| Disabled Students Programs and Services (DSPS) | | |
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## INSTRUCTIONS:

1**.** This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
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. Please use your program's catalog rubric and this format when naming your document:

Rubric PPU 15_16
e.g., ESL PPU 15_16

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
5. 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.
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 Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

- **SERVICE AREA OUTCOMES**

Review of academic years 2012-13 and 2013-14

- **SAO Assessment Review**

Review your program's SAO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in provision of student services. Identify results that indicate a need for improvement.

In Spring 2014 DSPS initiated an annual survey process designed to capture data addressing it's core program outcomes. The focus of this initial inquiry was student self-advocacy. Self advocacy is regarded as a key factor in student success bringing together several elements related to student empowerment. An empowered student is actively engaged in the pursuit of their education goals, seeking the

necessary support and resources.  DSPS supports student empowerment by acknowledging that students with disabilities come to postsecondary education with added complications. These complications are a result, not only of their disability, but a history of educational settings that managed every aspect of the student's education.

The goal of the survey was to assess some of the elements that contribute to student empowerment to better focus our efforts.  These elements include: effective communication, collaboration/negotiation, self-acceptance/esteem, resiliency, and initiative.  Each element was assessed on two levels.  Students were asked to rate the importance (value) of the element and their ability to demonstrate it.  Analysis consisted of looking at the discrepancy between the value and the demonstration.  The "gap"between the two ratings represents an area where the student is at-risk for disempowerment and disengagement.

The results are limited given the low number of respondents that successfully submitted the survey but they are supported by anecdotal evidence provided during the analysis by DSPS faculty and staff.

Other program SAOs were also assessed at this time and will be analyzed in the future.  These include: disability awareness, accommodation use,. planning, motivation, social/interpersonal behavior, legal fluency.

Fundamental to self-advocacy is a healthy sense of self.  Analysis of the survey data indicates the this is a major area of discrepancy.  Acceptance of one's disability without embarrassment was highly valued by 53% of respondents but only 22% indicated they were able to demonstrate it.  Along the same lines, 63% highly valued the ability to "draw from inner strength and self-esteem" but only 33% indicated they were able to demonstrate it.  Taken together, these results indicate that students with disabilities are at-risk for low self-esteem, poor self-image, and an overall sense of inadequacy.  This not only has implications for self-advocacy but raises concerns about vulnerability to depression.  Inadequacy, the polar opposite of advocacy, is both an indicator and cause of depression.

Analysis of other elements also raise similar concerns when looking at the discrepancies between rated importance (value) and demonstration.
1) Effective Communication: Value (90%) vs. Demonstrate (42%)
2) Negotiate/Collaborate:    Value (79%) vs. Demonstrate (48%)
3) Initiate                Value (79%) vs.Demonstrate (53%)

1. Discuss changes made in how your program provides services based on assessment data.

| None at this time. See plan below. |
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1. As a result of your assessment data, give an example of how your program has changed the way it provides guidance to students who use your program's services, if applicable.

| NA |
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1. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results?          YES      NO

If yes, please explain.

| The analysis suggests that steps should be taken to address the discrepancies that put disabled students at risk.  This is not to say that these discrepancies do not exist in the general student population, however, students with disabilities have an added dimension that requires specific types of interventions.  In order to address the need for disability-specific student support and program outcomes DSPS recommends |
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| 1) 1 new counselor position to provide additional support for students at risk for depression.  This support would include development of workshops to develop self-esteem and promote advocacy-related skills and disability assessment to provide students with accurate self-image. |
| 2) Faculty and staff training in recognizing and responding to depression and self-esteem issues.  The DSPS environment should be viewed as a safe and responsive space for students struggling with these issues. |
| 3) An increase in the availability and length of appointments, including evening hours (new counselor position) |
| 4) Purchase of depression assessment inventories to use as part of intake and subsequent counseling appointments. |

- **SAO Process**

  1. Describe how your program reaches consensus when writing service area outcomes for the entire program.

     This is a one person program

     > **Bi-monthly program meetings are used to identify selected student outcomes and align services to promote them.**

  1. Describe how your program reaches consensus when developing and evaluating assessments for service area outcomes.

     This is a one person program

     > **Bi-monthly meetings are used to collectively analyze assessment data and develop strategies to address issues raised during the analysis.**

  1. What methods does your program use for documenting SAO related discussions? Check all that apply.

     Program emails

     # Program meeting minutes/agendas

     Blackboard/other website

     Other (please describe)

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- **PROGRAM ANALYSIS**

  Review of academic years 2012-13 and 2013-14

  Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

  - **Data Review**

    If applicable, summarize any *changes* in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.  NA

    NOTE: Only include changes that affect student learning, program planning or resource requests.

    **Data shows an increase in success and completion rates from 2009 to 2013.  During this time period these rates are near to or on par with those of non-disabled students.  2012 and 2013, however, those rates have flat-lined.  This may suggest**

**that DSPS support services have not kept pace with the increase in student growth (584 in 2009 to 731 in 2013). Further analysis, as well as more current data, may clarify the reasons for the stagnant success/completion rates. Despite the growth in headcount, there has been no increase in faculty.**

- **Human Resources**

    1.      Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.  **N0**

    2.      Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

      **Accommodated test proctor position was filled in Summer 2014.**

      **This was a retirement replacement.  No additional classified positions have been added. Two instructional aide positions, lost in SERP, have not been refilled**

    3.      If applicable, describe how the changes indicated in 1 and 2 have impacted the student experience?

- **Other information pertinent to the program**

# PLANNING

- **Planning Update**

    Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

- **Program Planning for AY 2015-16**

    As appropriate for your program, please address each of the following areas. Describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

    1. SAO assessments. NOTE: 100% of SAOs in your program should be assessed a minimum of once every two years.

        - How does your program plan to use the results of the assessments for the continuous improvement of services to students and/or the improvement of student learning?  Examples might include the following (Your responses may vary):

- change a website
- use technology differently
- update the way an orientation is presented

- Have your program's assessment results shown a need for new SAOs?
  **NO**
  - If yes, for what service areas will your program write new SAOs?

  - What percentage of SAOs will your program assess in the next academic year (2015-16)?

1. Curriculum (omitted – not applicable to non-instructional programs).

2. General Program Planning

   Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).


- ## Resource Requests for AY2015-16

  Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

  For each request, in the rationale section:

  - Describe how meeting this request will improve student learning or the student experience.

  - Provide any data or evidence which supports this request.


- **Enrollment Management (omitted – not applicable to non-instructional programs).**

- **Human Resources**

  For each request, describe how meeting this request will improve student learning or the student experience.

  1. Request: New or replacement faculty position(s)

     **1 DSPS Counselor**

  2. Rationale for faculty position request(s)s.

     **DSPS provides specialized counseling that increases student awareness of the functional limitations of their disability and supports the identification of accommodations and strategies that promote course, program, degree and**

**transfer success.  There has been no increase in faculty positions for DSPS since 1997 despite the tremendous increase in program headcount.**

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

4. Rationale for classified staff position request(s).

- **Financial**

  For each request, describe how meeting this request will improve student learning or the student experience.

  1. Request: maintenance of, or increase in, existing program budget (e.g., for supplies, etc.)

  1. Rationale for financial request(s).

- **Technology (software only – discuss hardware in section E)**

  For each request, describe how meeting this request will improve student learning or the student experience.

  1. Request: upgrade existing software or purchase new software.

     a) **1 copy of MacTalk-Scientific Notebook product**
     b) **3 copies of Zoomtext 9 to version 10.1**
     c) **Upgrade 2 copies of Dragon 12 to Dragon 13**

  2. Rationale for technology request(s).

     **Zoomtext and Dragon fulfills the colleges mandate to ensures that students with disabilities have access to instructional material**
     **MacTalk Scientific Notebook supports math and science students with disabilities**

- **Facilities, Equipment (include technology hardware), Supplies**

  For each request, describe how meeting this request will improve student learning or the student experience.

  1. Request: Renovation or upgrade of existing facilities or new facilities.

  1. Rationale for facilities request(s).

  1. Request: Upgrading of existing equipment or purchase of new equipment.

     **DSPS is requesting:**

      **a) Upgrade to existing UbiDuo communication device for deaf students**
      **b) 1 iPad 6 tablet for academic support use**

1. Rationale for equipment request(s).

    **Ubiduo facilitates communication with counselors and staff throughout the college when interpreters are not available. The device is available for staff and faculty use outside of DSPS**
    **Increase in number of students requesting adaptive assistance using the ipad.**

1. Request: new supplies


1. Rationale for supplies request(s).