilitites and those with autism spectrum disorders. The program was successfully piloted fall 2015 and continues to grow and provide a tremendous support for qualifying students. Furthermore, DSP&S is commended for its DSPS courses and self-advocacy workshops.

Challenges: During the 2009-2014 academic years, DSP&S sustained a steady increase of students registering for DSP&S services (refer to Table 1, page 4). However, despite the increase of the DSP&S headcount numbers, disparities among ethnicity (Table 2, page 10), transfer (Table 5, page 14) and basic skill rates exist. DSP&S serves a slightly higher number of African-American and unknown ethnicities and slightly less Hispanic and Caucasian students when compared to the campus (Table 2, page 10). DSP&S had a lower transfer rate compared to the campus (Table 3, page 11). There are a higher percentage of basic skill students in DSP&S when compared to the campus as a whole. Another challenge was the impact of the budgetary constraints resulting in the cancellation of DSP&S courses from 2009 through 2012; however, the program began reoffering the DSP&S 090 course effective fall 2013. Also, despite the creation of the DSP&S 085 E-Text Basics course in fall 2008, it was not offered until spring 2016 when the budget was able to accommodate the course. Students with disabilities would also benefit with the creation of new DSPS courses that provide instruction in specific types of adaptive technology as well as instruction in the types of social skills critical for academic and career success. Additionally, due to the steady increase of students and budget limitations, learning disability testing was limited resulting in a two year waitlist for students to be tested. Adequately meeting the needs of the number of DSP&S students was a challenge with the existing number of DSP&S Counselors. Furthermore, not all of the DSP&S Counselors were Learning Disability (LD) Specialists during the review period. To address the learning disability testing demand, during the 2009-2014 academic years, a Faculty Needs Identification Committee (FNIC) request for an additional DSP&S Counselor/LD Specialist was submitted annually throughout this review period, but not approved until the 2014-2015 academic year.

Recommendations: Based on challenges that DSP&S faces in serving students with disabilities in a timely manner, specific recommendations include increasing advertising and referrals to the newly created Self-Advocacy Workshop Series, provide the workshops throughout the academic year, create additional DSP&S courses, have the District reinstate the $150,000 District Effort towards the DSP&S budget, create a DSP&S Faculty Handbook for faculty campus wide and that disability awareness be provided in a variety of ways that will benefit all Citrus College students and employees.

1. <u>Program Mission/Description:</u>

Program Mission and Relationship to College Mission:
DSP&S is committed to providing students with disabilities an accessible educational environment that allows each student the opportunity to reach his/her academic goals and participate in a full range of campus programs and activities.

Program Description:
DSP&S serves as the District's mechanism for providing access to students with disabilities and for implementing accommodations as mandated by Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and Title 5 of the California Code of Regulations.

DSP&S is specially funded by the state to provide direct services to students and to guide other campus professionals in matters of educational accommodations and accessibility. The program offers services and instruction which assist students with disabilities to fully participate in activities, programs and classes offered by the college.

A. Awards and special recognition

Disabled Student Programs and Services (DSP&S) is consistent with the Citrus College mission. During the 2009-2014 academic years, DSP&S has seen several milestones that impacted the department which included location of service, department and postion changes. From 2009 through 2011, the program sustained a 55% budget cut when compared to the program's 2008 operating budget. In 2012, the College began replacing and augmenting positions to address the volume of students requiring accommodated services. In May 2011, the DSP&S department moved into the new Student Services (SS) building. It has more office space, a waiting room for students and a larger High Tech Center (HTC). Also, despite budgetary constraints following the ecomonic downfall, the HTC continued to provide up-to-date adaptive software and equipment for students with disabilities.

In 2014, the college sought a partnership with College Connect, a community based, state funded program, with the purpose of enhancing support services to our students with intellectual disabilitites and those with autism spectrum disorders. This partnership was successfully piloted fall 2015 and continues to grow and successfully support qualifying DSP&S students in working toward completing their educational goals. In fact, the first DSP&S student who qualified for College Success support services successfully completed his associate's degree and transferred to Cal Poly Pomona fall 2016.

DSP&S is commended for its DSPS courses and self-advocacy workshops. The DSPS 090 Empowerment course teaches students with disabilities to advocate for their educational needs and accommodations, to make informed educational decisions and to better understand their disabilities as it relates to their educational needs. The COUN 160 Strategies for College Success course offers a section that is recommended for students with disabilities who are new to the college culture. It is an integral part of the DSP&S program for the transition of students who received special education services requiring specilized guidance in navigating the college setting. Both courses support the DSP&S instructional and departmental student learning outcomes by teaching students ways to increase both self-advocacy and self-efficacy. The self-advocacy workshops are a series of workshops created by Citrus College DSP&S faculty to train students in the various components of self-advocacy: understanding one's strengths and weaknesses, interpersonal skills, communication skills, accommodations training and assertiveness training.

B. Students

1) Approximate numbers of students served annually (include student characteristics and trend data if available).

The data trend shows that DSP&S has received a steady increase of students with disabilities using its program and services. DSP&S served 334 more students during the 2013-2014 year than during the 2009-2010 year. As typical campus wide, DSP&S serves more students during the fall semester than during the spring semester. Data also shows that DSP&S typically serves more students during the winter term than during the summer term (see Table 1; see Figure 1).

Table 1

DSP&S Unduplicated Headcount by Term

	2009-2010	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
Summer	192	245	315	330	294
Fall	530	602	736	789	789
Winter	253	152	424	391	307
Spring	421	590	731	754	697
Annual Unduplicated	727	892	1,039	1,079	1,061

Annual DSP&S versus Annual Citrus College Unduplicated Headcounts

	2009-2010	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
DSP&S	727	892	1,039	1,079	1,061
Citrus College	20,864	19,131	16,715	16,399	18,637
DSP&S % out of College Total	3.5%	4.7%	6.2%	6.6%	5.7%

Data source: Data retrieved from the Chancellor's Office DataMart site.

Note: It is interesting to note that the number of students using DSP&S increased during a time when the campus wide population was decreasing as a result of budget cuts (2009 through 2013). The campus wide population significantly increased in 2014 while the DSP&S population slightly decreased. Identifying students for disability services was a challenge in 2014 due to decreased DSP&S staffing.

Figure 1

**Annual Percentage of Citrus College DSP&S Students
(Unduplicated Headcount)**
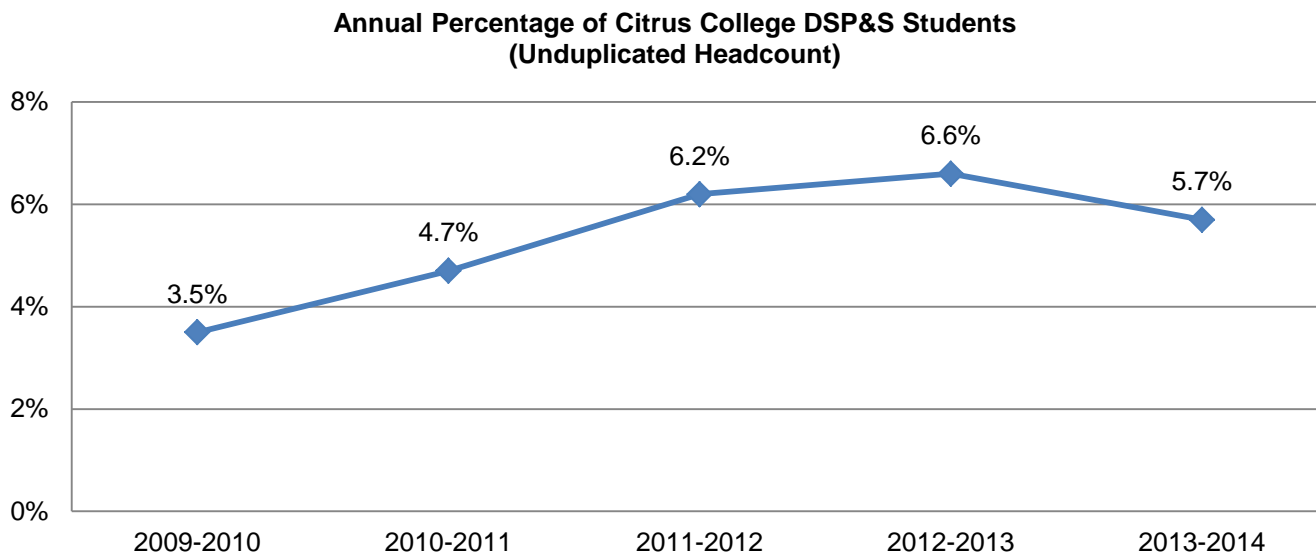
Data source: Data retrieved from the Chancellor's Office DataMart site.

2) Describe eligibility requirements for participation in the program.
Eligibility for disability services is determined by one of the following means:
- Assessment by appropriate DSP&S professional staff;
- Review of documentation provided by appropriate agencies, or certified or licensed professional, outside of DSP&S;
- In some instances, observation by DSP&S professional staff with review by the DSP&S coordinator.

DSP&S professional staff, with review by the DSP&S coordinator, may verify a student's disability based on documentation provided by an appropriate agency or certified professional capable of diagnosing the disability in question or documentation from agencies participating in interagency agreements with the state Chancellor's Office.

C. Staffing
1) Staff preparation and training.
In 2014, the DSP&S program employed one full-time Coordinator/Counselor/LD Specialist, two full-time Counselor/LD Specialists, one full-time Alternate Media Specialist, one full-time Educational Advisor, one full-time Secretary, one permanent 75% Interpreter Specialist and one permanent 80% Adapted Testing Technician. DSP&S employees attend both on campus and off campus trainings, workshops, region meetings, and conferences to stay current in the field. For example, DSP&S counselors attend the California State University (CSU) Community College Counselor Conference, the University of California (UC) Community College Counselor Conference and the Ensuring Transfer Success (ETS) conference (sponsored by the UC system). Additionally, DSP&S counselors attend regularly scheduled meetings with other full-time counseling faculty to stay informed about resources, services and practices related to student success campus wide.

2) Faculty minimum qualifications, diversity, and credentials.
Title 5 Section 56048 regulations regarding DSP&S staffing include:
(a) Persons employed pursuant to this subchapter as counselors or instructors of students with disabilities shall meet minimum qualifications set forth in Section 53414 of Subchapter 4 or Chapter 4 of this division.
(b) Each district receiving funds pursuant to this subchapter shall designate a DSP&S Coordinator for each college in the district. For the purpose of this section, the Coordinator is defined as that individual who has responsibility for

the day-to-day operation of DSP&S. The designated Coordinator must meet the minimum qualifications for a DSP&S counselor or instructor set forth in Section 53414(a) through (d) or meet the minimum qualifications for an educational administrator set forth in Section 53420 and, in addition, have two (2) years full-time experience or the equivalent within the last four (4) years in one or more of the following fields:

(1) Instruction or counseling or both in a higher education program for students with disabilities;

(2) Administration of a program for students with disabilities in an institution of higher education;

(3) Teaching, counseling, or administration in secondary education, working predominately or exclusively in pro-grams for students with disabilities; or

(4) Administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominately or exclusively related to persons with disabilities.

(c) Districts receiving funding pursuant to this subchapter may also employ classified and/or paraprofessional support staff. Support staff shall function under the direction of a DSP&S counselor, instructor, or Coordinator as appropriate for the support services or instruction being provided.

Note: Authority cited Sections 67312, 70901 and 84850, Education Code
Reference: Sections 67310-12 and 84850, Education Code.

Implementation
Section 56048 identifies the minimum qualification the district must utilize for DSP&S counselors and instructors. This section also identifies the additional minimum qualification for the person selected as the coordinator of the DSP&S program. The coordinator is the individual who has day-to-day responsibility for the DSP&S program. The DSP&S coordinator salary is the only administrative cost that can be considered as a legitimate DSP&S expenditure.

Documentation
Documentation should indicate that the DSP&S coordinator, DSP&S counselor and DSP&S instructor meet the minimum qualifications as set forth in Section 53414(a) through (d) with the DSP&S coordinator meeting the additional minimum qualification set forth in subsection 56048 (b).

3) Organizational chart with vacancies.
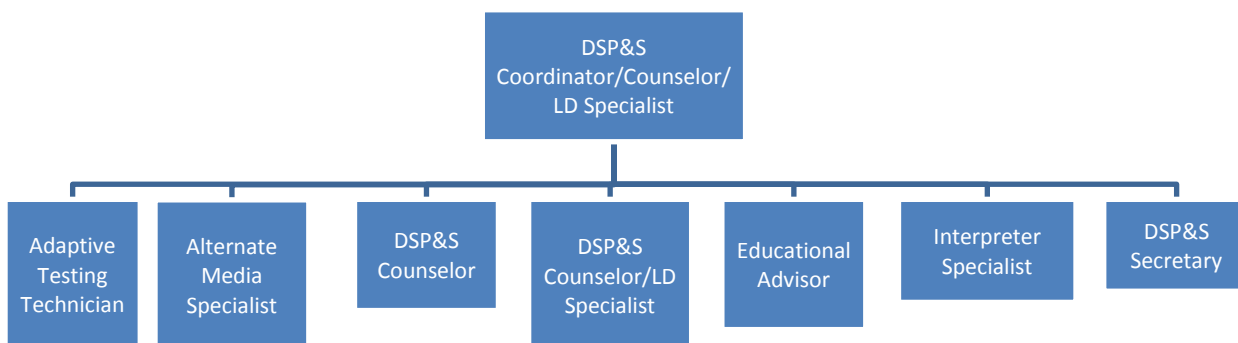
D. Facilities/Location
The Citrus College DSP&S program is located in the Student Services (SS) building on the first floor (SS 133), adjacent to the Owl Art and Coffee Shop.

2. <u>Key Functions/Goals:</u>

- Adapted testing accommodations
- Adaptive equipment
- Alternate media
- Braille
- Campus and community liaisons
- Closed and real-time captioning
- Computers with adaptive technology
- Deaf and hard of hearing services including sign language interpreting
- DSPS 085 E-Text Basics course (1 unit, non-degree applicable)
- DSPS 090 Empowerment course (2 units, non-degree applicable)
- Electronic text
- Equipment loans such as recorders, smart pens, phonic ears and other adaptive equipment
- High Tech Center
- Note taking
- Specialized academic counseling
- Telecommunication Device for Deaf (TDD) public telephones and video relay service (in the library)

Program Metrics:

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total students served	727	892	1,039	1,079	1,061
Total student appointments	3,653	4,079	5,658	5,021	4,642

Note: The total number of 2013-14 student appointments was significantly less than the total number of 2011-12 and 2012-13 student appointments due to position changes. In fact, the total number of student appointments decreased with each consecutive academic year. This was due to full-time DSP&S counselor position changes. In 2012, one full-time, 11 month counselor retired and was replaced by one full-time, 10 month counselor. This resulted in a loss of 216 student appointment slots. In 2013, another full-time 11 month counselor retired and was replaced by one full-time, 10 month counselor. This resulted in a loss of an additional 216 student appointment slots.

A. Explain how this program coordinates with Instructional and Student Services programs, Institutional Research, and TeC Services (TeCS).

DSP&S staff participate in various student services events such as the Financial Aid Literacy Fair, the High School Counselor Breakfast, Parent Night and Welcome Day. The DSP&S Coordinator is a member of the Academic Senate, Course Substitution Committee, Curriculum Committee, DSP&S Advisory Committee, Student Conduct Team and Technical Review Committee. One DSP&S Counselor/Learning Disabilities (LD) Specialist is a member of the Physical Resources Committee while another DSP&S Counselor/LD Specialist is a member of the Course Substitution Committee, Student Conduct Team and the newly formed Student Equity Committee. Another DSPS Counselor/LD Specialist is a member of the Student Services Committee. Lastly, the Alternate Media Specialist is a member of both the Computer Information Technology and Student Services Committees.

The DSP&S Coordinator, DSP&S Secretary and the Alternate Media Specialist work with TeCS for technical assistance. Also, collaboration between DSP&S and TeCS takes place to ensure Management Information System (MIS) reporting is accurately being reported to the Chancellor's Office. The Institutional Research (IR) department provides data related to various student outcome information (i.e. enrollment, retention, success, degree completion and transfer data) and provides assistance with the creation of tables and graphs to visually display data.

Additionally, DSP&S is actively involved in the recruitment and collaboration with student outreach services. Each spring semester, high school special education students tour Citrus College and participate in a specialized presentation provided by DSP&S staff educating students on DSP&S and campus resources. This service prepares students for a smooth transition from high school to college. Another effective practice in the dissemination of information and community outreach, is the annual DSP&S Advisory Committee. At the spring 2014 advisory committee meeting, the DSP&S deparment proposed that the DSP&S Advisory Committee expand its purpose to include helping Citrus College DSP&S students make a smooth transition to the four-year college/university level. This proposal was designed to bring the Citrus College DSP&S mission in closer alignment with the College's mission. As a

result, it was recommended that staff from four-year college disability programs be included on Citrus College's DSP&S advisory panel.

Also, the DSP&S department fosters collaborative relationships with other student support services across the campus. DSP&S and Extended Opportunities Programs and Services (EOP&S) have created a strong partnership to ensure students who are eligible for both DSP&S and EOP&S services meet program obligations that support the goals of each program. Both departments participate in each other's advisory committee meetings to exchange information about each program and promote effective collaboration.

Additionally, DSP&S and the Testing Center continue to work jointly to facilitate adaptive testing accommodations for students with disabilities. Furthermore, during 2015-2016, the campus library and DSP&S created a bridge to allow for the college librarians to be able to directly assist students with disabilities in navigating the library system. The partnership increased access for students with disbilities in all areas of the library and the library datasystems. Through these multiple student services partnerships, the DSP&S instructional program continues to meet federal, state and district qualifications.

B. Describe how this program works with the business office to monitor budgets and fiscal reporting?

The DSP&S Coordinator works with fiscal services to complete the DSP&S End-of-the-Year (EOY) report, the DSP&S Mid-Year Reallocation report, and to keep track of expenditures. The accounting technician provides the DSP&S Coordinator with both labor and expenditures reports throughout the year, upon the coordinator's request. The accounting technician and the DSP&S Coordinator work closely to ensure information is accurate. The director of fiscal services must review and sign all budget forms required by the Chancellor's Office.

C. List how this program is integrated with the student equity plan and strategic plan.

One of the areas the student equity plan focuses on is basic skills students. Many students with disabilities struggle with one or more areas of academics (e.g., reading, writing and/or mathematics) and place into one or more basic skills classes upon entering college. DSP&S is integrated with the Student Equity Plan by helping these students to move beyond basic skills by providing disability-related educational accommodations to help level the playing field and provide equal access to education. The student equity plan also addresses access to education. The key function of DSP&S is to provide access to education for students with disabilities through the use of disability-related accommodations and services.

DSP&S integrates with the strategic planning process by developing annual goals that align with the Strategic Plan. Prior goals have addressed the following strategic objectives:

- Increase communication between the counseling department and instructional departments utilizing program-specific counselors in areas such as assisting students with learning disabilities
- Use the transfer guide to provide more specific information about transfer to students
- Increase specialized programs to support student learning such as tutoring, online tutoring, supplemental instruction, learning communities, a writing lab, a reading center and intensive programs such as Power Math
- Utilize technology to assist students in completing programs, including degree audit, online counseling and online educational plans
- Increase technical support for Academic Affairs and Student Services, such as providing wireless access to the whole campus
- Incorporate into technology planning a procedure for evaluating and testing new instructional technology
- Develop a clearer communication process to promote program review and equipment procurement funding priorities resulting in improved allocation of physical resources
- Continue to maintain and improve buildings and classrooms on campus with a focus on keeping classrooms and technical equipment up-to-date with new instructional technologies when appropriate
- Improve student access to information by various means such as e-readers/texts

3. __Program Self Evaluation:__

A. __Access – Describe how this program is accessible to students.__

1) Compare demographic data from the college to the program, including ethnicity, gender, age, and students with disabilities (provide trend data and analysis if available).

DSP&S provides educational accommodations to all students with verifiable disabilities who choose to apply to the program. Student participation in DSP&S is strictly voluntary. As previously stated, the DSP&S student population has grown steadily since 2009 (see Table 2). The largest disability category DSP&S serves is the Other Health (OH) category. The second largest disability category served is the Learning Disability (LD) category. Many of the students in the OH category would qualify to be in the LD category if the DSP&S department had more testing appointments available to these students. As a result, many DSP&S students being served in the OH category belong in the LD category. Since Title 5 has strict guidelines for placing students with learning disabilities in the LD category and DSP&S is unable to update LD testing for most of these students, these students are served under the OH category. DSP&S is required to provide the same level of services to these students in the OH category as received by students placed in the LD category. Although, this is beneficial to these students, it is harmful to the DSP&S allocation because the OH category is funded at one-third the rate as the LD category. In fact, the OH category is one of the lowest funded disability categories regardless of level of services received by the students served in this disability category. From 2009 to 2014, it is evident just how much the OH category has grown and how much the LD category has shrunk. As a result, DSP&S is steadily losing funding due to this growing discrepancy making it increasingly difficult to serve the growing number of students with disabilities in a timely manner. Unfortunately, DSP&S has received an increased number of complaints from students trying to be assessed for learning disability services as well as from professors referring their students for learning disability assessments. The demand for additional LD Specialists continues to grow with each passing year. Fortunately, the full-time DSP&S Counselors hired since 2012 are all LD Specialists; however, DSP&S continues to need additional LD Specialists to meet the steadily increasing demand for DSP&S services.

The majority of students served by DSP&S are ethnically Hispanic/Latino. This is not surprising given that Citrus College is a Hispanic Serving Institution (HSI). In fact, Hispanic/Latino students' representation in the DSP&S program increased from 30% in 2009-10 to 54% in 2013-2014. Also, the majority of students served by DSP&S are in the 20 – 24 age range. This finding aligns with campus wide age-related findings. Differences between genders served by DSP&S has evened out over the years showing no discrepancy between the number males and females served by the program in 2014.

Table 2

DSP&S Demographics

Annual Unduplicated Student Count	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DSP&S	727	892	1039	1079	1061

Disability Category (primary disabilities)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Acquired Brain Injury	19	22	24	28	23
Developmentally Delayed Learner	40	30	19	28	23
Hearing Impaired	21	19	25	21	21
Learning Disabled	209	196	186	140	165
Mobility Impaired	36	43	37	46	37
Other Disability	315	467	619	642	644
Psychological Disability	63	71	95	126	102
Speech/Language Impaired	4	10	6	8	13
Visually Impaired	20	34	28	40	28

Ethnicity	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	53	74	79	86	76
American Indian/Alaskan Native	8	6	5	3	5
Asian	12	38	39	41	34
Filipino	3	6	6	4	6
Hispanic	220	415	529	557	568
Pacific Islander	0	1	2	1	0
Two or More Races	4	14	20	35	37
Unknown/Non-Respondent	249	50	32	23	15
White Non-Hispanic	178	288	327	329	320

Age	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
19 or younger	256	316	366	382	322
20 to 24	240	306	357	385	412
25 to 29	65	86	95	117	120
30 to 34	42	49	57	55	64
35 to 39	25	37	34	31	33
40 to 49	56	56	75	54	53
50 +	43	41	55	55	57
Unknown Age	0	1	0	0	0

Gender	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Female	367	457	525	515	523
Male	353	422	501	552	524
Unknown Gender	7	13	13	12	14

Data source: Data retrieved from the Chancellor's Office DataMart site.

2) Describe the effectiveness of the program in enabling success for underprepared and underrepresented students.

DSP&S provides academic accommodations, adaptive technology and support services to students with disabilities. Examples of academic accommodations include extended testing time, note taking services, interpreting services, reduced course load, adapted fitness/adapted aquatic classes, alternative media (e.g., Braille, large print, electronic text), assistive technology training, High Tech Center access, equipment loans, academic advisement, priority registration, semester planning, disability management counseling, learning disability assessments and liaison to the campus and

community. Services and accommodations are based on the functional limitations of the student's disability and are determined on an individual basis through an interactive process between a DSP&S Counselor and the student.

B. Student Success – Review how well the students are completing their educational goals compared to the total college population (provide trend data and analysis if available).

1) Number of degrees and certificates awarded.

The percentage of DSP&S students completing certificates increased from 2009 to 2014; however, a lower percentage of DSP&S students earned certificates when compared to students campus wide. Also, the percentage of DSP&S students completing degrees increased from 2009 to 2014; however, a lower percentage of DSP&S students completed degrees compared to students campus wide. Despite the fact that an increasing percentage of DSP&S students are completing certificate programs and degrees, they still have lower success rates than students campus wide. These findings are verified in reports on student equity findings. DSP&S will collaborate with student equity to find ways to narrow this disproportionate impact. Additionally, one DSP&S Counselor/LD Specialist is now serving on the newly created Student Equity Committee.

**Table 3**

DSP&S Certificates and Degrees Completed

	Certificates Completed		Degrees Completed	
	DSP&S	CAMPUS WIDE	DSP&S	CAMPUS WIDE
2009-2010	4 (0.6%)	393 (1.9%)	25 (3.4%)	890 (4.3%)
2010-2011	5 (0.6%)	524 (2.7%)	32 (3.6%)	1162 (6.1%)
2011-2012	14 (1.3%)	487 (2.9%)	54 (5.2%)	1266 (7.6%)
2012-2013	18 (1.7%)	525 (3.2%)	56 (5.2%)	1402 (8.5%)
2013-2014	17 (1.6%)	420 (2.3%)	70 (6.6%)	1985 (10.7%)

Data source: Data retrieved from Banner

Figure 2

DSP&S Certificates and Degrees

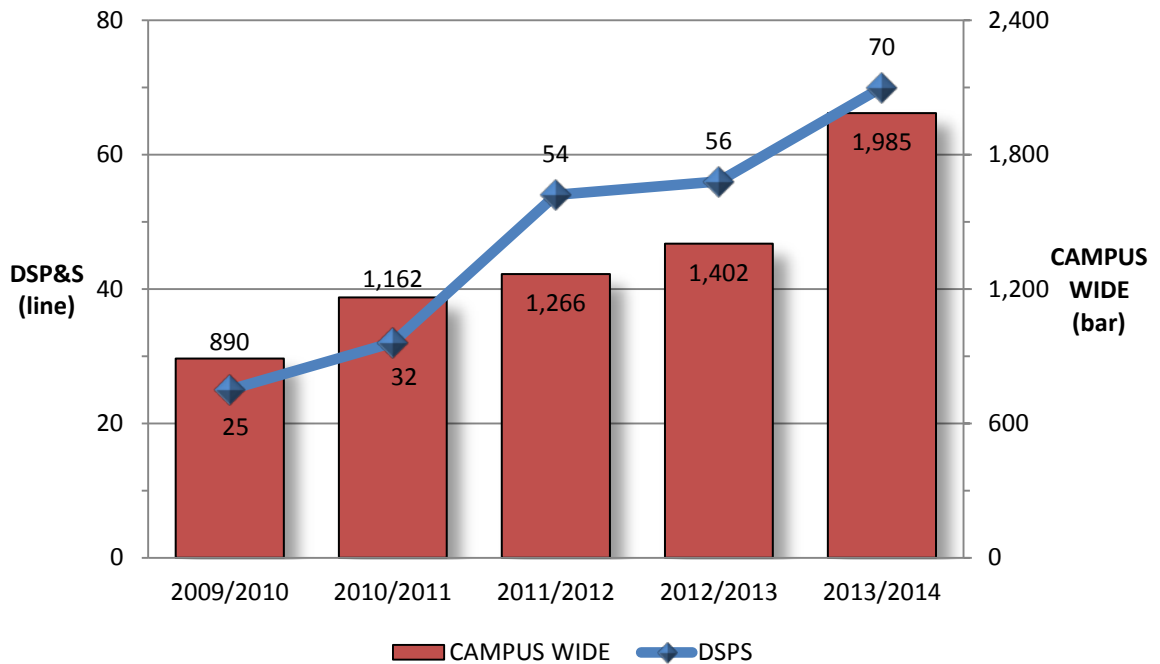## DSPS Certificates and Degrees
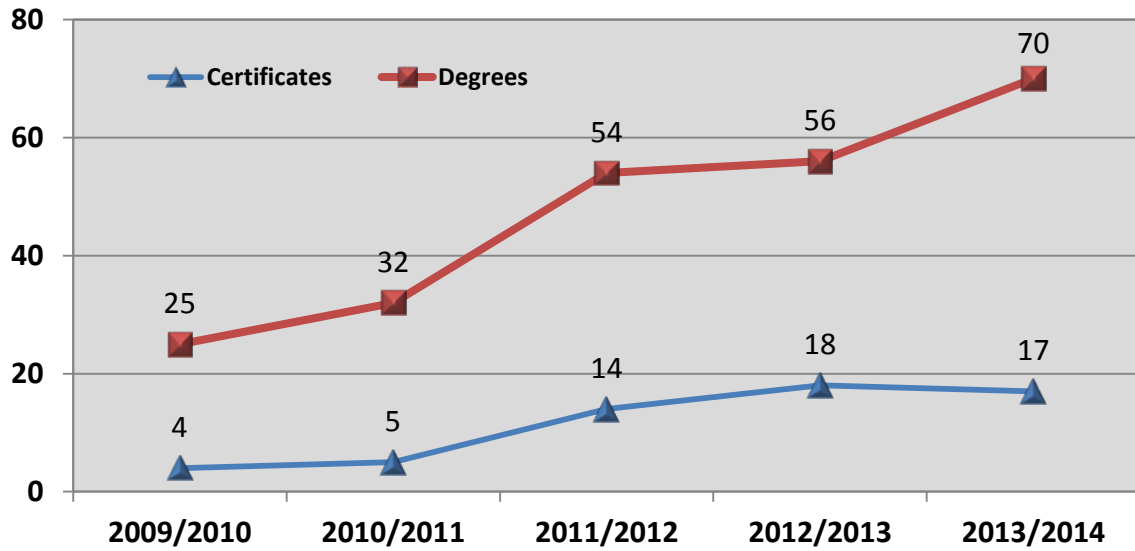
Data source: Data retrieved from Banner

Figure 3

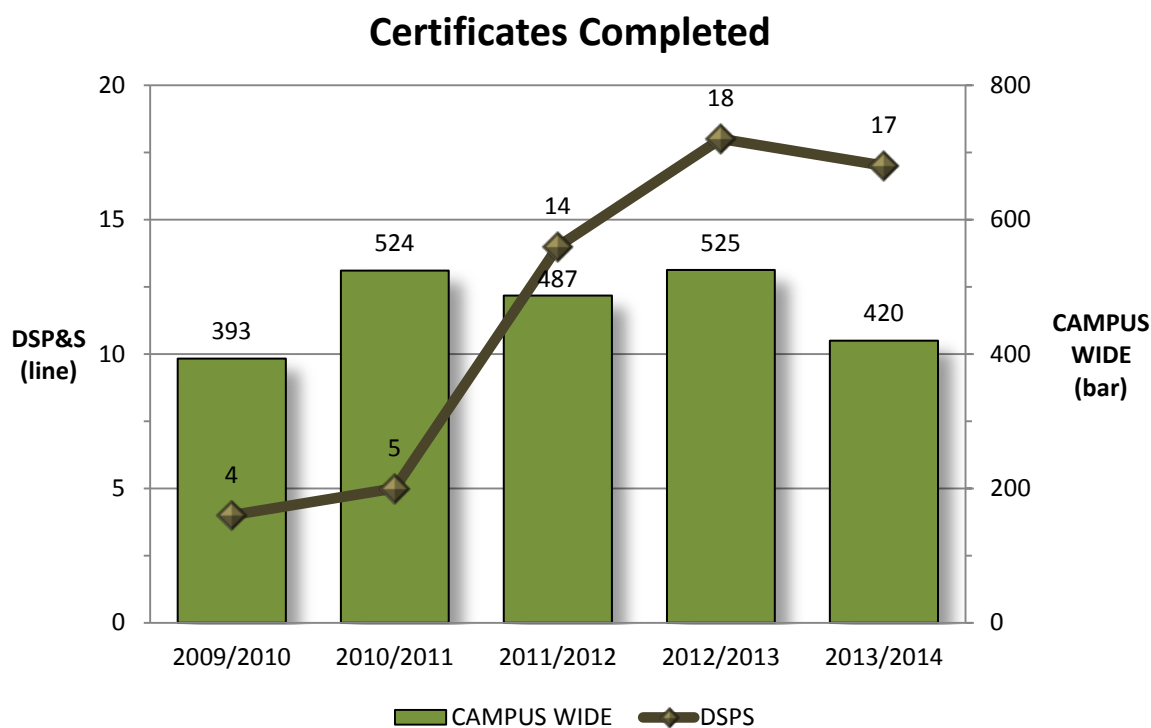**DSP&S versus Campus Wide Degrees Completed**

Degrees Completed

Data source: Banner

Figure 4

DSP&S versus Campus Wide Certificates Completed

Certificates Completed

Data source: Banner

2) Number of transfer-prepared students.
    According to the Scorecard Report, DSP&S students (16%) are significantly less transfer prepared than non DSP&S students (28%).

Table 4

2008-2009 Scorecard Cohort in 2015 Scorecard Report – DSP&S versus Campus Wide Transfer-Prepared Students

2008-2009 Scorecard Cohort in 2015 Scorecard Report	Total	Transfer-Prepared	% Transfer-Prepared
DSP&S	136	22	16%
Non DSP&S	1985	550	28%
Total	**2121**	**572**	**27%**

Data source: Chancellor's Office, Scorecard Report.

3) Number of transfers.
    According to the Scorecard Report, DSP&S students (15%) transfer significantly less than non DSP&S students (30%).

Table 5

2008-2009 Scorecard Cohort in 2015 Scorecard Report – DSP&S versus Campus Wide Student Transfers

2008-2009 Scorecard Cohort in 2015 Scorecard Report	Total	Transfer (All students enrolled in a 4-year institution)	% Transfer
DSP&S	136	20	15%
Non DSP&S	1985	588	30%
Total	**2121**	**608**	**29%**

Data source: Chancellor's Office, Scorecard Report.

C. Achievement of non-credit educational goals.
From 2009 to 2014 the noncredit application did not record information regarding students with disabilities.

D. List exemplary practices and services offered that could be shared with other departments.
Over the course of this program review period, DSP&S experienced major budget cuts. The DSP&S department was able to provide minimum services to stay in compliance with the program's purpose. DSP&S staff maintained a high level of morale and dedication to serving the steadily increasing number of students with disabilities being served despite the effects of budget cuts program (i.e. reduction in human resources and reduction of counseling hours).

E. Compliance
1) Provide an overview of how this program meets applicable minimum requirements of law.

DSP&S is a categorical program regulated by the Chancellor's Office for the California Community Colleges. DSP&S is expected to follow Title 5 implementation guidelines for administering programs and services allowable for students with disabilities. DSP&S complies with requirements for maintaining student files and appropriate forms. DSP&S student files and expenditures are audited annually by the Chancellor's Office for compliance.

2) Describe compliance initiatives undertaken since last program review.

In 2007, the Chancellor's Office of the California Community Colleges conducted a site visit in order to review categorically funded student services programs. The review of the Citrus College DSP&S department yielded six recommendations. The recommendations along with DSP&S department's responses to each recommendation are as follows:
1. Recommendation:
Review the college's emergency evacuation plan and update the plan to include procedures for students with disabilities other than mobility.
Response:
The DSP&S Coordinator will form a temporary committee consisting of appropriate campus/district members with the purpose of revising the current emergency evacuation procedures to include other disabilities beyond just mobility disabilities.
Follow up:
The DSP&S Coordinator met with Citrus College's Environmental Health Supervisor to discuss the inclusion of evacuation procedures that address more than just mobility disabilities. The Environmental Health Supervisor included this information in the Emergency Operations Manual

that was provided to all campus departments. However, the Emergency Response Procedures flipchart that is available in the classrooms continues to address evacuation procedures only for mobility disabilities.

2. Recommendation:
Continue to support the video caption procedure when ordering new media and provide a mechanism and process for caption existing media.
Response:
After the site visit, DSP&S began working with the Audio Visual Department and became aware of the implementation of Escape Online, an online purchasing program that allows the order of uncaptioned videos. As a result, the Audio Visual department put measures in place to not approve the purchase of uncaptioned videos. Additionally, DSP&S will continue to pursue working with the District/campus to provide a mechanism and process for the captioning of existing, uncaptioned media.

3. Recommendation:
Establish procedures to ensure accessibility for all students to all distance education courses.
Response:
DSP&S will continue to work closely with Distance Education (DE) to ensure the accessibility of DE webpages.
Follow up:
Citrus College now has a 508 Coordinator who is proactive in promoting and ensuring the accessibility of DE webpages. Additionally, the DE Committee is proactive in ensuring Section 508 accessibility standards are followed in the DE program and for all classes using Blackboard, regardless of being offered in a DE, hybrid or traditional class format. Also, the Alternate Media Specialist serves on the College Information Technology Committee (CITC).

4. Recommendation:
Evaluate and assess campus labs for access to assistive technology (software and hardware), adaptive equipment and furniture.
Response:
DSP&S continues to evaluate and assess campus labs for access to assistive technology, equipment and furniture.
Follow up:
Students who are approved for any of the aforementioned accommodations are provided with procedures on how to request each of these types of accommodations. DSP&S collaborates with campus facilities when a furniture accommodation is requested. DSP&S collaborates with TeCS when assistive technology needs come up in classrooms, campus labs and the HTC. DSP&S collaborates with Deans and faculty when particular adaptive equipment requests are made by students or suggested by faculty.

5. Recommendation:
Evaluate existing space for ADA compliance specific to wheelchair access to offices and the High Tech Center.
Response:
In working with Citrus College Facilities, it has been determined that although the space in the DSP&S department and High Tech Center is tight, the space is within ADA compliance.

6. Recommendation:
Evaluate current staffing patterns to ensure services are available year round for students.
Follow up:
One DSP&S LD Specialist retired June, 2012 and one DSP&S Counselor retired June, 2014. Both of these positions were 11-month contract positions. Although DSP&S was disallowed to replace both of these positions with equivalent 11-month positions, it was allowed to replace both positions with 10-month replacements. Unfortunately, this did mean less counselor availability for students needing disability services. However, DSP&S was approved to hire an additional full-time DSP&S Counselor/LD Specialist effective July 2015. Furthermore, DSP&S was approved to hire a full-time Alternate Media Specialist effective 2012. Although DSP&S has been fortunate to acquire additional human resources, the department still struggles to meet the needs of the steadily growing population of students with disabilities requesting accommodations. With the addition of increased legislative requirements (i.e. SSSP and new Title 5) directly affecting disability counseling services, it continues to be challenging to stay in compliance with these added requirements due to the steadily increasing population of DSP&S students.

F. Environmental Impact – How has the program contributed to a greener campus environment (i.e. increased awareness, impact on the campus footprint, strategies to reduce consumption and energy, waste reduction, recycling, sustainability)?

DSP&S recycles student file folders. Once a student's file has been inactive for five years, the documents are destroyed and the file is reused for another student. Additionally, DSP&S has relied on email notifications rather than paper mailings to reduce the cost of paper, ink, envelopes and stamps.

G. Data Reporting

1) Describe data gathering and submission processes, including challenges in submission.

DSP&S staff record student contacts on an MIS form and the DSP&S Secretary enters the contacts into the Banner system's SGADISA screen. Students are required to update their DSP&S Student Educational Contract (SEC) and Services Agreement each academic year to remain active with DSP&S. In the past, the DSP&S Coordinator had to rely on Technical Services (TeCS) to run MIS reports to know how many student contacts were reported. Fortunately, the DSP&S Coordinator has since been able to access and run reports on DSP&S student contacts. However, the DSP&S Coordinator is still unable to know the unduplicated headcount of students served who actually enrolled in the college without requesting a report from TeCS.

2) Explain changes in data collection, access, and submission since last program review.

From 2009 through 2014, there had been no changes in how data was collected, accessed or submitted since the last program review submission. However, effective 2015 DSP&S is now required to submit its end of the year (EOY) report to the Chancellor's Office using the (SSARCC) template. With the new Title 5 updates, DSP&S implemented new disability categories and modified outdated categories. The DSP&S Coordinator collaborated with TeCS regarding these changes. As a result, TeCS updated the disability categories in the SGADISA Banner screen; the screen used by DSP&S to code students into appropriate disability categories for reporting and funding purposes.

H. Technology Needs

1) List technology needs that currently exist in the program (include justification).

DSP&S technology needs include:
- Forty stand-alone site licenses for Kurzweil 3000 (K3000), version 15 for SS 168 and HTC
  - K3000 is fundamental to the operation and success of the DSPS 085 E-Texts Basic course.
  - HTC has K3000, version 13 and needs to upgrade to version 15.
  - The upgraded version will provide consistency between the versions used in both SS 168 and HTC.
- Annually purchase Kurzweil Firefly
  - Cloud version of K3000
  - Allows more students to use the program without needing to purchase the expensive version
  - Provides K3000 access to an unlimited number of students for an annual fee
- Forty license package of stand-alone Natural Reader site licenses for SS 168 and HTC
  - Natural Reader is fundamental to the operation and success of the DSPS 085 E-Text Basics course.
  - Having this program in the HTC will allow students enrolled in the DSPS 085 E-Text Basics course to do required homework in the HTC.
- Twenty-Five 2GB Echo Smartpens
  - To expand recording options for more students
  - To stay up-to-date with technology

2) Describe and list anticipated technology needs.

DSP&S has been anticipating the need to implement an effective and efficient data management system because Banner does not meet the needs of the DSP&S program. The limitations of Banner impede

DSP&S from maintaining student records in an effective and efficient electronic manner. Additionally, many other community college and university DSP&S programs have already moved to the implementation of various record management systems (e.g., Student Accommodation Manager; ClockWorks, Simplicity, etc.) that allow electronic forms to interface with the student records management system.

I. Explain how faculty, administrators, staff, and students interact with this program.

DSP&S participates in a variety of campus events such as the Financial Aid Literacy Fair, Early Decision, Parent Night, Welcome Day and the High School Counselor Breakfast. Program information is provided during these events to students, staff and community members interested in learning about DSP&S. Additionally, DSP&S holds an annual advisory committee meeting that includes campus staff and community partners (e.g., high school special education counselors, transition specialists, workability staff, Regional Center staff and Department of Rehabilitation staff).

DSP&S also collaborates with staff across the campus in order to facilitate the success of students with disabilities. DSP&S has strong collaboration with the Learning Center, Library, EOP&S, Veteran's Center, Counseling and Advisement Center, Student Employment Services, Campus Safety, TeCS, and the Owl Bookshop. For example, the bookstore works with DSP&S to provide early textbook information when requested and the library collaborates with DSP&S to ensure students with disabilities have technological and physical access in the library.

Program Self-Evaluation Recommendations

Using data, describe changes that need to be made to improve program services to students. Include timelines, resources needed, and personnel responsible for implementing the plans. All recommendations must be numbered and referenced in section 6.

As seen in Appendix A, DSP&S served fewer students during 2013-2014 than in 2012-2013 despite the increased campus wide population during that same timeframe. In 2013-2014, DSP&S served slightly more than one percent less of the student body than in 2012-2013. This is likely due to the increased requirements for all students due to the implementation of the Student Support and Success Plan. For example, DSP&S counselors and the educational advisor have been providing a greater number of student educational plans (SEPs) which has taken away time from seeing students for other DSP&S appointments (e.g., review of disabilities documentation, intakes, accommodations, semester/term planning and learning disabilities testing). The issue is not that there is a decrease in the number of students applying for DSP&S; it is due to DSP&S not having enough appointment slots to see all students in a timely manner. In large part, this is due to the two 11 month counselor positions being replaced with two 10 month counselor positions. Therefore, it is recommended that DSP&S hire an additional DSP&S Counselor/Learning Disabilities (LD) Specialist, an adjunct DSP&S Counselor/LD Specialist, two student workers for the High Tech Center and two student workers for the front office. In 2014, DSP&S was in the fiscal position to hire several adjunct LD Specialists. In 2015, the program was approved to hire one additional full-time DSP&S Counselor/LD Specialist.

It is also recommended that the institution provides support for the continuing education of DSP&S staff to stay appropriately qualified and current to serve students with disabilities. Support includes funding staff to attend workshops, conferences, region meetings and trainings. It is also recommended that there is institutional support to employ additional adjunct DSP&S Counselor/LD Specialists to address the four to six month waitlist for LD assessments. These additional human resources will allow DSP&S staff to appropriately code students with learning disabilities in the appropriate funding category (LD). This will increase the weighted student count (WSC) portion of the DSP&S allocation formula, thus increasing revenue for the program. This revenue decreases the longer students have to wait to be assessed for learning disabilities.

4. Assessment of Outcomes:

Assessment: *How did you assess the outcomes? What method did you use?*
Result: *What was the product or consequence of your assessment?*
Change: *What will you do differently as a result of what you learned from the assessment?*

	Populate with the existing Unit Outcomes			
	Outcome	**Assessment**	**Result**	**Change**
1	Student will be able to self-advocate by successfully requesting accommodation(s) through documented written and/or oral communication with the instructor to ensure equal access to learning. **Note:** Data is for the 2011-2014 academic years	2013-2014 is the third year that DSP&S administered the Citrus College DSP&S Self-Advocacy/Self-Efficacy Needs Assessment – 2nd Edition (a modified Version of Janet Shapiro's Self-Advocacy Needs Assessment). This is a self-report needs assessment that contains both quantitative and qualitative measures. Survey Sample: 25 continuing DSP&S students.	**Quantitative Findings:** <u>Understanding Own Strengths and Weaknesses</u> The majority of respondents reported that they frequently or always demonstrate their understanding of their strengths and weaknesses. (73.9%). <u>Communication Skills</u> There was a significant increase in the number of students reporting that they think they are able to effectively express themselves in the classroom (72%). There was a significant decrease in the number of students reporting that they are able to say what they mean (68%). <u>Assertiveness Skills</u> Only 57.9% of respondents reported that they frequently or always demonstrate their assertiveness skills. Although this is a significant improvement over the 2012 results (42.9%), it is still lower than what we would like to see. There was a significant increase in the number of respondents reporting that they confront issues in a courteous and forthright manner (2013: 81%; 2012: 57.2%). <u>Interpersonal Skills</u> Only 57.9% of respondents reported that they frequently or always demonstrate their interpersonal skills well. This is similar to the 2012 and 2011findings (2013: 57.9%; 2012: 60%; 2011: 42.9%). <u>Requesting Accommodations</u> There was a significant increase in respondents reporting that they make appointments ahead of time or arrange time to discuss their needs with their instructors (2013: 90.5%; 2012: 71.5%). There was a significant decrease in the number of respondents reporting that they request educational accommodations in a timely manner and/or make full use of their accommodations (2013: 80.9% 2012: 100%).	Overall, self-advocacy results continue to be positive, but we continue to strive for a larger sample size. DSP&S will continue to administer the survey throughout the year as well as in the DSP&S 090 Empowerment course being offered Fall 2013. Furthermore, despite some significant improvements in students' self-reported levels of self-advocacy, DSP&S students appear to continue to need training in how to better demonstrate the various components of self-advocacy. Implementation: Due to lack of attendance at the 2012-2013 self-advocacy workshops, these workshops will no longer be offered during the 2013-2014 academic year. <u>Additional Issues to be Addressed</u> Teaching students how to speak to their instructors about their disabilities in a forthright and courteous manner (e.g., via roleplaying activities in counseling and advisement appointments and/or the DSP&S 090 Empowerment course).

2	Student will increase academic self-efficacy by working with a DSP&S counselor to formulate realistic goals and select appropriate educational accommodations as defined by the California Community Colleges' Chancellor's Office that will compensate for academic challenges to create success in the academic environment.	This is the third year that DSP&S administered the Citrus College DSP&S Self-Advocacy/Self-Efficacy Needs Assessment – 2nd Edition (a modified Version of Janet Shapiro's Self-Advocacy Needs Assessment). This is a self-report needs assessment that contains both quantitative and qualitative measures. Survey Sample: 25 continuing DSP&S students.	**Quantitative Findings:** There was a significant increase in the number of respondents reporting that they believe that achieving their academic goals is realistic for them (2013: 96%; 2012: 82.4%). There was a significant increase in the number of respondents reporting that they use DSP&S staff as a resource when they have questions or experience difficulties in the classroom (2013: 88%; 2012: 70.6%). There was a significant increase in the number of respondents reporting that they meet with a DSP&S counselor or advisor to discuss their academic goals (2013: 88%; 2012: 64.7%). There was a significant increase in the number of respondents reporting that they use educational accommodations regularly (2013: 96%; 2012: 82.4%). **Qualitative Findings:** One student reported that he/she needed more help with his/her homework. It is not unusual for DSP&S students to tell DSP&S counselors/advisors that having only two hours per class per week of tutoring is not enough for certain subjects. Additionally, it is not unusual for DSP&S students to report that the Writing Center appointments are too short to be effective. Other DSP&S students have reported that since Tutorial Services does not always offer one-on-one tutoring appointment (tutoring appointments can have up to three students per tutoring session), they struggle to gain value from the group format because they really need one-on-one tutoring. Explanation of Findings Reasons contributing to significant improvements in student responses in 2013 versus prior years are likely related to DSP&S's ongoing training and reminders regarding the following: 1. White board (reminder board) in the DSP&S front office; 2. Trainings provided by the Alternate Media Specialist and others that teach students how to get into the login to their Citrus College email and Wingspan accounts; 3. DSP&S email reminders regarding registration dates and deadlines 4. SEPs are now mandatory.	Overall, self-efficacy results continue to be positive, but we continue to strive for a setting realistic goals with students and provides us with a way to track students' progress toward meeting their educational goals and to discuss how to overcome obstacles that they are facing), and DSP&S is revising the DSP&S Application for Services to include the concept of self-advocacy and self-efficacy so we can reinforce the importance of developing these skills during intake appointments.

A. Describe your progress in the development and implementation of Student Learning Outcomes.

1) What process was used to develop the SLOs?

The SLOs were developed by a DSP&S Counselor at Santa Barbara City College who was well-known in the field for her work in self-advocacy and self-efficacy. Discussions between DSP&S faculty and staff were used to modify these SLOs to align with the Citrus College DSP&S department.

2) What activities are used to achieve the SLOs?

All DSP&S student contacts are aimed at helping students to increase their self-advocacy and self-efficacy skills.

B. How is the program assessing the outcomes?

DSP&S requests students to complete a confidential self-report survey throughout each academic year. At the end of each academic year, the results are compiled, analyzed and interpreted by DSP&S staff.

C. How is the assessment information used to improve services?

DSP&S staff discuss the meaning of the results to determine what areas the students are doing well in and what areas need improvement. Based on these discussion, DSP&S staff determine what changes should be made to address student needs.

5. Previous Recommendations/Goals:

	Previous Recommendations/Goals	Person(s) Responsible	Status/ Progress	Completed
1	Research guidelines, board policies, and procedures about alternate media in order to address recommendations from the 2007-08 categorical programs site visit: a. "Establish procedures to ensure accessibility for all students to all distance education courses." b. "Evaluate and assess campus labs for access to assistive technology (software, hardware), adaptive equipment, and furniture." CCSP 2.2.4	Coordinator, Educational Advisor, and Alternate Media Specialist	The Distance Education (DE) Committee was established to ensure accessibility for all students to DE courses. An official 508 Coordinator was also identified to ensure Section 508 web accessibility standards are being met.	December 2014
2	Monitor videos used in courses to ensure that all include the feature of closed captions. CCSP 3.1.2, 3.1.4, and 4.1.2 EFMP pg. 341	Interpreter Specialist	Some instructors continue to assign projects requiring the viewing of uncaptioned YouTube videos. Not all YouTube videos are captioned. YouTube does provide a captioning feature, but it is highly inaccurate and not the same as providing captions embedded in the	June 2013 (will continue to monitor)

			videos. DSP&S will continue to work with faculty to increase awareness in this area. The newly created DSP&S faculty handbook also addresses this requirement.	
3	Include DSP&S in new faculty orientations CCSP 2.2.3	Coordinator and Dean of Counseling	In 2015, DSP&S was requested to provide a brief presentation at the new faculty orientation. In 2016, the Dean of Counseling provided DSP&S information at the new faculty orientation.	December 2014
4	Develop adaptive technology courses to support students' ability to use assistive hardware and software, such as electronic text and screen reading, voice dictation, screen reading software for the blind, recording techniques, and note-taking assistance. CCSP 2.2.4 EFMP pg. 341	Coordinator, Counselor/LD Specialist, and Counselor	DSP&S plans to create two of these courses by June 2016 and additional courses by the end of June 2017.	In Progress
5	Develop a policy requiring all college materials be available in alternative formats and/or media for persons with disabilities. CCSP 2.2.3 and 2.3.3 EFMP pg. 341	Coordinator, Counselor/LD Specialist, and Counselor	Counseling faculty presented a Flex Day workshop February 2012 to highlight the needs of our students. DSP&S gave a presentation.	December 2014
6	Advocate for the inclusion of the installation, maintenance and upgrading of the assistive software in the College's Technology Plan. CCSP 2.2.3, 4.1, 4.1.1, and 4.1.2 EFMP pg. 341	Coordinator, Dean of Counseling, and TeCS	DSP&S continues to need to request installation of upgrades rather than having upgrades be a natural part of the replacement cycle for classroom and lab computers. However, the Alternate Media Specialist now serves on the College Information Technology Committee (CITC).	In Progress
7	Collaborate with Vice President of Academic Affairs to ensure needs for accessibility are included in the online course development. CCSP 2.2.3 EFMP pg. 341	Coordinator and Dean of Counseling	The Academic Affairs Team appointed a 508 Coordinator to ensure accessibility needs are addressed in the development of online courses.	June 2015

| 8 | Collaborate with the appropriate campus leaders in Counseling and the Library to ensure that accommodations are made for disabled students as needed.
CCSP 2.2.3
EFMP pg. 341 | Vice President of Student Services, Dean of Counseling, Coordinator, Educational Advisor, and Alternative Media Specialist | Campus leaders in both Counseling and the Library are very aware of identifying accommodation needs for students with disabilities. Both areas collaborate well with DSP&S to ensure that accommodations are provided for students with disabilities as needed. | June 2015 |

6. New Recommendations/Goals:

Prompt: List new recommendations/goals in order of priority. Indicate estimated completion date by month/year. If applicable reference the Citrus College Strategic Plan (CCSP) objectives that require funding and the Educational Facilities Master Plan (EFMP) goals, using the following format. Example: **CCSP 2.3.2 / EFMP pg. 361**

	New Recommendation/Goals	Person(s) Responsible	Estimated Completion	Budget Priority
1st	Increase referrals to the new Self-Advocacy workshop series and offer the workshops throughout the year. CCSP 2.2	Coordinator, Counselors, and Educational Advisor	June 2017	3
2nd	Acquire District funding to adequately support the current and projected growth of DSP&S testing. The funding will pay for one additional full-time classified staff to schedule and process adapted tests and 40 hours per week of lab supervisor floor coverage (costs of this goal are detailed in the resources requested section of this document). CCSP 2.2 and 2.3; EFMP pg. 310	Coordinator, Learning Center Programs Supervisor, and Director of Finance	July 2017	1
3rd	Reinstate the $150,000 District Effort towards the DSP&S budget to cover the costs of serving students with disabilities (e.g., lab supervisors for testing accommodations, student workers, note takers, adjunct counselors, supplies, etc.). For over 20 years, DSP&S received $150,000 District Effort annually. During the economic downturn, District funding was removed and is now needed to support the program. CCSP 2.2 and 2.3; EFMP pg. 310	Coordinator, Learning Center Programs Specialist, and Director of Finance	July 2017	1
4th	Increase the ability to provide quality and up-to-date educational accommodations to students with disabilities in a timely manner. CCSP 2.2, 2.2.4, 2.2.5, 2.3 and 2.3.3	Coordinator, Counselors/LD Specialists, Alternative Medial Specialist, Educational Advisor, Interpreter Specialist and Secretary.	June 2017	1

5th	Develop two new DSPS courses – ideas for new DSPS courses include, but are not limited to: Study Skills, Assistive Technology, Emotional Intelligence CCSP 1, 3 – 13 EFMP 1	Coordinator, Counselors/LD Specialists	June 2017	3
6th	Disability awareness events (a 2016-17 disability awareness events timeline has been created) Events include: • Informational email regarding commonly requested accommodations • Guest speaker • Annual advisory committee • Faculty handbook • Smartpen trainings for the veterans • Counselor informational sessions for the veterans • Classroom visits • Informational email regarding personal service attendants, College Connect services and autism awareness CCSP 1, 3 – 13	DSP&S Coordinator, DSP&S Counselors/LD Specialists, Alternate Media Specialist, Interpreter Specialist, Educational Advisor, DSPS Secretary	June 2017	1
7th	Faculty wide emails with strategies on how to work with DSP&S students in the classroom. Each email will have a different focus on how to more effectively work with students with disabilities in the classroom. CCSP 1, 3 – 13	DSP&S Coordinator, DSP&S Counselors/LD Specialists, Alternate Media Specialist, Interpreter Specialist, Educational Advisor	June 2017	1
8th	Faculty training on strategies for working with students on the autism spectrum (in collaboration with College Connect). DSP&S Counselors and College Connect are in the discussion phase of this goal. Additionally, DSP&S staff contacted the Faculty Learning Institute (FLI) Lead about providing a Flex Day workshop. At the request of the FLI Lead, DSP&S is working with College Connect to write up a synopsis explaining the workshop. This synopsis will be submitted to the FLI committee for consideration. CCSP 1, 3 – 13	DSP&S Coordinator, DSP&S Counselors/LD Specialists	February 2017	1

7. <u>Resources Requested:</u>

<mark>Prompt: All requests should be linked to new recommendations (above). Include the reference number in the "Discuss impact on goals / SLOs" field below. Use the Link to Planning Key found on the General Budget Guidelines page below to complete the Link to Planning column.</mark>

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs, EFMP goals	Cost *	Priority (1, 2, or 3)	Link to Planning
Lab Supervisors (Reader/Scribes)	Impact: The increased usage of testing accommodations by student with disabilities has resulted in the increased use of reading/scribing accommodations. The lab supervisors will allow students with disabilities to be accommodated and accommodated in a timely manner. Goal: Hire adjunct lab supervisors in the Testing Center to provide 20-30 hours per week of reading/scribing services to students with disabilities.	Salary $ 60,000 Benefits $ 2,040 Health $ 0 Total: $ 62,040	1	AIP 5.2.2 and 5.5.2; EFMP pg. 310
4-Adjunct Counselors/Learning Disabilities Specialists	Impact: Students with disabilities have a greater likelihood of being served in a timely manner; more support to campus faculty and staff when questions or concerns arise. Title 5, 56026.Support Services; 56027.Academic Accommodations. Goal: Hire four adjunct Counselors/Learning Disabilities Specialists.	Salary $72,679 Benefits $ 2,471 Health $ 0 Total: $75,150	1	AIP 5.2.2 and 5.5.2; EFMP pg. 341

Classified Personnel

Position	Discuss impact on goals / SLOs, EFMP goals	Cost *	Priority (1, 2, or 3)	Link to Planning
Instructional Lab Technician III (Learning Center/DSP&S) – 100%	Impact: This position serves to maintain and enhance current Learning Center standards and services by providing DSP&S students with appropriate testing accommodations. This position is needed to stay in compliance with Ed Code-Title 5, 56026.Support Services; 56027.Academic Accommodations. Goal: Hire a full-time Instructional Lab Technician III (Learning Center/DSP&S).	Salary $50,272 Benefits $10,782 Health $23,000 Total: $84,054	1	AIP 5.2.2 and 5.5.2; EFMP pg. 310
Instructional Lab Assistant II (DSP&S High Tech Center) - 100%	Impact: It is critical the Alternate Media Specialist has support in the High Tech Center. This position is needed to stay in compliance with Ed Code-Title 5, 56026.Support Services; 56027.Academic Accommodations. Goal: Hire an Instructional Lab Assistant II for the High Tech Center.	Salary $39,273 Benefits $ 8,264 Health $23,000 Total: $70,537	1	AIP 5.2.2 and 5.5.2; EFMP pg. 341
3 Student Workers – Front Office	Impact: Assists the DSP&S Secretary during all hours of operation resulting in fully functioning front office and to increase access to DSP&S services. This	Salary $20,000 Benefits $ 380 Health $ 0 Total: $20,380	1	AIP 5.2.2 and 5.5.2; EFMP pg. 341

	position is needed to stay in compliance with Ed Code-Title 5, 56026.Support Services; 56027.Academic Accommodations. Goal: Hire three student workers to assist the DSP&S Secretary in the front office.	($10/hour X 40 hours/week = $400 per week X 50 weeks max)		
3 Student Workers – High Tech Center	Impact: It is critical that the Alternate Media Specialist have support in the High Tech Center as a means of serving students with disabilities who need assistance with the implementation of adaptive technologies. This position is needed to stay in compliance with Ed Code-Title 5, 56026. Support Services; 56027. Academic Accommodations. Goal: Hire three student workers to assist the Alternate Media Specialist in the High Tech Center.	Salary $20,000 Benefits $ 380 Health $ 0 Total: $20,380 ($10/hour X 40 hours/week = $400 per week X 50 weeks max)	1	AIP 5.2.2 and 5.5.2; EFMP pg. 341

Staff Development (Division)

Item	Discuss impact on goals / SLOs, EFMP goals	Cost	Priority (1, 2, or 3)	Link to Planning
California Association for Postsecondary Education and Disability (CAPED) conference, workshops and trainings	Impact: The CAPED conference allows for DSP&S professionals to collaborate with other DSP&S professionals and to participate in professional development that promotes and models equal access and educational opportunities for students with disabilities in California higher education. Goal: To have the Counselors/Learning Disabilities Specialists, Educational Advisor and Alternate Media Specialist attend the annual CAPED conference and relevant CAPED sponsored workshops and trainings.	$6,000	2	AIP 3.2.3, 5.2.1, and 5.2.2
Interpreter Exposition (TerpExpo) or Registry of Interpreters for the Deaf (RID) conference	Impact: Attending the TerpExpo or RID conferences enables the Interpreter Specialist to collaborate with other sign language interpreters and to engage in professional development activities that promote and model equal access and educational opportunities for deaf students in higher education. Goal: To have the Interpreter Specialist attend the annual TerpExpo conference or the RID conference.	TerpExpo: $1,000 and RID: $1,800	2	AIP 5.2.1 and 5.2.2
Region 8 and CAPED Interest Group (CIG) meetings	Impact: These meetings keep the doors of collaboration open among the California Community College, University of California and California State University systems relevant to serving students with disabilities. Goal: To have DSP&S staff attend	$500	2	CCSP 5.2.1 and 5.2.2

	relevant meetings within the Citrus College region, in addition to relevant CIG business meetings.			
Deaf Community Advocacy Network (Deaf CAN) meetings	Impact: These meetings keep the doors of collaboration open among the interpreting community. Goal: To have the Interpreter Specialist attend quarterly CAN meetings.	$200	2	CCSP 5.2.1 and 5.2.2
High Tech Center Training Unit (HTCTU) trainings	Impact: Provide the Alternate Media Specialist, Instructional Lab Assistant II (as requested) and the DSPS 085 E-Text Basics professor with necessary knowledge and skill development related to assistive technology, alternate media and web accessibility. Goal: To have the Alternate Media Specialist and Instructional Lab Assistant II (as requested) attend relevant HTCTU trainings.	$200	2	CCSP 5.2.2
California Association for Post-Secondary Educators of Disability (CAPED) membership	Impact: Enables DSP&S staff to participate in appropriate CAPED Interest Group (CIG) business meetings, attend trainings, attend workshops, collaborate with other DSP&S professionals, and to receive membership costs for the annual CAPED conference and other CAPED sponsored events. Goal: To renew the DSP&S annual professional membership to CAPED.	$250	2	CCSP 5.2.2
Association on Higher Education and Disability (AHEAD) membership	Impact: Enables DSP&S staff to participate in appropriate AHEAD special interest groups, attend trainings, attend workshops, collaborate with other higher education disability professionals, and to receive membership costs for AHEAD sponsored events. Goal: To renew the DSP&S annual professional membership to AHEAD.	$250	2	CCSP 5.2.2
Annual On Course National Conference	Impact: The On Course National Conference allows counselors from across the nation to exchange best practices in student success. This includes immediately usable instructional and counseling strategies and campus wide programs that increase retention and student academic success. Goal: To have the DSP&S Counselors attend the annual On Course National Conference when located in California. The next conference is located in Anaheim, CA on April 20 through 22, 2017.	$595 per person	2	CCSP 3.2.3

Facilities (Facilities)

Describe repairs or modifications needed and location	Discuss impact on goals / SLOs, EFMP goals	Cost	Priority (1, 2, or 3)	Link to Planning
N/A				

Computers / Software (TeC Services)

Item	Discuss impact on goals / SLOs, EFMP goals	Cost	Priority (1, 2, or 3)	Link to Planning
Stand-alone site licenses for Kurzweil 3000 (K3000), version 15 for SS 168 and HTC.	Impact: K3000 is fundamental to the operation and success of the DSPS 085 E-Texts Basic course. Additionally, the HTC has K3000, version 13 and needs to upgrade to version 15. The upgraded version will provide consistency between the versions used in both SS 168 and HTC. Goal: Purchase a 40-license stand-alone site license package of K3000, version 15 for the computers in SS 168 and HTC.	40-license package at $495 per unit = $19,800 and an upgrade to version 15 = 2,475 plus a $10 shipping charge = $22,285 total	1	AIP 5.2.2; EFMP pg. 341
Kurzweil Firefly	Impact: Kurzweil Firefly is the Cloud version of K3000 which allows more students to use the program without needing to purchase the expensive version. It provides access to K3000 to an unlimited number of students for an annual fee. Goal: Annually purchase Kurzweil Firefly.	$3,000	1	AIP 5.2.2; EFMP pg. 341
Stand-alone site licenses for Natural Reader for SS 168 and HTC	Impact: This program is fundamental to the operation and success of the DSPS 085 E-Text Basics course. Having this program in the HTC will allow students enrolled in the DSPS 085 E-Text Basics course to do required homework in the HTC. Goal: Purchase a 40 license package of stand-alone Natural Reader site licenses for SS 168 and HTC.	40-license package for $1999 +10% tax = $2,199	1	AIP 5.2.2; EFMP pg. 341
Smartpens	Impact: To expand recording options for more students and to stay up-to-date with technology. For many students, recording with a smartpen is more efficient than using a standard recording device. Goal: Purchase 25 smartpens and 25 protective carrying cases.	2GB Echo Smartpen (25 units) = $3,574 Carrying Cases (25 units) = $686	1	AIP 5.2.2; EFMP pg. 341

Equipment

Item	Discuss impact on goals / SLOs, EFMP goals	Cost	Priority (1, 2, or 3)	Link to Planning
N/A				

Supplies (Division)

Item	Discuss impact on goals / SLOs, EFMP goals	Cost	Priority (1, 2, or 3)	Link to Planning
American Thermoform	Impact: To be able to have paper to print Braille for blind students who request Braille as an accommodation. Goal: Order four boxes of Braille paper.	$200	1	CCSP 2.2
Pearson	Impact: Enable LD Specialists to have an adequate supply of WAIS-IV testing kits which will enable students to complete the WAIS-IV test as part of the learning disability (LD) assessment process as prescribed by the learning disability assessment process as prescribed by the Chancellor's Office Learning Disabilities Eligibility and Scoring Model (LDESM). Goal: Order 150 WAIS-IV response booklets and record forms.	$2,000	1	CCSP 2.2 and 2.2.5
Houghton Mifflin Harcourt	Impact: Enable students to complete the N-D and WJ-IV tests as part of the LD assessment process as prescribed by the Chancellor's Office's LDESM. Goal: Order 1 pack (250 per pack) N-D test record forms G and H; 150 WJ-IV Achievement Form A response booklets and test record forms with individual score reports; 100 WJ-IV Cognitive response booklets and test record forms with individual score reports.	$2,500	1	CCSP 2.2 and 2.2.5
Amazon	Impact: Students undergoing LD assessment will have fewer distractions during the testing process. The audio recorders will allow more students with this approved accommodation to have access to this accommodation. The headsets are required for the DSPS 085 course. Goal: Order six "Quiet – Testing in Progress" signs for the LD Specialists' offices, ten audio recorders and 20 headphones/headsets for DSPS 085 course.	$1,300	1	CCSP 2.2 and 2.2.3
Office Depot	Impact: Having needed office supplies and folders for intake packets is necessary for the effective functioning of the DSP&S program in serving student with disabilities. Also, this enables DSP&S to stay in compliance with Chancellor's Office requirements.	$3,000	1	CCSP 2.2

	Goal: To order office supplies and folders for intake packets as needed.			
Reprographics	Impact: Having the appropriate forms for new and continuing DSP&S students is necessary for the effective functioning of the DSP&S program in serving students with disabilities. Also, this enables DSP&S to stay in compliance with the Title 5 Implementing Guidelines (56002, 56008, 56010, and 56022) requirements for a DSP&S office. Goal: Order appropriate DSP&S forms as needed for new and continuing DSP&S students, DSP&S created faculty handbooks, DSP&S created student handbooks.	$5,000	1	CCSP 2.2 and 2.2.3
Owl Bookshop	Impact: Having needed office supplies and a place to purchase a textbook in a timely manner is necessary in effectively serving students with disabilities. Goal: To purchase office supplies and the occasional textbook (as needed) to convert to electronic text.	$500	1	CCSP 2.2