

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Disabled Students Programs and Services	Student Services	Jim Gioia

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

DSPS serves qualified students with a disability so they are able to participate in the classroom process, to perform the essential tasks of the class, and enjoy the benefits and privileges of
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classroom participation and college activities equal to those enjoyed by students without disabilities

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

DSPS supports the college's mission by ensuring that students with disabilities have the accommodations and services necessary to access learning opportunities that meet their degree, transfer, and skill development goals.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

2. Will new curriculum (*e.g.*, course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

Click here to enter text.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If yes, please describe briefly what new initiatives are planned.

<p>1) SARsTrack will be used to determine student usage of services in order to help determine institutional resources needed for the program</p> <p>2) Development of student survey to track appropriate use and effectiveness of accommodations</p> <p>3) Online handbook</p> <p>4) Improved Website</p>

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
FTEF was not available for Learning Skills 110. It was offered as an orientation not as a course	See previous	LRNS 110 was assessed in Spring 2011. DSPS Transition Orientation was assessed in Spring 2012

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

SAO's are assessed once a year in the Spring.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
NA	NA	7

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

- a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

DSPS faculty and staff routinely discuss issue related to the delivery of program services. These discussions are not formalized in "minutes"

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

Assessment results from Spring 2012 indicate that students transitioning from high school resource programs were able to select and register for classes, determine accommodations and comprehend the legal and functional differences between IDEA and ADA mandates as they apply to postsecondary education. Plans are being made to develop a follow-up survey after each year, possibly each semester, comparing initial responses given during transition period to successive terms. Improvement plans included the following changes to program protocol:

- 1) Added evaluative element to Student Education Contract during registration period
- 2) Revise SEC to make clearer connection between functional limitation and accommodation
- 3) Include Student Rights and Responsibilities Statement at Intake/Orientation

Improvement plans for Learning Skills 110 included:

- 1) Make English selection part of class activity when discussing assessment scores
- 2) Create English/English lab section on Assisted Registration Worksheet template
- 3) Create template online to allow for completion when students are not in attendance
- 4) Math course selection advisory

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

NA

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

Survey assessing student use of accommodations along with follow-up interviews to determine effectiveness and advocacy in the classroom

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

DSPS faculty and staff routinely discuss issue related to the delivery of program services. These discussions are not formalized in "minutes" However these discussions are consistent with the data while providing the qualitative elements needed to create a complete picture and develop strategic initiatives

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

Data for the period 2007 -2011 is fairly consistent. Areas that suggest further analysis include:

- 1) Persistence rates for DSPS vs. general population
- 2) Longitudinal analysis of students taking less than 12 units
- 3) Educational goals for DSPS vs. general population
- 4) Success/Completion disparity
- 5) Success/completion rates in Math and English as a function of assessment and placement as determined through counseling/transition orientation.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

NA

2. Enrollment Management **(Instructional programs only)**

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

None

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

LRNS did not show up on the discipline plan and therefore FTEF was not allocated despite efforts to correct situation

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

LRNS 110 was allocated FTEF for Spring 2014 and will continue for Spring 2015

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

(<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
Certificated .50 Coordinator 1.5 Counselors 1.0 Learning Disability Specialist	NA	NA

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	1 Counselor Assistant I	NA	40	12
	1 Adaptive Media Specialist	NA	36	12
	1 Counselor Assistant II	NA	40	12

regular hourly classified staff**	1 Professional Expert	NA	Variable	8
student assistants	NA	NA	NA	NA

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

However....The latest California State budget restored some of the 40% cut from 2009-10 budget. DSPS would like to expand its services to include an instructor assistant and or accommodation support specialist. No hard data available. These positions would restore services lost to budget cuts and SERP

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

[Click here to enter text.](#)

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

Given the rapid development of assistive technology and technology in general we plan to evaluate current equipment in 2014-15 to determine the emerging need and emerging technology.

G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

As part of the new SSA construction process we were able to update older equipment as well as insure the infrastructure exists for new technology.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

DSPS is a categorical program. Allocation is determined by the State Chancellor's office based on student headcount, DHH funding, Access to Print funding and college effort. Program budget consists of fixed salary costs. Additional expenditures vary from semester to semester depending on the cost of providing accommodations or other direct excess costs or indirect administrative costs.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

Report commissioned by the State Chancellor's Office
<http://yodisabledproud.org/organize/docs/DSPP-fund-reduc-Final-Report.pdf>

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

NA

B. Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

- 1) Revised student handbook (online) -deferred
 - 2) Updated website -deferred
- The combination of a 40% cut in DSPS allocation statewide in 09-10 and 3 staff retirements (unfilled) have hindered progress toward new initiatives.

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

- 1) Expanded use of SARs track to assess student usage of program services
- 2) Student Survey to assess accommodation usage.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

Student self-advocacy has been a critical outcome for DSPS since we first established our outcomes many years ago. Self-advocacy is predicated on the student's ability to identify the functional limitations of their disability, specifically it's impact on the learning environment. Our experience has been that the students who are most engaged in their academic progress are the ones who have integrated the key elements for advocacy through the support received in DSPS. Student engagement leads to student persistence which leads to program completion, degrees and transfers.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
DSPS	Student Services	Jim Gioia

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective ‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	2	Expanded use of SARs Track to assess student usage of program services	Identify strategies addressing limitations		SARs statistical reports	Human/tecnological	IT	NA
2	2	Student Survey to assess accommodation usage	Identify and articulate functional limitations		Survey	Human/technological	TLC	NA
3	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here	Click here to	Click here		Click here to	Click here to enter	Click	Click here

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*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.