Disabled Students Programs and Services (DSP&S)

Program Review

2006-2007

Prepared by:
Jennifer McLeod

PROGRAM REVIEW COMMITTEE MEMBERS
Faculty:
  Audrey Abas
  Amanda Han
  Jennifer McLeod (Chair)
  Vince Mercurio

Instructional Program Review Committee List:
Dean: Lucinda Over
Director: Jennifer McLeod
Committee Chair: Jennifer McLeod
Faculty:
  Audrey Abas
  Amanda Han
  Jennifer McLeod
  Vince Mercurio

Dean of Counseling: Lucinda Over
Articulation Officer: Michelle Plug
College Librarian: John Thompson
Academic Senate Representative: John Vaughan
Curriculum Committee Representative: Barbara Rugeley
MIS Representative: Robert Coutts
Vice President of Instruction: Irene Malmgren
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FACULTY

FULL-TIME FACULTY:

Jennifer McLeod, DSP&S Coordinator/Counselor
Vince Mercurio, DSP&S Counselor
Audrey Abas, Learning Disabilities Specialist

ADJUNCT FACULTY:

Amanda Han, Counselor

LIST OF CERTIFICATES/AWARDS OFFERED

N/A

LIST OF DEGREES

N/A

LIST OF INDUSTRY BASED STANDARD CERTIFICATES

N/A

ADVISORY COMMITTEE LIST

Audrey Abas  Citrus College
Brandy Davis  Citrus College
Marti DeYoung  Citrus College
Amanda Han  Citrus College
Nancy Martin  Citrus College
Jennifer McLeod  Citrus College
Vince Mercurio  Citrus College
Andrew Sprogis  Citrus College
Katie Bryant  Glendora High School
Tamara Rhoades  Claremont High School
Stacy Nunez  Duarte High School
Jeff Divine  Gladstone High School
Marney Davidson  Monrovia High School
Mary McHugh  Charter Oak High School
John Farr  Azusa Unified School District
Anne Luevano  Azusa Unified School District
Monica Pecarovich  Baldwin Park School District
Mary Ann Benson  Sierra Vista High School
Trinh Van Erp  Department of Rehabilitation
DSP&S PROGRAM (Sequence of Courses)

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>DSPS 090</td>
<td>Empowerment</td>
<td>2</td>
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<tr>
<td>DSPS 103L</td>
<td>Technical Assistance Lab: Adaptive Computer Technology</td>
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CLASSES NOT OFFERED IN LAST TWO YEARS

None

COURSES TO BE DEVELOPED

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<tr>
<th>COURSE CODE</th>
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<tr>
<td>DSPS 075</td>
<td>Individualized Assessment of Learning Strengths and Weaknesses</td>
<td>.5</td>
</tr>
<tr>
<td>DSPS 085</td>
<td>E-Text Basics</td>
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The Disabled Students Programs and Services program has adopted the Institutional General Education Competencies of Citrus College. The General Education Competencies (as set forth in the Academic Senate minutes dated August 25th 2004) are as follows.

**Institutional General Education Competencies—
Part of Institutional Mission**

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificates from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. Communication (personal expression and information acquisition

   **Examples**
   - Reading analytically
   - Writing with clarity and fluency
   - Speaking articulately
   - Listening actively

2. Computation

   **Examples**
   - Technology
   - Math proficiency
   - Analyzing and using numerical data
   - Computer proficiency
   - Decision analysis
   - Application of mathematical concepts and reasoning
   - (Synthesis and evaluation)

3. Creative, Critical, and Analytical Thinking

   **Examples**
   - Curiosity
   - Analysis
   - Synthesis
   - Evaluation
   - Creativity
   - Research
   - Learning Strategies
   - Problem Solving
   - Decision Making
   - Aesthetic awareness

4. Community, Critical, and Analytical Thinking

   **Examples**
   - Respect for others beings
   - Cultural awareness
   - Ethics
   - Community service
   - Integrity
   - Citizenship
   - Interpersonal skills
   - Lifelong learning
   - Self esteem
   - Empathy

5. Technology/information competency

   **Examples**
   - Basic computing and word processing

6. Discipline/Subject Area Specific Content Material – Project Plan
PROGRAM DESCRIPTION

The Disabled Students Programs & Services (DSP&S) serves as the college mechanism for providing access to students with disabilities and for implementing accommodations as mandated by Section 504 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 also to guide other campus professionals in matters of educational accommodations and accessibility. The program offers various services and instruction, which assist students with disabilities to fully participate in activities, programs, and classes offered by the college.

Program activities and services provided by DSP&S include, but are not limited to: adapted physical education, adapted testing service (e.g., extending testing time, reader, scribe, adapted computer), alternate media (e.g., electronic textbooks, accessibility to websites, closed captioned videos), books on tape, Braille, CCTV, computers and adaptive technology, deaf and hard of hearing services (e.g., sign language interpreting), equipment loan (e.g., tape recorders, spellcheckers, other adaptive equipment/software), DSPS class (i.e., Empowerment), learning disability assessment, shared notes on note taking paper (NCR paper), TDD public telephones, tutoring, high tech center lab, high tech center classes (i.e., Technical Assistance Lab: 1-unit credit and non-credit High Tech Lab), instructor and community liaison, and specialized academic counseling. These services meet the needs incorporated into the program mission by providing students with disabilities adapted educational accommodations that afford them the opportunity to reach their academic goals and to participate in the full range of campus programs and activities despite limitations from their respective disabilities.

The Technical Assistance Lab (TAL) meets the educational needs of students with disabilities by providing them the skills and equipment required to access computers.

The Empowerment class meets the educational needs of students with disabilities by facilitating their transition into college and to develop effective coping strategies so that they will be better prepared to assert their needs, make decisions, and practice coping methods pertinent to their unique situation.

The proposed Individualized Assessment of Learning Strengths and Weaknesses course will meet the educational needs of students and
potential students with learning disabilities by providing them with low-cost assessment of their individualized learning strengths and weaknesses for the purpose of determining if they qualify for educational accommodations as a means of providing them equal access to education.

**Program Goals:**

Provide educational accommodations to students with disabilities so they have equal access to learning. Also teach students to advocate for themselves by addressing the needs of these individuals with disabilities who intend to pursue coursework at Citrus College. These needs are addressed by providing reasonable and appropriate educational accommodations to make an accessible educational environment for students with disabilities as verified by an appropriate healthcare professional.

The DSP&S program offers various specialized services that assist students with a wide range of disabilities to enable them to participate in the programs, courses, and related activities offered by the college. Open access is one of the key objectives of Citrus College’s mission. The DSP&S program strives to facilitate the college’s mission by empowering students with disabilities to pursue academic excellence, economic opportunity, and personal achievement by providing reasonable and appropriate educational accommodations.

**Program Student Learning Outcomes:**

**Communication (Personal Expression and Information Acquisition):**

1. Student will be able to advocate for self by successfully requesting accommodation(s) through documented written and/or oral communication with the instructor to ensure equal access to learning.

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.
Community, Critical, and Analytical Thinking:

3. Student will be able pick an academic or vocational major/program by working with a college career counselor to choose an appropriate academic or vocational goal.

4. Student will work with a college counselor through the student educational plan to choose the appropriate classes for an academic or vocational goal.

5. Student will increase positive affect related to the academic and/or vocational experience by using appropriate DSP&S educational accommodations as defined by the California Community Colleges’ Chancellor’s Office and other campus resources to create success in the academic environment.

Creative, Critical, and Analytical Thinking:

6. Student will improve study strategies by participating in courses, labs, workshops, and/or orientations provided by DSP&S to be academically successful.
**SLO TIMELINE**
The Disabled Students Program and Services department will develop student learning outcomes for all DSP&S classes offered at Citrus College based on the following schedule:

<table>
<thead>
<tr>
<th>Current Course Titles</th>
<th>Projected date to develop course outline</th>
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<tr>
<td>DSPS 090 Empowerment</td>
<td>December 2007</td>
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<tr>
<td>DSPS 103L Technical Assistance Lab (TAL): Adaptive Computer Technology</td>
<td>December 2007</td>
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</table>
MISSION

DSP&S Mission Statement:

To provide students with disabilities an accessible educational environment that affords them the opportunity to reach their academic goals and participate in the full range of campus programs and activities.

COMMENDATIONS:

a) The Disabled Students Services program is consistent with the Citrus College mission.

b) The Technical Assistance Lab (TAL) course continues to serve as the main mechanism for providing access to computer labs to students with disabilities.

c) DSP&S continues to advocate that students with disabilities be fully integrated on the campus by empowering students with disabilities to pursue academic excellence, economic opportunity, and personal achievement by providing reasonable and appropriate educational accommodations.

d) The Empowerment course teaches students with disabilities to be able to discuss their needs, to make informed decisions, and to better understand their disability as it relates to their educational needs.

e) Students now have the opportunity to receive Learning Disability assessments throughout each semester.

f) The proposed Individual Assessment of Learning Strengths and Weaknesses course will serve as a low-cost (i.e., the cost of a half of a unit of credit) assessment of individualized learning strengths and weaknesses for the purpose of determining if students qualify for educational accommodations. It will also generate higher FTES for the program.

PREVIOUS RECOMMENDATIONS COMPLETED:

- From 00/01: Technical Assistance Lab (TAL): “This course should be reviewed to ensure state of the art software and equipment is being incorporated into the curriculum.”
The Technical Assistance Lab (TAL) course takes place in the High Tech Center which has state of the art software and equipment that is incorporated into the curriculum.

RECOMMENDATIONS:

a) Continue to provide state of the art software and equipment in the High Tech Center so that state of the art software and equipment can continue to be incorporated into the Technical Assistance Lab (TAL) curriculum.

b) Get the proposed Individual Assessment of Learning Strengths and Weaknesses course approved through the Curriculum Committee as soon as possible since it will serve as a means to providing low-cost assessment of individualized learning strengths and weaknesses for the purpose of determining if students qualify for educational accommodations, in addition to generating higher FTES for the program.

c) Offer the Empowerment class each semester so students with disabilities have the opportunity to learn about advocacy and access year round.

d) Offer the Technical Assistance Lab (TAL) course during summer session.

NEED

COMMENDATIONS:

a. The program has provided greater access for students with disabilities in computer labs throughout the campus.

b. Continued collaboration with current campus computer labs has enabled the students to access all labs on campus.

c. The Empowerment class teaches students with disabilities to advocate for themselves and how to ask instructors for accommodations.

d. The Technical Assistance Lab (TAL) course teaches students with disabilities how to use adaptive computer software and
equipment to facilitate their academic success. Adaptive software and equipment are a means of providing equal access to students with disabilities.

e. Offering learning disability assessment throughout the semester has met the needs of many students and instructors by allowing students access to assessment and determination of program eligibility without a long waiting period. This has enabled students to receive appropriate and reasonable accommodation in a timely manner.

f. Created an Alternate Media Production Center in ED 223. The Alternate Media Production Center is used for Brailling, embossing, printing enlarged print on large sheets of paper, for voice recognition, developing etext, and shredding old etext CDs.

g. DSP&S has hired two new technologically savvy student workers to assist in the High Tech Lab, with the production of electronic text, and the etext orientation workshops.

h. Despite decreased enrollment at Citrus College over the past couple of years, the DSP&S program has continued to grow (see Appendix A, p. 23).

PREVIOUS RECOMMENDATIONS COMPLETED:

a) From 00/01: Technical Assistance Lab (TAL): “Consider the need to open the lab in the evening hours.”

_The High Tech Lab is now open until 7:00 pm on Monday._

b) From 00/01: “Continue collaborative effort with the campus computer labs.”

_DSP&S works collaboratively with TeC Services to ensure accessibility of the campus computer labs._

RECOMMENDATIONS:

a) Increase staff training to ensure access to adapted software and equipment for students with disabilities.
b) Develop a DSP&S 1 unit non-transferable credit course (DSPS 105) that specifically instructs students with disabilities on how to use assistive technology.

c) Develop a DSP&S .5 unit credit course for assessment of students with learning disabilities (DSPS 075) so as to increase student contact and provide more FTEs for the program.

d) Develop a DSP&S .5 unit course (DSPS 085) to teach students with disabilities how to use electronic text (etext).

e) Take an active role in working with faculty, TECS, and facilities when planning new computer labs to ensure access for students with disabilities.

f) Continue to develop our Alternate Media Production Center. We need a high speed scanner so as to increase the production of electronic text; this will be especially important with the implementation of the compressed calendar because we will have even shorter turn around times for student etext requests.

g) Increase the space of the High Tech Center.

h) Establish annual maintenance of the High Tech Lab by the District.

i) Improve collaborative effort with all of the campus computer labs.

j) Work with the Audio/Visual department to develop a plan to maintain the closed captioning equipment.

k) Continue to encourage students with disabilities to use the Kurzweil Reader in the Library. This will likely increase their use of other Library resources.

l) Continue to offer the COUN 160 for DSP&S students. Additionally, continue to have these students receive a specialized Library Orientation.
FEASIBILITY

COMMENDATIONS:

a) Students with disabilities continue to be able to use the High Tech Lab’s adaptive software and equipment to facilitate the successful completion of class assignments.

b) The High Tech Lab provides current adaptive software and equipment for students with disabilities.

c) The Empowerment course informs students with disabilities about other services on campus and invites faculty and staff from other departments to discuss their services with the students with disabilities.

d) Faculty and staff are appropriately qualified to perform their job duties.

PREVIOUS RECOMMENDATIONS COMPLETED:

• From 00/01: Technical Assistance Lab (TAL): “Provide access to E-mail in the High Tech Lab.”

The High Tech Lab has access to the internet, and therefore, email, on all of its computers.

• From 00/01: Technical Assistance Lab (TAL): “Continue to upgrade the software and adaptive equipment in the High Tech Lab.”

The High Tech Lab continues to upgrade the software and adaptive equipment.

RECOMMENDATIONS:

a) Increase the size of the High Tech Lab. Its current size impedes adequate instruction to our program’s student population as there is a need for more space and more computers. There is only enough space for a maximum of 5 students; however, if any of those students are in wheelchairs and/or have an aide, the available space is even less.
b) Develop an Alternate Media Production Center so as to make more space in the High Tech Lab. An Alternate Media Center is designed to assist faculty, staff, and students with disabilities by providing access to alternative media formats to meet a variety of instructional needs. They can include, but are not limited to Braille, large print, e-text, captioning, tactile graphics, accessible online teaching and learning, accessible college web site, etc. Additionally, this will also reduce distractions in the High Tech Lab from the Braille machine which is noisy and distracting.

c) Create a team effort to improve etext services and especially to improve student use of etext; development of improved etext production methods.

d) Another office is needed so we can increase the number of our learning disability assessments (see Appendix B, p. 24).

QUALITY

COMMENDATIONS:

a) The faculty in the DSP&S program continue to meet federal, state, and district qualifications.

b) Students with disabilities continue to be able to use the High Tech Lab for class assignments.

c) Both the Technical Assistance Lab (TAL) and Empowerment classes have updated course outlines that include student learning outcomes.

d) The DSP&S program meets the stated course objectives in the form of student learning outcomes.

e) DSP&S has provided four Flex Day seminars (two during the 06/07 academic year) as a means of informing and educating faculty and staff in other departments regarding the needs of students with disabilities.
PREVIOUS RECOMMENDATIONS COMPLETED:

- From 00/01: Technical Assistance Lab (TAL): “Provide staff development and opportunities to participate in seminars and workshops.”

DSP&S encourages faculty and staff to attend appropriate conferences, workshops, seminars, and region meetings as a means of increasing the knowledge, skills, and abilities required for their particular jobs.

RECOMMENDATIONS:

a) Continue to provide staff development and opportunities in seminars and workshops (i.e., Flex Day, Diversity Day).

COMPLIANCE

COMMENDATIONS:

a) Upon continuing to offer this program, the district is in compliance with the federal and state laws and regulations that mandate equal access to instruction and support services.

b) All campus computer labs continue to be accessible to students with disabilities according to federal and state guidelines.

c) Course outlines include course requirements, course objectives in the form of student learning outcomes, and a schedule of course topics.

d) The DSP&S program meets with the Advisory Committee annually.

e) All DSP&S students receive the DSP&S Student Handbook which includes the Student Code of Conduct policies.

PREVIOUS RECOMMENDATIONS COMPLETED:
• From 00/01: Technical Assistance Lab (TAL): “Continue to offer the course and High Tech Lab to ensure computer access on the campus.”

The High Tech Lab continues to offer the Technical Assistance Lab (TAL) course as a means of ensuring computer access on campus.

RECOMMENDATIONS:

a) Continue to meet federal and state ADA/504/508 compliance by continuing to provide the Technical Assistance Lab (TAL) course in the High Tech Lab as a means of ensuring access to adaptive software and equipment on campus until access to a larger space for the High Tech Lab is feasible.

b) Develop a DSP&S course that will provide students with disabilities more in depth training on how to use adaptive software and equipment.

c) Continue to make recommendations to faculty, staff, and administration regarding compliance with ADA/504/508 standards.

d) Include district policy regarding attendance and cheating on the Technical Assistance Lab (TAL) syllabus.
### APPENDIX A

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<tr>
<th>Unduplicated Headcount</th>
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<td>584</td>
<td>575</td>
<td>558</td>
<td>536</td>
<td>626</td>
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<td>College</td>
<td>19,131</td>
<td>19,940</td>
<td>26,023</td>
<td>19,263</td>
<td>21,874</td>
<td>21,478</td>
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Note: This information was taken from the Chancellor’s Office for the California Community Colleges website (http://misweb.cccco.edu/mis/onlinestat/programs.cfm). This is the data that was reported to the Chancellor’s office by Citrus College.
### Student Population Data

#### DSP&S Student Disability Trends

<table>
<thead>
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<th>Primary Disability Category</th>
<th>00/01</th>
<th>01/02</th>
<th>02/03</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>*06/07</th>
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<td>39</td>
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<td>Developmentally Delayed Learner</td>
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<td>32</td>
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<tr>
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<td>17</td>
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<td>144</td>
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<td>Mobility Impaired</td>
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<td>Visually Impaired</td>
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<td>11</td>
<td>17</td>
<td>15</td>
<td>19</td>
<td>15</td>
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</table>

| Not Disabled                | 18,585| 19,419| 25,439| 18,688| 21,316| 20,942| Data Not Available Yet |

Note: This information was taken from the Chancellor’s Office for the California Community Colleges website (http://misweb.cccco.edu/mis/onlinestat/programs.cfm). This is the data that was reported to the Chancellor’s office by Citrus College. * Data will not be fully accurate until the completion of the 2006/2007 academic year.

**Important Observation:**

At the end of the 2005/2006 academic year, the number of learning disabled students served by DSP&S has decreased by 24% since the 2000/2001 academic year, while the “other disabled” student population has increased by 11%. This is the result of a decrease in the amount of learning disability assessments that occurred beginning
in the 2002/2003 academic year and continuing through the 2005/2006 academic year. This has been due to the lack of available office space for learning disabilities (LD) assessment. The number of students assessed has been directly impeded by the lack of available testing rooms. In addition to the inability to test in a timely manner, the space limitation had also limited the number of hours of the part-time LD Specialist. The days and times worked by the part-time specialist have been dictated by the days and times of available rooms. Based on counselor recommendations, the number of LD assessments would significantly increase, in part, if the testing facilities were increased. The learning disability numbers increased in the 2006/2007 year due to the implementation of year-round learning disability assessment. In previous years, learning disability assessments were only offered the first several weeks of the fall and spring semesters, with no testing being provided in the summer.
## Key Performance Indicators

### Program Access

<table>
<thead>
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<td>1</td>
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<td>0</td>
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<td>Registrations</td>
<td>11</td>
<td>17</td>
<td>30</td>
<td>28</td>
<td>40</td>
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<td>Weekly Student Contact</td>
<td>11</td>
<td>17</td>
<td>30</td>
<td>28</td>
<td>61</td>
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<tr>
<td>Full-Time Equivalent</td>
<td>.34</td>
<td>.69</td>
<td>1.37</td>
<td>1.28</td>
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<td>Students</td>
<td>11</td>
<td>17</td>
<td>30</td>
<td>28</td>
<td>40</td>
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<td>Available Jobs</td>
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<td>n/a</td>
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### Program Resources

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<td>Credit Reimbursement Rate</td>
<td>Credit=2404.93 NC=1573.99</td>
<td>Credit=2410.2 NC=1573.99</td>
<td>Credit=2464.6 NC=1611.92</td>
<td>Credit=2728.97 NC=1680.1</td>
<td>Data Not Available Yet</td>
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<td>Revenue-FTES X Reimbursement Rate</td>
<td>21.5<em>2404.93=51850 .78</em>1573.99=1228 +51850=1228=53078</td>
<td>17.3<em>2410.2=41696 3.32</em>1573.99=5226 +41696=5226=46922</td>
<td>19.54<em>2464.6=48158 1.5</em>1611.92=2418 +48158=2418=50576</td>
<td>10.08<em>2728.97=27508 1.92</em>1680.1=3226 +27508=3226=30734</td>
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<td>Full-Time Equivalent Faculty</td>
<td>3</td>
<td>3</td>
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<td>Personnel</td>
<td>3</td>
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<td>Total District Program Budget</td>
<td>687144</td>
<td>673328</td>
<td>680558</td>
<td>665974</td>
<td>697841</td>
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<td>Grants – VTEA and PFE</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>Capital Project=1250 Instr’l Equip=3007 FWS=697</td>
<td>FWS=5000</td>
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<tr>
<td>Industry Contributions</td>
<td>-</td>
<td>-</td>
<td>-</td>
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### Program Efficiency – per TOP code within the Program

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<tbody>
<tr>
<td>*Productivity – WSCH/FTEF (525=good)</td>
<td>3.67</td>
<td>5.67</td>
<td>10.00</td>
<td>9.33</td>
<td>20.33</td>
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<tr>
<td>Average Class Size</td>
<td>5.5</td>
<td>8.5</td>
<td>10</td>
<td>9.33</td>
<td>13.33</td>
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<tr>
<td>**Fill Rate</td>
<td>18%</td>
<td>30%</td>
<td>38%</td>
<td>28%</td>
<td>67%</td>
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<tr>
<td>FTES per FTEF</td>
<td>.11</td>
<td>.23</td>
<td>.46</td>
<td>.43</td>
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<td>Cost per FTES</td>
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<td>n/a</td>
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### Program Success

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<tbody>
<tr>
<td>Course Retention – D or better</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
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Disabled Students Program & Services
2006-2007

Enrollment Trends

<table>
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<tr>
<th>Class</th>
<th>Fall 02</th>
<th>Spr 03</th>
<th>Fall 03</th>
<th>Spr 04</th>
<th>Fall 04</th>
<th>Spr 04</th>
<th>Fall 05</th>
<th>Spr 05</th>
<th>Fall 06</th>
<th>Spr 06</th>
<th>Fall 07</th>
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<tbody>
<tr>
<td>090</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>21</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>103L</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>20</td>
<td>10</td>
<td>16</td>
<td>12</td>
<td>10</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Semester Total</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>20</td>
<td>10</td>
<td>16</td>
<td>12</td>
<td>31</td>
<td>9</td>
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</table>

*Productivity is based on a formula established by the California Community Colleges Chancellor’s Office as to disabled population served. DSP&S is a categorically-funded program. The DSPS allocation formula consists of three parts:

1) **Base Allocation (fixed costs):** This amount was originally meant to cover the DSPS Coordinator salary and benefits.

2) **Weighted Student Count (WSC):** After the Base Allocation is distributed, then 90% of the remaining funds are allocated on the WSC.

3) **College Effort:** The formula rewards "college effort" as measured by the college general fund revenues allocated to serve students with disabilities. 10% of the DSPS funding provided by the State is to be distributed to the college based on this element of the formula. College effort is calculated in the following manner:

\[
\text{Total DSP&S Income} - \text{Total DSP&S Expenditures} = \text{College Effort}
\]

If a college spent more on DSPS than they received funding that is restricted to only be spent on DSPS, then they had college effort. If a college spent less on DSPS than what could only be used for DSPS, then they had unspent funds and their apportionment for the next year will be adjusted to recover the difference. The amount of "return" on dollars spent on college effort varies year-to-year, but will usually give anywhere from $0.25 to $0.40 in the next year's DSPS allocation for every $1.00 spent above what they must spend on DSPS, or "college effort."

**Fill-rate for DSPS 103L: Technical Assistance Lab is low because of lack of space in the High Tech Center to accommodate more students. Only 5 students maximum can fit in the High Tech Center and this number is reduced if students are in wheelchairs and/or have an aide/personal attendant with them."
CITRUS COMMUNITY COLLEGE DISTRICT
CREDIT COURSE APPROVAL FORM

PROGRAM ID: DSPS DEPT: Disabled Students Programs and Services
COURSE #: 075 TITLE: Individualized Assessment of Learning
Strengths and Weaknesses

EFFECTIVE SEMESTER AND YEAR: FALL [✓] SPRING [ ] SUMMER [ ] 2007

COURSE PURPOSE (check all that apply): Basic Skills [✓] Certificate/Skill Award [ ] Non-Credit [ ] AA/AS Degree [ ] IGETC [ ] Honors [ ] Distance Education [ ] UC [ ] CSU [ ]

General Education: Do you wish to propose the course be included on the Citrus College GE Requirement list?
Yes [ ] No [✓] If you answered "yes" please indicate proposed Area: ____________________________

Do you wish to Propose this course be included on the CSU GE Requirement? Yes [ ] No [✓] If you answered "yes" please indicate proposed Area: _______________ Approval Date: ______

Do you wish to Propose this course be included on the IGETC list? Yes [ ] No [✓] If you answered "yes" please indicate proposed Area: _______________ Approval Date: ______

REQUESTED TOP CODE 4930.32 EXISTING TOP CODE n/a

NEW COURSE: [✓] Specific justification for new course: To increase FTES for our categorical program so we can increase our LD assessments

COURSE CHANGE: [ ] List specific reasons for the change:
From:

_____________________________________________

To:

_____________________________________________

COURSE DROP: [ ] Reason for drop: __________________________________________________________

UNITS: .5

HOURS: Lec 9 Lab_____

MAXIMUM TIMES COURSE MAY BE TAKEN: 1

MAXIMUM ENROLLMENT:

MATERIALS FEE:$ 0

GRADING METHOD: Letter Grade Only [ ] C/NC Option [ ] C/NC Only [✓]

LISTED UNDER:

PART OF THE: N/A__________________________ certificate program

DEGREE APPLICABLE: Yes [ ] No [✓]

DISCIPLINE[S]: From the Chancellor’s Office, "Minimum Qualifications for Faculty and Administrators in California Community Colleges"
DSP&S (Requirement: Completion of the Learning Disabilities Eligibility Model training and Learning Disabilities Eligibility Model Certificate provided by the Chancellor’s Office for the California Community Colleges)

CREDIT COURSE APPROVAL SIGNATURES:

1. Faculty Initiator: ____________________________ Date __/__/____
   (Note: Initiator will be responsible for discussing with the department.)
DEPARTMENT DSP&S

COURSE NUMBER DSPS 075

TITLE Individualized Assessment of Learning Strengths and Weaknesses

THIS COURSE IS CLASSIFIED AS:

NON-DEGREE APPLICABLE

UNIT VALUE 0.5

LECTURE HOURS 9

ENTRANCE SKILLS, PREREQUISITES, OR CO-REQUISITES

None.

CATALOG COURSE DESCRIPTION

This course is designed for the student with special learning needs who may have a specific learning disability. Individual assessment of learning strengths and weaknesses will be completed to determine eligibility for services and to assist with early intervention in basic skills, learning strategies, study skills, and educational planning. Offered for Credit/No Credit grading only. Hours are arranged.

NOTE: THE UNITS EARNED FOR THE COURSE MAY NOT BE APPLIED TOWARD THE 60 UNITS FOR GRADUATION

CLASS SCHEDULE COURSE DESCRIPTION

Individual assessment of learning strengths and weaknesses to determine eligibility for services. Recommendations will be made pertaining to learning strategies and campus and/or community services. Offered for Credit/No Credit grading only. Hours are arranged.
COURSE CONTENT

I. Introduction to the learning disability evaluation process

II. Learning History
   a. Intake interview
      i. referral information
      ii. developmental history
      iii. family history
      iv. work history
      v. health information
      vi. educational information
      vii. cultural and linguistic information

III. Learning Styles
   a. Self-report survey of learning styles
      i. language ability
      ii. math problems
      iii. study effort
      iv. grade satisfaction
      v. spelling problems
      vi. assignment completion
      vii. learning rate

IV. Academic Skills
   a. Answer questions, both orally and written, about past academic performance and ongoing school achievement.
   b. Write about personal learning difficulties and history of compensatory strategies and/or avoidance.
   c. Academic basic skills assessment
      i. reading
         1. word pronunciation
         2. reading decoding
         3. reading fluency
         4. reading comprehension
      ii. writing
         1. spelling
         2. writing fluency
         3. writing samples
      iii. arithmetic
         1. math calculations
         2. math fluency
         3. math reasoning

V. Aptitude
   a. Cognitive abilities assessment
      i. verbal reasoning
      ii. non-verbal reasoning
      iii. visual processing
      iv. auditory processing
      v. short-term/working memory
      vi. mental processing speed

VI. Assessment Results
   a. Report and discuss complete assessment results
      i. learning history
ii. learning styles
iii. academic skills strengths and weaknesses
iv. aptitude strengths and weaknesses

VII. Learning Strategies
a. Discuss effective learning strategies based on individual strengths and weaknesses

VIII. Services
a. Discuss eligibility/ineligibility for DSP&S services
b. Recommend campus services
c. Recommend community services

IX. Educational Planning
a. Develop an appropriate educational plan based on individual strengths and weaknesses

OBJECTIVES/STUDENT LEARNING OUTCOMES

Upon successful completion of this course, the student should be able to:

Communication (Personal Expression and Information Acquisition)

1. Identify individual learning strengths and weaknesses that influence academic performance and school achievement by expressing learning strengths and weaknesses through a personal interview with the Learning Disabilities Specialist.

2. Identify campus services, and, if appropriate, services through the Disabled Student Programs and Services department which may help the student succeed in school by describing what approved and recommended educational accommodations are to the Learning Disabilities Specialist.

Creative, Critical, and Analytical Thinking

3. Develop an educational plan for academic and/or vocational success by developing an appropriate student educational plan with the assistance of a counselor.

4. Implement learning strategies to improve classroom performance and basic skills by using the approved educational accommodations and assistive technology.

5. Set realistic long-term college goals and short-term objectives, resulting in either the development of an educational plan, and if applicable, referrals to other appropriate services, programs, and/or agencies by developing appropriate goals and objectives with a counselor.

Technology/Information Competency

6. Recognize technology and assistive devices that can enhance student performance in school by completing DSP&S orientations, workshops, courses, and/or labs.

Community, Critical, And Analytical Thinking

7. Identify appropriate college and/or community services to successfully navigate academic courses by listing and discussing what services the college and/or community services offers with the Learning Disabilities Specialist.
METHODS OF INSTRUCTION

Lecture
Student discussion
Guided instruction
Demonstrations

METHODS OF EVALUATION/ASSESSMENT

Student participation
Intake Interview
Academic Attribute Survey (AAS)
Nelson-Denny (N-D)
Wechsler Individual Achievement Test – Second Edition (WIAT-II)
Wide Range Achievement Test – Revision 3 (WRAT3)
Wechsler Adult Intelligence Test – Third Edition (WAIS-III)
Standard Progressive Matrices (SPM)

REQUIRED TEXT AND MATERIALS

Instructor provided materials

Supplementary Reading: