Program: **Disabled Program & Services**
Division: **Student Services/Enrollment Services**
Date: **October 17, 2017**
Writer(s): **Jim Gioia**
SLO/SAO Point-Person: Jim Gioia

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:
https://goo.gl/23jrxt
Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

1) *Please respond to each question as completely as possible.*

2) *If the requested information does not apply to your program, write "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 13.*

4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 16*

Links:

Program Review Home Page: https://goo.gl/XATgjJ
Fall 2016 Program Review Updates : https://goo.gl/YV8QOt
Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (https://goo.gl/WuR9cQ)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

A review of multiple data sources indicates that DSPS continues to serve an increasing number of students.
Headcount. According to the Office of Institutional research DSPS saw a jump of 50 students from Fall 2015 to Fall 20115 serving to 784. MIS data, as reported to the State, indicates that on average the program actively serves 520 students a semester.
Student Contact. While headcount indicates the number of students enrolled in the program, actual student contact represents the level of interaction with students. SARs data shows that DSPS staff provided over 2,000 direct-contact student services. The increase demand for student support continues unabated despite a staffing pattern that has not changed in over 20 years.
Course Enrollment. The total course enrollment for students with disabilities rose from 1,937 in Fall 2015 to 2,133 in Fall 2016.
Disproportionality. Of significant concern is equity data that continues to reflect the disproportional impact of the college's math and English programs on students with disabilities. This data does not yet reflect the impact of recent changes in multiple measures on success in English or the impact of Math Emporium/Math Jam on student progression and completion in math. Further analysis will await newer data. Historically, DSPS students, primarily those with learning disabilities take longer (velocity) but ultimately do succeed.
SLO. DSPS continues to assess its core Learning Outcomes of Self-Advocacy and Disability Awareness. The data reflects a gap between student self-assessment and achievement in these areas. There have been no significant changes to the programs data since last year's Program Review Update.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

Direct Academic Support. DSPS continues to explore methods of providing direct academic support. Direct support refers to identifying and addressing the cognitive elements that limit student *access* and *success*. A distinction is being made here between disabilities of a cognitive nature (LD) and other disabilties (sensory/mental health etc). The impact of specific disabilities on course completion varies but most would benefit from increased disability-specific coaching that focuses more on success strategies and support than on content pedagogy. Historically, the Learning Skills program has attempted to	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
		Curriculum*
		Enrollment Management

	External Factors
	Facilities,** Supplies and Equipment (Including Software)
	Financial/Budgetary
	Human Resources
	Learning Support
X	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
	Professional Development
	Services to Students
	SLO/SAO Process
	Technology Use

*Curriculum will also be addressed in Part 2 (Curriculum Review).

**Facilities will also be addressed in Question H.

address disproportionality in English and math for students with disabilities. This approach has had a limited impact on student success. As a result, DSPS needs to explore other means of providing resources to LD students.

Tutoring Services: Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.
- While students with disabilities do complete both math and English requirements, they do so at a slower rate and/or top out at non-degree applicable level.
- The longer it takes to complete degree/transfer requirements the more likely students will experience course/program fatigue and no longer persist.
- Classified staff of academic coaches, with specific training in providing individualized support that addresses the specific functional limitations that impede success should be embedded in the Tutorial Program.

Expanded Counseling: Students with disabilities very often present complex patterns of receiving, processing and expressing information that goes beyond content. Recent updates to Title 5 have identified and clarified the impact of Mental Health, ADHD and Autism on student access and success. Rarely do we see any of these disability categories expressed in discrete ways. The reality is that students with disabilities manifest tremendous variability due to the interaction of multiple cognitive, psychological and social dynamics. Categories become irrelevant when working with our students.
In recognition of the complex nature of our work, Title 5 articulates specific minimum qualifications for counselors in DSPS. The MQs are very different than those for general counseling. The 2,000 direct contacts per semester, referred to earlier, do not even begin to account for the number of counseling *hours* spent identifying and unraveling the complex presentation of students with disabilities. This goes beyond providing academic advising. This is a function that cannot be provided in a fractured way.
Since 1997, DSPS has had only 1.5 counseling positions available to support these students despite a 400% increase in student headcount. This is not sustainable. In addition to direct student contact DSPS counselors support faculty in the provision of accommodations as well as advice on management of student behavior in the classroom and pedagogic strategies that remove barriers to learning. **IN ADDITION** DSPS counselors are expected to fulfill all other faculty obligations such SLO/SAO development and assessment, committee assignments, professional development and other professional commitments.
This growth of this program along with the intense nature of the work requires and additional 1.0 to 1.5 counselor positions just to meet the *current* need. Continued growth will eventually necessitate further staffing.

Accommodation Specialist: Accommodation testing continues to be the primary accommodation provided to students. The overall growth in the headcount has resulted in an increase in the demand for this accommodation. ADA requires that the college provide all accommodations in a timely manner. Currently we have only one classified position to manage this demand but is only able to do so within a restricted time-frame. The current staff proctor consistently works more hours than contractually required. This puts the college

is at risk, both ethically and legally for: 1) An Office of Civil Rights (OCR)complaint for failure to provide accommodations in a timely and reasonable manner 2) Violation of contractual rules regarding working conditions. The recommendation is for a permanent part-time/full-time classifed position to ensure that the college is meeting its legal obligations, but more importantly, is providing essential support services.	

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

	Mark an X next to each area that is addressed in your response.
1) In Fall 2016 DSPS initiated an open math lab for students wanting additional help with math courses. The software program "CathUP Math" was purchased to provide assessment and tutorials that address specific deficiencies in math. A part-time professional expert was hired to be available during open lab hours. The impact was limited due to: • Difficulty in finding qualified help • Failure to adequately market the lab	Definitions of terms: https://goo.gl/23jrxt

	Community Partnerships/Outreach
	Curriculum*
	Enrollment Management
	External Factors
	Facilities,** Supplies and

• Departure of the professional expert who decided to go into retirement We will review this experience and determine what needs to be done to have the desired impact on success rates. 2) In late Spring 2016 we were able to hire a new DSPS counselor using SSSP funds bring us up to 2 fulltime counselors. This is the first staffing increase since 1997. Unfortunately, we experienced a retirement which returned us to only one full-time counseling position we have had all along. The faculty prioritization process has prevented us from replacing that position until a request has been submitted. Once the position has been prioritized the President will determine whether or not it may be filled.	Equipment (Including Software)
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	Learning Support
	LPC Planning Priorities https://goo.gl/LU99m1
	Pedagogy
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

In general, students with disabilities have benefitted from a strong collaboration between DSPS and facilities development and construction. • Through careful and deliberate program planning we were able to design an accessible, welcoming and dignified environment that provides a dedicated learning classroom, high-tech center, testing room and private counseling offices. We consistently receive high praise for our facility. This is not a small matter. On other campuses, DSPS is relegated to "left-over" spaces or out-of-the-way locations. • Collaboration with the IT staff has insured that the technology needed to support our students is provided. • In collaboration with Community Education, Adult Education Collaborative, and the LPC Horticulture Program, LPC was able to initiate a seminar/workshop for students with mild to moderate disabilities. The ultimate goal is to develop a certificate program that will lead to employment in the field of horticulture, landscape, and plant nursery centers. Community partnerships included Pleasanton Adult Education, Sunflower Hill, and the Horticulture Advisory Board.	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
	XLe	Community Partnerships/Outreach
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		Enrollment Management
		External Factors
	X	Facilities,** Supplies and Equipment (Including Software)
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		SLO/SAO Process

	Technology Use
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

1) Leadership transition - Until only very recently we have been stymied by the lack of consistent administrative support 2) HR processes have slowed to a painful rate make it difficult to move forward on initiatives that involve hiring both permanent and hourly help. 3) Faculty prioritization process that delays filling mission critical positions.	Mark an X next to each area that is addressed in your response.

Definitions of terms: https://goo.gl/23jrxt	

	Community Partnerships/Outreach
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

1. Filling the counseling position vacated by retirement 2. Update DSPS website 3. Develop new outreach material 4. Review current staffing structure and make recommendations that include: • Full-Time DSPS Director • Full-time DSPS Counselor • Accommodation Specialist • Dedicated LD Specialist • Academic Coach	Definitions of terms: https://goo.gl/23jrxt	
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

NA	Mark an X next to each area that is addressed in your response.

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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

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

The Disabled Students Programs and Services (DSPS) is committed to the belief that students with physical, sensory, mental health and learning disabilities have a fundamental right to access the same educational opportunities as their non-disabled peers. This access is guaranteed through a campus-wide collaborative and interactive process involving student, faculty and staff. Our goals include:

- Provide an accessible, supportive environment

- Educate students with disabilities about their rights and responsibilities

- Promote the development of self-advocacy skills that will serve the student in all areas of life

- Promote the development of individuals as full participants in the productive, creative and social dynamics of the community

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ____yes _____no

(This data can be found here: https://goo.gl/b59nCy)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. <u>Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze</u>. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: DSPS
Text of the CSLO, SAO, or PSLO: SAO: Construct and demonstrate self- advocacy strategies and communicate needs to instructors
Describe the quantitative or qualitative result: Data indicates a discrepancy between the value students place on the need to self-advocate and their actual ability to do so.
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: Academic Accommodation Plan was revised to facilitate student advocacy and communication Students report greater ease and confidence with a form that both notifies instructors and facilitates further discussion.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

Not analyzed at this point

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO   PSLO   SAO
Course, Program Name, or Student Service Area: **DSPS**
Text of CSLO/PSLO/SAO: TBD. During Fall 2017 we will be discussing the next SAO to be assessed in Spring 2018.
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

Section Two: Curriculum Review
(Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> **1. Log in to CurricUNET**
> **2. Select "Course Outline Report" under "Reports/Interfaces"**
> **3. Select the report as an Excel file or as HTML**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Section Three: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact Vicki Shipman or the current CTE Project Manager for access to data).

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B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

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C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact Vicki Shipman or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

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C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

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C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?