



Disabled Students Programs and Services Instructional Program Review 2005-2011

Spring 2012

Prepared by

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PROGRAM REVIEW – Disabled Students Programs and Services

The final summary of the program review process for Disabled Students Programs and Services is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

Dr. Lucinda Over, Dean of Counseling

date

Michelle Plug, Articulation Officer

date

Dr. David Kary,, Chair of Curriculum Committee

date

Dr, Irene Malmgren, Vice President of Academic Affairs

date

Nicki Shaw,, Academic Senate President

date

Dr. Geraldine M. Perri, Superintendent/President

date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

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1. Executive Summary

A. Program History/Description

The Disabled Students Programs & Services (DSP&S) department 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, Section 508 of the Rehabilitation Act of 1998, 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.

DSPS classes meet the needs incorporated into the program mission by providing students with skills necessary for them to reach their academic goals and participate in the full range of campus programs and activities despite limitations from their respective disabilities.

B. Strengths/Effective Practices

DSP&S moved to the new Student Services Building May 2011. The new facility provides office space on the ground floor and is Americans with Disabilities Act (ADA) compliant.

The "high tech" lab has more space than in previous facilities.

Program staff are doing the best they can to meet the needs of students at an acceptable level, but not the desired level.

C. Weaknesses/Lessons Learned

Economic conditions have prevented the DSP&S course offerings for two years. Staff attempts to meet student needs through workshops or individual training as needed,

It is difficult to separate the educational program structure from the program needs required to provide a minimum level of service to disabled students. Many times the need to provide services to students with disabilities displaces resources that we would allocate to our courses.

D. Recommendations/Next Steps

Faculty would like to restructure courses to provide topic-specific courses.

Explore alternatives to staffing DSPS courses.

2. Faculty

Full-Time Faculty

Audrey Abas
Jennifer McLeod
Vince Mercurio

Adjunct Faculty

Amanda Han

3. Program description

DSP&S courses are non-degree-applicable credit courses that provide specialized instruction to teach students with disabilities strategies to compensate for their disability-related educational limitations. The courses, offered as funding allows, are in laboratory and lecture modes and are graded pass/no pass.

4. Program Goals and Objectives

The goals and objectives of the Disabled Students Programs and Services Program are:

- a) 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.
- b) 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.

5. List and Review of Degrees, Certificates, and Awards

n/a

6. List of Industry-Based Standard Certificates and Licenses

n/a

7. Advisory Committee or Council

<u>Name</u>	<u>Position / Company</u>
Audrey Abas	Citrus College
Brandy Davis	Citrus College
Jeanne Hamilton	Citrus College
Lucinda Over	Citrus College
Nancy Martin	Citrus College
Jennifer McLeod	Citrus College
Vince Mercurio	Citrus College
Andrew Sprogis	Citrus College
Marilyn Eng	Citrus College
Sara Gonzales-Tapia	Citrus College
Nievos Lugo	Arcadia High School
Mark Rigney	Azusa Unified School District
John Farr	Azusa Unified School District
Ana Luevano	Azusa Unified School District
Lisa Garcia	Azusa Unified School District
Monica Pecarovich	Baldwin Park School District
Mary McHugh	Charter Oak High School
Tamara Rhoades	Claremont High School
Stacy Nunez	Duarte High School
Elizabeth Smith	Duarte High School
Stacy Martinez	Duarte High School
Michelle Trail	Duarte High School
Jeff Divine	Gladstone High School
Katie Bryant	Glendora High School
Marney Davidson	Monrovia High School
Pam Woodbury	Monrovia Adult School/ROP
Loretta Ledezma	Monrovia Adult School/ROP
Mary-Ann Benson	Sierra Vista High School
Marie Loele	Temple City High School
Deanne Sciarrotta	Temple City High School
Maria Isele	Temple City High School
Jennifer Potter	Temple City Unified High School District
Marie Ioele	Temple City Unified High School District
Pamela Hayes	Vista Ridge Academy
Rita Zobayan	Frostig Center
Jacqueline Knight	Frostig Center
Yvonne Hogan	Easter Seals
Stacy Do	Department of Rehabilitation

8. Program Student Learning Outcomes

The Disabled Students Programs and Services Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). 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 certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the Disabled Students Programs and Services Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

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) Computation

3) Creative, Critical, and Analytical Thinking, and Information Competency

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.

4) Community/Global Consciousness and Responsibility

5) Technology

6) Discipline / (Subject Area Specific Content Material)

9. Curriculum Review and Student Learning Outcomes Assessment

Curriculum/ SLO Assessment Map: Disabled Students Programs and Services

CC 1: Communication		CC 3: Creative, Critical, and analytical thinking, information competency				
	CC1 Advocate for self	CC3 Increase academic self-efficacy				Date of Assessment= FA11, SP12 or CA=(Ongoing, Continuing Assessment)

DSPS 075—Individualized Assessment of Learning Strengths and Weaknesses (0.5 Unit),
Applicability- DEACTIVATED – 06-09-2011 Last Offered- S09
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

DSPS 085—E-Text Basics (1 Unit),
Applicability- D Last Offered-NEVER OFFERED, Last Curriculum Date: FA08 , Curriculum Revision Date: F14
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1							SLOs will be
SLO 2							assessed
SLO 3							when the
SLO 4							course is
SLO 5							offered
SLO Key: I= Introduced, D=Developed, M=Mastered							

DSPS 090 –Empowerment for Students with Disabilities (2 Units),
Applicability-D Last Offered- F09, Last Curriculum Date: S11, Curriculum Revision Date: S17
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1							when offered
SLO 2							
SLO Key: I= Introduced, D=Developed, M=Mastered							

DSPS 103L– Technical Assistance Lab: Adaptive Computer Technology(1 Unit),
Applicability-D Last Offered- S10, Last Curriculum Date: S11, Curriculum Revision Date: S17
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

SLO 1							when offered
SLO 2							
SLO Key: I= Introduced, D=Developed, M=Mastered							

10. Review of previous recommendations

MISSION:

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.

-- RESPONSE: DSP&S was able to purchase equipment and software to get the High Tech Center technologically current.

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.

-- RESPONSE: Course was approved by Curriculum and offered. However, it was determined that we were not able to collect FTES because it was not possible to teach the course overload. Therefore, we stopped offering the course.

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

-- RESPONSE: Only offered during Fall semesters due to low fill rate in Spring semesters; however, class was not offered Fall 2010 due to budget cuts.

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

-- RESPONSE: Staff is not available to teach this course during the summer. Last offered Spring 2010 due to budget cuts. Moreover, class needs to be broken up into individual classes geared toward specific technologies. The curriculum is too broad for one course. It is not feasible if enrolled students have different accessibility needs.

NEED:

a) Increase staff training to ensure access to adapted software and equipment for students with disabilities.

-- RESPONSE: DSP&S staff has participated in training through the Chancellor's Office High Tech Center, the Alternate Text Production Center (ATPC) committee, Region 8 meetings (i.e., Alternate Media, DSP&S Coordinators, LD Specialists, Deaf and Hard of Hearing (D/HH) meetings).

b) Develop a DSP&S 1 unit non-transferable credit course (DSPA 105) that specifically instructs students with disabilities on how to use assistive technology.

-- RESPONSE: We revised our plan to develop this course into separate courses addressing specific technology needs as related to educational limitations based on students' disabilities.

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

-- RESPONSE: This course was approved by Curriculum Committee (?) and was implemented (?). However, the FTES were not realized because the course cannot be taught overload; therefore, we are in the process of deleting the course from the curriculum.

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

-- RESPONSE: This course was approved by Curriculum Committee (?), but has never been implemented due to budget and lack of staff.

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

-- RESPONSE: DSP&S conducted evaluations of the following labs and prepared a report of recommendations in June 2007: IS107, LibAV, LibRef, LS120 (no longer a lab), and MA129. At the request of the Dean of Natural and Physical Sciences a re-evaluation of the labs in the science classrooms was conducted along with planning for the new STEM Center in September 2009. DSP&S created a report of recommendations. At that time DSP&S sent an email to the other deans to offer help if they had any accessibility questions or concerns. In January/February 2011, the Citrus College Librarians approached DSP&S with questions about how to improve accessibility in the library. DSP&S staff conducted a walk-through of the library and made recommendations. Collaboration with the librarians continued via emails. At the time of our walk-through, we discussed installing more accessibility software on the library computers.

DSP&S was recently informed that JAWS was going to be installed on as many computers as possible in the libraries next load set. Additionally, the educational advisor with alternate media duties collaborates on a very regular basis with the Supervisor of the Learning Center to assure that appropriate accessibility software is installed in the College Success Center. Specialized software has been installed in the College Success Center and DSP&S has also offered software which is useful for creating Learning Center materials.

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.

-- RESPONSE: The Alternate Media Production Center has become a well-equipped resource for producing alternate media and it includes: two embossers, two computer stations, two large monitors, one high-speed scanner, and a large variety of other equipment and software.

g) Increase the space of the High Tech Center.

-- RESPONSE: DSP&S moved into the new Student Services Building in Spring 2011. The new High Tech Center is significantly larger than the current location, in the ED building

h) Establish annual maintenance of the High Tech Lab by the District.
-- RESPONSE: It appears that TeC Services provides updates on an as needed basis at our request.

i) Improve collaborative effort with all of the campus computer labs.
-- RESPONSE: There has been increased software availability in some lab areas on campus.

j) Work with the Audio/Visual department to develop a plan to maintain the closed captioning equipment.
-- RESPONSE: There was a concerted effort to get the closed captioning equipment functional to no avail. Now the closed captioning equipment is obsolete

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.
-- RESPONSE: There has been an increase in the number of students using Kurzweil outside of the DSP&S High Tech Center.

l) Continue to offer the COUN 160 for DSP&S students. Additionally, continue to have these students receive a specialized Library Orientation.
-- RESPONSE: The COUN 160 section recommended for students with disabilities has been offered each term to capacity or greater. A library orientation is included as a part of the regular class curriculum

FEASIBILITY:

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.
-- RESPONSE: We moved into a larger facility in May, 2011. There is an approximate 75% increase in student workstation in the new High Tech Center.

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.
-- RESPONSE: An Alternate Media Production Center was created in 2008. As a result, Braille was no longer a continual distraction to students in the High Tech Center. Additionally, we were able to provide one additional student workstation in the High Tech Center.

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

-- RESPONSE: By increasing the part-time educational advisor position to a full-time educational advisor with alternate media duties and by adding additional job duties to the Instructional Lab Tech II to include alternate media duties, effective team effort was established and improved all aspects of etext provisions.

d) Another office is needed so we can increase the number of our learning disability assessments

-- RESPONSE: In July 2009, DSP&S had to cut the adjunct learning disability specialist position due to budgetary constraints. We have not been able to rehire an adjunct learning disability specialist since that time.

QUALITY:

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

-- RESPONSE: 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. However, due to budget cuts the annual CAPED conference has gone unattended by Citrus DSP&S staff since 2008.

COMPLIANCE:

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.

-- RESPONSE: DSPS 103L Technical Assistance Lab has not been taught since Spring 2010 due to budget and staff reductions.

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

-- RESPONSE: DSPS 085 Etext Basics was approved by the curriculum committee May 2008, but due to budget constraints we have been unable to offer the course. DSP&S is in the process of creating additional courses to address various

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

-- RESPONSE: DSP&S continues to contact faculty and staff on an as needed basis to discuss student needs and make recommendations for compliance.

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

-- RESPONSE: Policy was included on the syllabus, but the class is no longer offered

11. Evaluation Criteria – Mission

Current status

DSP&S meets the needs incorporated into the program mission by providing students with disabilities 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 DSP&S program reflects the District's diversity in terms of both the staff as well as students served. Additionally, DSP&S program advances the institutional core competencies and learning outcomes as reflected in the results of our student learning outcomes.

DSP&S serves significantly more students in the 19 and under age range and significantly less students in the 20-24 age range in comparison to the campus. The other age ranges were more comparable.

DSP&S had a similar male to female ratio when compared to the campus.

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.

DSP&S had a lower transfer rate and a higher AA/AS, license, and certificate rates compared to the campus.

The number of students enrolling in Citrus to increase job skills was slightly higher for DSP&S students than the campus.

There are a higher percentage of basic skill students in DSP&S when compared to the campus as a whole.

There are less DSP&S students who are undecided about their educational goals when compared to the campus as a whole.

Commendations

- a. The Disabled Students Program and Services is consistent with the Citrus College mission.
- b. Despite severe budget cuts, 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.
- c. The new online orientation includes an accessible version for students with hearing and visual impairments.
- d. DSP&S participated in the New Student Orientation Subcommittee to ensure all disabilities are considered in orientation development and maintenance.
- e. 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.
- f. COUN 160 section recommended for students with disabilities continues to fill each time it is offered and has become an integral part of the DSP&S program for new students with disabilities.
- g. High school special education students tour Citrus College and attend a presentation provided by DSP&S staff. This service prepares students for a smooth transition from high school to college.

- h. DSP&S hosts its Advisory Committee annually to discuss how to better serve constituent high school students with disabilities.

Recommendations

none

12. Evaluation Criteria – Need

Current status

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, Section 508 of the Rehabilitation Act of 1998, 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 various services and instruction which assist students with disabilities to fully participate in activities, programs, and classes offered by the college. The yearly increase in students served by the DSP&S program, in addition to the requirement to meet legal mandates, supports the ongoing need for DSP&S.

Commendations

- a. Increased collaboration with the Librarians with the intent of improving access for students with disabilities in all areas of the library.
- b. The Empowerment class teaches students with disabilities to advocate for themselves and how to ask instructors for accommodations. This course provides a pathway for them to understand their disabilities and to integrate into a community college setting.
- c. Increased collaboration with EOP&S to ensure that students who are eligible for both EOP&S and DSP&S programs meet program obligations.

Recommendations

- a. Break DSPS 103L Technical Assistance Lab (TAL) course into individual classes geared toward specific access issues.

New (To Be Developed) Course Titles		Projected date to develop course outline
DSPS 101	Screen Reading Software for the Visually Impaired (lecture/lab)	S 14
DSPS 102	Study Skills Technology	S 15
DSPS 104	Voice to Text Software	F 15
DSPS 105	Note-taking Technology	F 14

- b. Reestablish the offering of the DSP 090 Empowerment course as a means of transitioning high school students with disabilities to college.
- c. Create and offer more workshops to address specific needs of DSP&S students.
- d. Employ instructors and staff to teach DSP&S courses and workshops.

13. Evaluation Criteria – Quality

Current status

The DSP&S courses are appropriate for the discipline because the content focuses on teaching students with disabilities a variety of skills and technology needed to accommodate the particular disabilities. DSP&S courses are stand-alone, non-transferable, special courses that do not have corequisites or prerequisites and the lecture/lab units are deemed appropriate for the current classes. All DSP&S courses were recently reviewed and updated through the Curriculum Committee. Additionally, DSP&S has program-level student learning outcomes which have been assessed on an annual basis since 2008/2009. Furthermore, DSP&S supports the State and District emphasis on critical thinking, problem-solving, and written expression. This is evidenced in course content as well as program and course level student learning outcomes. Faculty minimum qualifications and development continue to meet the needs and requirements of the DSP&S program; however, there has been less opportunity to attend conferences and workshops since 2009 due to budgetary issues. Lastly, students are succeeding in the DSP&S program.

Commendations

- a. The faculty in the DSP&S program continue to meet federal, state, and district qualifications.
- b. The DSP&S program meets the stated course objectives in the form of student learning outcomes.
- c. Despite budget cuts over the past several years resulting in staff reduction, the DSP&S program has maintained minimum services to all students.

Recommendations

- a. Continuing education for DSP&S staff in order to stay appropriately qualified and current, fund staff to attend workshops, conferences, region meetings, and trainings.

14. Evaluation Criteria – Feasibility

Current status

DSP&S continues to have adequate communication and support from Counseling and Advisement. Additionally, the DSP&S facilities are adequate. The DSP&S department moved into the new Student Services building in May, 2011.

Unduplicated Headcount	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
DSP&S	558	536	626	658	674	727	892	Data not available
College	21,874	21,478	20,593	23,493	21,679	20,987	19,290	Data not available
% of DSPS	2.5%	2.5%	3.0%	2.8%	3.1%	3.5%	4.6%	Data not available

Note: This information was taken from the Chancellor's Office for the California Community Colleges websites: <http://misweb.cccco.edu/mis/onlinestat/programs.cfm> and https://misweb.cccco.edu/mis/onlinestat/programs_dist.cfm. This is the data that was reported to the Chancellor's office by Citrus College.

Student Population Data

Disability Category	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Acquired Brain Injury	30	27	29	20	19	19	22	Data not available
Developmentally Delayed Learner	25	19	23	31	31	40	30	Data not available
Hearing Impaired	12	14	18	18	19	21	19	Data not available
Learning Disabled	105	117	164	182	181	209	196	Data not available
Mobility Impaired	84	73	71	52	40	36	43	Data not available
Other Disability	225	200	201	261	280	315	467	Data not available
Psychological Disability	61	65	87	70	77	63	71	Data not available
Speech/Language Impaired	1	2	5	2	2	4	10	Data not available
Visually Impaired	15	19	15	22	25	20	34	Data not available

Note: This information was taken from the Chancellor's Office for the California Community Colleges websites: <http://misweb.cccco.edu/mis/onlinestat/programs.cfm> and https://misweb.cccco.edu/mis/onlinestat/programs_dist.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.

The new High Tech Center is much larger to meet the needs of the quickly growing DSP&S program; however, there are not enough computers to adequately serve students in the DSP&S High Tech Center. Furthermore, it is critical that DSP&S, the library, and campus labs maintain updated adaptive software and technology to adequately serve students with disabilities. On another note, DSP&S does not have an adequate number of faculty to support the program. The current 11-month LD Specialist is retiring in June 2012 and DSP&S was approved to replace the 11-month position with a 10-month position. In poor budget times, DSP&S is grateful to be able to replace the LD Specialist position; however, being that it is only a 10-month position will hurt the program more than it already is hurting due to lack of an adequate number of staff for the number of students served by the program. It is also unfortunate that all DSP&S classes have been cancelled due to budget cuts; therefore, there is no availability of DSP&S courses. New DSP&S classes need to be created to address specific disability needs and there needs to be appropriate staff to teach the courses.

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. Despite budgetary constraints, the High Tech Lab provides current adaptive software and equipment for students with disabilities.
- c. Faculty and staff are appropriately qualified to perform their job duties.
- d. Positive collaboration exists between DSP&S and the Testing Center in providing testing accommodations for students with disabilities.
- e. Positive collaboration exists between DSP&S and Tutorial Services in providing effective tutoring for students with disabilities.
- f. A full-time 12-month DSP&S Secretary position was hired November 2011 to replace the full-time 11-month DSP&S Specialist who retired June 2010.
- g. A full-time 12-month Alternate Media Specialist was hired February 2012 to replace the full-time 11-month Instructional Lab Technician II who passed away March 2011.

Recommendations

- a. Employ more LD Specialists (e.g., adjuncts, interns – would need to create an internship program) to alleviate the four-month (and growing) waitlist for learning disability assessments. This will allow DSP&S staff to appropriately code LD students as LD to bring in increased revenue for the program. Our revenue decreases the longer students have to wait to be assessed for LD.

15. Evaluation Criteria – Compliance

Current status

DSP&S course requisites and course outlines of record meet federal, state, and district requirements. Additionally, DSP&S holds an annual advisory committee meeting every spring semester. Moreover, the DSP&S facilities meet ADA requirements.

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. Campus computer labs continue to be accessible to students with disabilities according to federal and state guidelines.
- c. DSP&S continues to offer one section of COUN 160 Strategies for College Success recommended for students with disabilities taught by a DSP&S counselor.
- d. The DSP&S program meets with the Advisory Committee annually.
- e. Student learning outcomes are assessed annually.

Recommendations

- a. Stay current with alternate media and accessibility technology to ensure access to education.

- b. Since moving to the new Student Services (SS) building, DSP&S has a much larger HTC. It is recommended that DSP&S acquire additional computers to fill the additional stations in the HTC.
- c. Employ an aide in the HTC to assist students using the lab to study and complete homework.
- d. Continue to collaborate with campus labs to ensure accessibility.
- e. Continue to collaborate with the Owl Bookshop to provide students with more detailed textbook information and earlier release of such information to ensure timely availability of alternate media forms of textbooks.
- f. It is recommended that the campus support DSP&S staff in providing faculty/staff workshops to teach topics of interest including current adaptive technology trends.
- g. Continue to work with the district to reinstate the compliant captioning procurement policy/procedure.

16. Recommendations

Rank	Description of recommendation (actions or behaviors to be completed)	Responsible person(s)	Target Date	Personnel	Facilities	Equip. / Software	Supplies
1	<p>Learning Disability (LD) assessments/waitlist/staff</p> <p>a. Replace the current 11-month LD Specialist who is retiring June 2012 with an 11-month full-time DSP&S Counselor/LD Specialist to minimally keep the DSP&S program status quo and to keep our LD assessment waitlist from getting longer and longer.</p> <p>b. Employ more LD Specialists (e.g., adjuncts, interns – would need to create an internship program) to alleviate the four-month (and growing) waitlist for learning disability assessments. This will allow DSP&S staff to appropriately code LD students as LD to bring in increased revenue for the program. Our revenue decreases the longer students have to wait to be assessed for LD.</p>	Dean of Counseling, DSP&S Coordinator	July 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>High Tech Center (HTC) computers and accessibility</p> <p>a. Stay current with alternate media and accessibility technology to ensure access to education.</p> <p>b. Since moving to the new Student Services (SS) building, DSP&S has a much larger HTC, but still only six computers which is not nearly enough for our continually growing DSP&S population, and not enough to offer lab courses and workshops of adequate size. It is recommended that DSP&S acquire additional computers to fill the additional stations in the HTC. This will potentially mean increasing the number of accessibility software licenses.</p> <p>c. Employ an aide in the HTC to assist students using the lab to study and complete homework.</p>	DSP&S Coordinator, Alternate Media Specialist	August 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	<p>Campus Accessibility (physical and access to information) (labs, classrooms, captioning procurement policy/videos used on campus, bookstore textbooks)</p> <p>a. Continue to collaborate with campus labs to ensure accessibility.</p>	Dean of Counseling, DSP&S Coordinator, Alternate Media Specialist,	Ongoing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>b. Continue to collaborate with the Owl Bookshop to provide students with more detailed textbook information and earlier release of such information to ensure timely availability of alternate media forms of textbooks.</p> <p>c. It is recommended that the campus support DSP&S staff in providing faculty/staff workshops to teach topics of interest including current adaptive technology trends.</p> <p>d. Continue to work with the district to reinstate the compliant captioning procurement policy/procedure.</p>	DSP&S Educational Advisor					
4	Continuing education for DSP&S staff a. In order to stay appropriately qualified and current, fund staff to attend workshops, conferences, region meetings, and trainings.	Dean of Counseling, DSP&S Coordinator	Ongoing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	DSP&S courses/workshops a. Break DSPS 103L Technical Assistance Lab (TAL) course into individual classes geared toward specific access issues. b. Reestablish the offering of the DSP&S 090 Empowerment course as a means of transitioning high school students with disabilities to college. c. Create and offer more workshops to address specific needs of DSP&S students. d. Employ instructors and staff to teach DSP&S courses and workshops.	DSP&S Coordinator, Alternate Media Specialist, Educational Advisor, DSP&S Counselor	Fall 2015	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

17. Budget Recommendations

Resources are needed in the following areas:

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡
Replace the current 11-month LD Specialist who is retiring June 2012 with an 11-month full-time DSP&S Counselor/LD Specialist to minimally keep the DSP&S program status quo and to keep our LD assessment waitlist from getting longer and longer.	On another note, DSP&S does not have an adequate number of faculty to support the program. The current 11-month LD Specialist is retiring in June 2012 and DSP&S was approved to replace the 11-month position with a 10-month position. In poor budget times, DSP&S is grateful to be able to replace the LD Specialist position; however, being that it is only a 10-month position will hurt the program more than it already is hurting due to lack of an adequate number of staff for the number of students served by the program. For example, DSP&S has a 4-month and growing waiting list for LD assessment. The number of DSP&S students has doubled over the past 6 years, so the number of students needing DSP&S services has increased while the number of DSP&S staff has decreased. It is difficult to adequately serve students in timely manner with the counselor to student ratio DSP&S currently has.	F	B
Employ more LD Specialists (e.g., adjuncts, interns – would need to create an internship program) to alleviate the four-month (and growing) waitlist for learning disability assessments. This will allow DSP&S staff to appropriately code LD students as LD to bring in increased revenue for the program. Our revenue decreases the longer students have to wait to be assessed for LD.	DSP&S lost its adjunct LD specialist/DSP&S counselor in July 2009 due to budget cuts. DSP&S also lost all student workers and part-time, on-call workers that were helping to support the needs of the students in DSP&S. It is difficult to adequately serve students in timely manner with the counselor to student ratio DSP&S currently has.	F	B
Employ instructors and staff to teach DSP&S courses and workshops.	The purpose of the DSP&S classes is to increase student success by teaching students with disabilities appropriate strategies to help level the playing field. This knowledge is an important component of increasing student self-efficacy and to help improve students' self-advocacy knowledge, skills, and abilities.	N	C

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡
Employ an aide in the HTC to assist students using the lab to study and complete homework.	Having an aide to assist students in the High Tech Center will help to greatly improve students' self-advocacy skills and self-efficacy.	C	B

Facilities

Facilities / repairs or modifications needed	Discuss impact on goals / SLOs	Bldg / Room	Impact ◇	Priority ‡

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
Stay current with alternate media software ensure access to education.	Increase educational access using alternative media/software in a location where can ask for assistance with technology and improve self-advocacy and self-efficacy. This will include the purchasing of additional adaptive software for additional computers.	Software: *\$3,000.00 approx. (3 K3000 Professional versions @ \$1,000 each) *excluding tax and shipping	C	A
Since moving to the new Student Services (SS) building, DSP&S has a much larger HTC, but still only six computers which is not nearly enough for our continually growing DSP&S population, and not enough to offer lab courses and workshops of adequate size. It is recommended that DSP&S acquire additional computers to fill the additional stations in the HTC. This will potentially mean increasing the number of accessibility software licenses.	Increase educational access using alternative media/software in a location where can ask for assistance with technology and improve self-advocacy and self-efficacy. This will include the purchasing of additional computers and hardware for additional computers.	Hardware for 3 computer stations: *\$3,225 approx. Price includes: Trackball mouse (\$70-\$80 per mouse); Intellikeys Keyboard (\$395 per keyboard, volume Discounts pricing are available for orders over 4); Wide Screen Monitor/Computer (\$400 per computer); Scanner (\$150-\$200 per scanner)	C	A

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡

Other: Staff Development

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
In order to stay appropriately qualified and current, fund staff to attend workshops, conferences, region meetings, and trainings.	The costs associated with the annual CAPED conference are approximately	Registration fee \$395.00; Airfare \$300.000	QB	

Additional information:

◇ **Impact:**

M = Mission: Does program meet the District's mission and established core competencies? Does program reflect the District's diversity?

N = Need: How is program addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Are lecture/lab unit values appropriate? Have the course outlines been reviewed / updated regularly? Are disciplines appropriate? Is faculty development adequate? Does program support State and District emphasis on critical thinking, problem solving and written expression? Does program meet stated objectives in the form of SLOs? Are course pre-requisites and co-requisites validated?

F = Feasibility: Are facilities, equipment, and library resources adequate? Are evening programs and services adequate? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Do course requisites meet Federal, State & District requirements? Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?

‡ **Priority: (Note: When discussing priority, consider the following and address in Column 2)**

A. Is this goal mandated by law, rule, or district policy?

B. Is this goal essential to program success?

C. Is this goal necessary to maintain / improve program student learning outcomes?

Attachment A: Key Performance Indicator data pages

DSPS Program Review

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	1.0	1.0	2.0	3.0	3.0	2.0
4	Sections Offered	2.0	2.0	2.0	3.0	3.0	2.0
5	Morning Sections					2.0	2.0
6	Afternoon Sections			1.0	2.0		
7	Evening Sections						
8	Arranged Sections	2.0	2.0	1.0	1.0	1.0	
9	Weekend Sections						
10	Short Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
12	DistanceEd Short-Term Sections	0.0	0.0				
13	Enrollment	18	13	31	73	63	31
14	Weekly Student Contact hours (WSCH)	26.0	20.4	50.2	71.0	70.0	83.0
15	Full-Time Equivalent Students (FTES)	0.9	0.7	1.7	2.2	2.2	2.6
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	0.1	0.1	0.2	0.3	0.4	0.4
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
	Program Operation						
18	WSCH/FTEF	199.7	157.1	250.8	215.1	162.8	207.4
19	FTES/FTEF	6.8	5.4	8.6	6.6	5.0	6.4
20	Fill Rate at Census	50.0	40.0	77.5	58.4	52.6	51.7
	Program Success						
21	Course Retention	83.3	76.9	96.8	97.3	100.0	96.8
22	Course Success	66.7	61.5	67.7	91.8	81.0	90.3

	Key Performance Indicators				Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered						
4	Sections Offered						
5	Morning Sections						
6	Afternoon Sections						
7	Evening Sections						
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment						
14	Weekly Student Contact hours (WSCH)				0.0	0.0	0.0
15	Full-Time Equivalent Students (FTES)						
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)						
17	Credit Reimbursement Rate				\$3,668.28	\$3,834.46	\$3,834.46
	Program Operation						
18	WSCH/FTEF						
19	FTES/FTEF						
20	Fill Rate at Census						
	Program Success						
21	Course Retention						
22	Course Success						

Key Performance Indicators		Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	1.0	1.0	1.0	2.0	2.0	1.0
4	Sections Offered	1.0	1.0	1.0	2.0	2.0	1.0
5	Morning Sections				1.0	1.0	1.0
6	Afternoon Sections						
7	Evening Sections						
8	Arranged Sections	1.0	1.0	1.0	1.0	1.0	
9	Weekend Sections						
10	Short Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
12	DistanceEd Short-Term Sections						
13	Enrollment	10	9	13	35	41	4
14	Weekly Student Contact hours (WSCH)	14.3	17.2	11.1	19.4	34.7	13.6
15	Full-Time Equivalent Students (FTES)	0.5	0.6	0.4	0.6	1.1	0.4
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	0.1	0.1	0.1	0.3	0.3	0.2
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF	204.2	245.8	158.3	74.8	133.4	90.7
19	FTES/FTEF	7.0	8.4	5.4	2.3	4.1	2.8
20	Fill Rate at Census	50.0	60.0	80.0	38.5	68.3	10.0
Program Success							
21	Course Retention	80.0	77.8	69.2	100.0	100.0	75.0
22	Course Success	60.0	77.8	46.2	71.4	78.0	75.0

	Key Performance Indicators	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered				1.0	1.0	1.0
4	Sections Offered				1.0	1.0	1.0
5	Morning Sections					1.0	
6	Afternoon Sections						
7	Evening Sections						
8	Arranged Sections				1.0		1.0
9	Weekend Sections						
10	Short Term Sections				0.0	1.0	0.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections				0.0	0.0	0.0
13	Enrollment				1	12	6
14	Weekly Student Contact hours (WSCH)	0.0	0.0	0.0	0.9	6.2	3.2
15	Full-Time Equivalent Students (FTES)				0.0	0.2	0.1
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)				0.1	0.0	0.0
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF				12.5	205.2	108.0
19	FTES/FTEF				0.4	6.3	3.3
20	Fill Rate at Census				5.0	14.0	12.0
Program Success							
21	Course Retention				100.0	100.0	100.0
22	Course Success				100.0	91.7	100.0

			04-05		05-06		06-07		07-08		08-09		09-10	
			Year1		Year2		Year3		Year4		Year5		Year6	
Gender														
	DSPS	Female	11	47.8%	10	50.0%	16	43.2%	58	58.6%	48	45.3%	22	56.4%
	DSPS	Male	12	52.2%	10	50.0%	21	56.8%	40	40.4%	55	51.9%	16	41.0%
	DSPS	Missing							1	1.0%	3	2.8%	1	2.6%
	DSPS	Total	23	100.0%	20	100.0%	37	100.0%	99	100.0%	106	100.0%	39	100.0%
Age														
	DSPS	19 or younger	3	13.0%	6	30.0%	20	54.1%	51	51.5%	52	49.1%	24	61.5%
	DSPS	20-24	9	39.1%	6	30.0%	7	18.9%	25	25.3%	26	24.5%	7	17.9%
	DSPS	25-29	4	17.4%	2	10.0%	1	2.7%	10	10.1%	10	9.4%	4	10.3%
	DSPS	30-34	1	4.3%			1	2.7%	4	4.0%	5	4.7%		
	DSPS	35-39			1	5.0%	2	5.4%	3	3.0%	5	4.7%	1	2.6%
	DSPS	40-49	4	17.4%	4	20.0%	3	8.1%	1	1.0%	4	3.8%	3	7.7%
	DSPS	50 and above	2	8.7%	1	5.0%	3	8.1%	5	5.1%	4	3.8%		
	DSPS	Total	23	100.0%	20	100.0%	37	100.0%	99	100.0%	106	100.0%	39	100.0%
Ethnicity														
	DSPS	Asian		0.0%	1	5.0%	5	13.5%	2	2.0%	2	1.9%		0.0%
	DSPS	Black or African American	6	26.1%	2	10.0%	6	16.2%	9	9.1%	12	11.3%	3	7.7%
	DSPS	Hispanic/Latino	9	39.1%	6	30.0%	12	32.4%	41	41.4%	46	43.4%	9	23.1%
	DSPS	American Indian or Alaska Native							3	3.0%				
	DSPS	Native Hawaiian or Other Pacific Islander									1	0.9%		
	DSPS	White	3	13.0%	10	50.0%	12	32.4%	31	31.3%	28	26.4%	5	12.8%
	DSPS	Unknown/Non-Respondent	5	21.7%	1	5.0%	2	5.4%	13	13.1%	17	16.0%	22	56.4%
	DSPS	Total	23	100.0%	20	100.0%	37	100.0%	99	100.0%	106	100.0%	39	100.0%
Educational Goal														
	DSPS	Degree & Transfer	8	34.8%	6	30.0%	8	21.6%	11	11.1%	21	19.8%	14	35.9%
	DSPS	Transfer	5	21.7%	5	25.0%	6	16.2%	2	2.0%	4	3.8%		
	DSPS	AA/AS	2	8.7%	1	5.0%	6	16.2%	16	16.2%	32	30.2%	9	23.1%
	DSPS	License	2	8.7%	1	5.0%	2	5.4%	1	1.0%	8	7.5%	4	10.3%
	DSPS	Certificate	2	8.7%	1	5.0%	3	8.1%	3	3.0%	6	5.7%	2	5.1%
	DSPS	Job Skills	1	4.3%	1	5.0%	5	13.5%	3	3.0%	7	6.6%	3	7.7%
	DSPS	Basic Skills							3	3.0%	2	1.9%	2	5.1%
	DSPS	Undecided							16	16.2%	13	12.3%	2	5.1%
	DSPS	Not Reported	3	13.0%	5	25.0%	7	18.9%	44	44.4%	13	12.3%	3	7.7%
	DSPS	Total	23	100.0%	20	100.0%	37	100.0%	99	100.0%	106	100.0%	39	100.0%

	Key Performance Indicators	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
	Program Resources						
23	Revenue: FTES*Reimbursement Rate	\$3,270.74	\$6,356.43	\$4,866.88	\$9,684.26	\$13,305.58	\$1,993.92
24	Total District Adopted Program Budget	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
26	Supplies (4300 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
27	Cost	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
28	Total FTES for the year	1.12	1.95	1.4	2.64	3.47	0.52
29	Cost per FTES						
	Degrees and Certificates						
30	Degree						
31	Certificates						
32	Skill Awards						
33	Licenses (reported by department)						
	Career Technical Education Programs						
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						