Program Review - Service - DSPS Latest Version
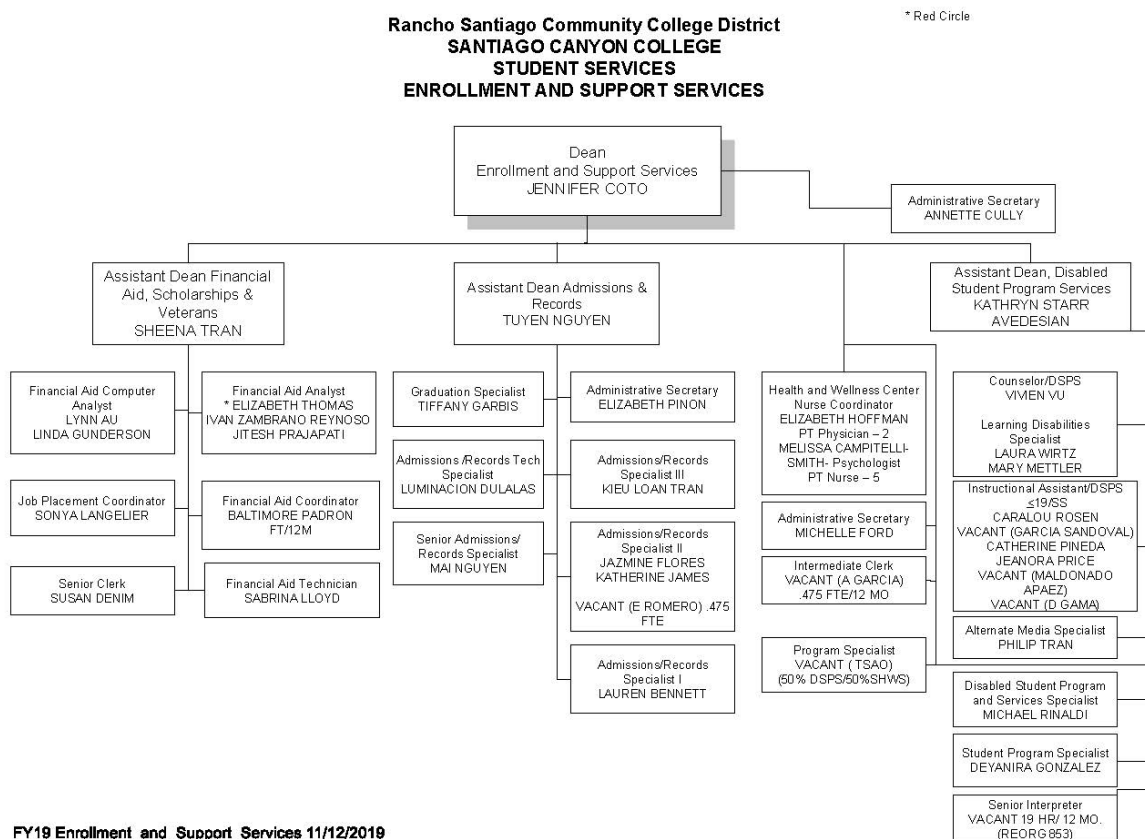
Overview

Program Review - Collaborators : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

Collaborators
Laura Wirtz, Learning Disabilities Specialist and Department Chair
K. Starr Avedesian, Assistant Dean

Program Review Overview - Organizational Chart : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

Please insert the organizational chart for this program or service area.

Rancho Santiago Community College District
SANTIAGO CANYON COLLEGE
STUDENT SERVICES
ENROLLMENT AND SUPPORT SERVICES

* Red Circle

FY19 Enrollment_and_Support_Services 11/12/2019

Program Review Overview - Service Area Functions : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

DSPS provides instructional support services and academic accommodations to students with verifiable disabilities attending the college. Program services are designed to ensure that students have equal access and are able to benefit from all college offerings. The academic accommodations authorized for students are determined individually based on identified disability-related educational needs.

Students are responsible for requesting DSPS services and for providing disability verification from a qualified professional. To apply for services, students must complete a program application and meet with a DSPS certified professional for an evaluation of needs. After program eligibility is determined, educational accommodations are authorized and an Academic Accommodation Plan (AAP) is developed specifying the student's academic accommodations. Students are required to meet with a DSPS professional at least once a year to have their progress and ongoing needs evaluated.

The following auxiliary aids and support services are provided by DSPS:
- Access to and arrangements for adaptive educational equipment, materials, and supplies;
- Liaison with campus and community agencies, including referral to campus or community agencies and follow-up services;
- Registration assistance including priority enrollment assistance, application for financial aid, and related college services;
- Special parking, including on-campus temporary accessible parking while an application for a state handicapped placard or license plate is pending, provision of a temporary parking permit;
- Specialized orientation to acquaint students with environmental aspects of the college;
- Test-taking facilitation, including arrangement, proctoring and modification of test administration;
- Assessment, including both individual and group assessment not otherwise provided by the college, to determine functional educational or vocational levels, or to verify eligibility for learning disabilities services;
- Counseling, including specialized academic, vocational, personal and peer counseling services not duplicated by ongoing general counseling services;
- Sign language interpreter services and real-time captioning for students who are deaf and hard of hearing (coordinated through DHH Program at SAC);
- Mobility assistance on campus;
- Notetaker services to provide assistance to students in the classroom;
- Reader services, including access to Learning Ally and alternate media;
- Transcription services, including but not limited to the provision of Braille and print materials;

- Specialized tutoring not otherwise provided by the college;
- Outreach activities designed to recruit potential students with disabilities to the college;
- Accommodations for participation in co-curricular activities directly related to the student's enrollment in state-funded educational courses or programs; and
- Academic Coaching that provides academic monitoring and support for college coursework including specialized tutoring, learning strategies training, and the development of skills related to planning, organization and self-advocacy.

Function	Description
Comprehensive support services for students with disabilities	(see below)

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

What processes does your program/service area follow to create, evaluate, and update annual plan goals?
Collaborative discussion to identify and create goals specific to departmental needs. Evaluation occurs typically during the Spring semester according to the outlined measurement process/data collection. Annual goals are updated according to the interpretation of data, current departmental needs, and other influences impacting the provision of services to students.

How is SCC's mission statement (https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx) reflected in your goals?
Our departmental goals are directly connected to the DSPS Vision and Mission statements, which in turn are aligned with the SCC Mission statement. Our service to students reflects the core tenets of the SCC Mission statement highlighting an innovative and progressive approach to supporting the 'whole' student, encouraging self-advocacy, and maintaining a high level of accountability for our program delivery.

Vision:
Disabled Student Programs and Services (DSPS) will offer a comprehensive range of specialized instructional support services and academic accommodations designed to reduce educational barriers and enable students with disabilities to develop and express their abilities. The DSPS Center will be staffed by educators dedicated to supporting student growth through a holistic, student-centered approach to learning and service provision. State-of-the-art resources will be available in a facility that models universal design for architecture, equipment and learning. Responding to students' needs effectively in a timely and compassionate manner will be our highest priority.

Mission:
We support the success of students with disabilities by offering programs and services that promote access, equal opportunity, and empowerment.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

Annual Plan Goal
N/A

Data Analysis

Program Review Data Analysis - Service : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

Please provide comment on student survey results administered by the program, if any.
A comprehensive student survey was administered at the end of the 2018-19 academic year as a function of the Districtwide ADA Self-Evaluation and Transition Plan process. Results of the survey are contained within the Americans with Disabilities Act and Section 504 Self-Evaluation and Transition Plan Report dated December 2018.

Areas surveyed included:
- Type of disability
- Ease of applying for DSPS services
- Effectiveness of DSPS services
- Satisfaction with DSPS services
- Satisfaction with access to all college services
- Satisfaction with physical access of campus

Excerpt from the plan:
For the most part, the students responding to the survey were "satisfied" to "very satisfied" with the ease of obtaining services and the effectiveness of such services from both DSPS and other campus programs.

Please refer to entire document for a full review of the survey results.
Please provide comment on program exit exams or other assessments of graduating students, if any.
N/A
Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.
Qualitative data is shared during DSPS Advisory Committee meetings regarding both student and family experiences while attending SCC and after leaving SCC. This information is shared by community agencies and family members who attend the DSPS Advisory Committee meeting. Currently, a formal survey process is not employed within the department.
Please provide data pertaining to the instruction or delivery of service, if any.
Annual Unduplicated MIS data on students served by SCC DSPS in 2018-19

California Community Colleges Chancellor's Office		
Disabled Students Programs & Services (DSPS) Summary Report		
	Annual 2018-2019	Annual 2018-2019
	Student Count	Student Count (%)
Santiago Canyon Total	735	100.00 %
Acquired Brain Injury	14	1.90 %
Attention Deficit Hyperactivity Disorder (ADHD)	104	14.15 %
Autism Spectrum	73	9.93 %
Developmentally Delayed Learner	16	2.18 %
Hearing Impaired	16	2.18 %
Learning Disabled	243	33.06 %
Mobility Impaired	25	3.40 %
Other Disability	95	12.93 %
Psychological Disability	132	17.96 %
Speech/Language Impaired	2	0.27 %
Visually Impaired	15	2.04 %

Among the numerous functions and services provided by DSPS, the following data exemplifies our commitment to student success:

<u>Academic Coaching</u>
Academic coaching is designed to support students' academic success in college. Academic Coaches are Instructional Assistants who provide instructional support and guidance, teach students how to plan and organize their studies, manage their time effectively, use strategies for learning, and help them become strong self-advocates. Academic Coaching involves a commitment of two hours per week.

On average, between **50 and 60 students take advantage of academic coaching each semester**. New college students are encouraged to take advantage of Academic coaching, as it helps them transition from high school to the challenges of college. In addition, many students find the support provided by Academic Coaching to be very beneficial in terms of their overall academic success and return to take Academic Coaching every semester.

<u>Individual Appointments</u>
During the Spring 2019 semester, DSPS professionals supported **656 *scheduled* student appointments**. Students schedule individual appointments with DSPS professionals for many reasons; for example, to register with DSPS, review accommodations, semester planning, discuss academic progress, for assistance with a wide range of academic and disability-related issues, and for Learning Disabilities assessment. Included in this number are **over 200** appointments scheduled with the DSPS counselor.

<u>Early Welcome</u>
DSPS increased the number of Early Welcome students in Spring of 2019 by 26%. This equates to a total of **116 incoming high school students** who registered with DSPS. During Early Welcome, high school students transitioning to SCC are able to:
- meet with a DSPS professional individually in order to register with DSPS and have accommodations authorized
- meet with the DSPS Counselor to have their English and math placement evaluated and an abbreviated educational plan prepared
- semester planning with their DSPS professional
- receive priority registration and registration assistance

<u>Testing Accommodations</u>
In 2018-19, DSPS facilitated **1730 tests and quizzes** for students with approved accommodations. Accommodated testing is a high volume DSPS service critical to ensuring equal opportunity for students with disabilities. Testing accommodations are authorized for students during their individual evaluation meetings with DSPS faculty. These accommodations may include extended time for test-taking, using assistive technology for reading an exam, taking exams in a distraction-reduced environment or using a computer or scribe to complete the written portions of exams.

<u>Alternate Media</u>
During the 2018-19 academic year, DSPS Alternate Media responded to **235 individual requests** for textbooks in alternate formats. This resulted in the production of **162 titles**. Alternate media is essential to providing access for individuals who have print disabilities.

<u>Learning Disability Assessment</u>
Learning Disabilities (LD) assessment is an important service provided by DSPS for students who have never been identified as having a learning disability. The average LD screening and assessment consists of five appointments and requires about eight hours: LD Screening, Learning Disability Intake Interview, cognitive and achievement assessment, and interpretation of results. The assessment allows Learning Disabilities Specialists to determine DSPS eligibility, authorize accommodations, and make recommendations.

The average number of Learning Disability assessments completed each semester is **between 10 and 12**. This number of assessments completed is contingent upon the full-time staffing of qualified Learning Disabilities Specialists available to provide them. Not all colleges provide LD assessment; students at SCC are fortunate to have this services available to them.

Outcomes Assessment

Program Review Outcomes Assessment - SAOs : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

Total Number of Service Areas	Total Number of SAOs	Total Number of SAOs Measured
1	2	2

Program Review Outcomes Assessment - SAOs Table : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

Note: This section contains the reporting of outcomes for 2018-2019 only.

Service Area Outcome	Outcome Met?	Explanation of Assessment Result
DSPS Alternate Media Specialist will maintain an accurate recording system and timeline of all alternate media requests, communications, and production in accordance with the CCCCO DSPS recommendations set forth in June 2018 as a result of a State Audit completed in December 2017. Desired Outcome: Newly implemented Clockwork data management system will be utilized effectively to capture all required data per CCCCO guidelines effective Spring 2019.	Yes	Alternate Media Specialist and Administration collaborated to create a uniform system of tracking all pertinent data points outlined by CCCCO for alternate media requests, communications, and production. Clockwork was utilized effectively to create a tracking mechanism, of which most functions were already embedded into the system.
DSPS front office personnel will effectively book student appointments in Clockwork, upload documents, and indicate pertinent information in the electronic system (Clockwork) prior the student meeting with DSPS faculty. Desired Outcome A: 95% of Initial appointments will include notation of disability in appointment notes memo, documentation of disability scanned in electronic system, and notation of initial contact in appointment memo at least one work day prior to the student's Initial appointment with the DSPS faculty member during weeks 5-8 of the Spring 2019 semester.	No*	Desired Outcome A results: N = 14; 79% of initial appointments had the student's disability notated on the Initial Contact form; 100% had disability documentation scanned into the system; 93% had the initial contact documented on the Initial Contact form. *These results should be interpreted with caution in terms of the following confounding factors: 1) data collection occurred in the middle of Early Welcome which is a very intensive time for DSPS staff; 2) data collection occurred during a change in front desk staff; 3) some students are reluctant to share their disability in an open office.
Desired Outcome B: 95% of Screening appointments will include notation of student's primary concern(s) in appointment memo and notation of initial contact in appointment memo at least one work day prior to the student's screening appointment with the DSPS faculty member during weeks 5-8 of the Spring 2019 semester.	No*	Desired Outcome B results: N = 3; 67% of LD Screening appointments had the primary concern notated; 67% had the initial contact documented. *Because of the limited number of LD Screening appointments scheduled within the designated time period (N = 3), the results are deemed uninterpretable, and no conclusions should be drawn from them. In addition, the same confounding factors (see number 1 and 2 above) prevailed.

Program Review Outcomes Assessment - SAOs Prompted Change : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

What changes will the service area make based on its assessment of service area outcomes? Give specific examples.
Although the target goal percentage was not met for two of the SAOs (in consideration of the confounding variables) the results are positive.

The DSPS team will continue to address the following areas:
- Ongoing training for all team members
- Elicit feedback and ideas from front desk staff regarding the dynamics of dialoguing sensitive student information
- Continue to maximize the features of Clockwork in order to further streamline front desk procedures and increase direct engagement with students.

Program Review Outcomes Assessment - SLOs : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

Total Number of SLOs	Total Number of SLOs Measured
1	1

Program Review Outcomes Assessment - SLOs Table : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

Student Learning Outcome	Outcome Met?	Explanation of Assessment Result
DSPS students will schedule their test appointments at least one week prior to their exam during weeks 15-16 of the Spring 2019 semester with 80% accuracy.	No*	71% of students scheduled their tests at least one week in advance during weeks 15 and 16 of the Spring 2019 semester. *This procedure was presented to new students and reinforced for ongoing students in a variety of ways including during the Initial appointment when accommodations were authorized, on the DSPS website, contained in e-mail communication, and as needed when students demonstrated a need for reinforcement. Additionally, students were reminded of the procedure (with signature affirmation) via SwipedOn prior to the data collection period of the SLO. An additional reminder email of the procedure was sent prior to the assessment period. *These results should be interpreted with caution in terms of the following confounding factors: 1) data collection occurred during Finals weeks which is a very intensive time for students and DSPS staff; 2) data collection occurred during a change in front desk staff and reduced faculty support; 3) a Federal holiday occurred during data collection possibly impacting students' ability to schedule exams.

Program Review Outcomes Assessment - SLOs Prompted Change : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

What changes will the service area make based on its assessment of student learning outcomes? Give specific examples.
Although the target goal percentage was not met for the SAO (in consideration of the confounding variables) the result was positive.

The DSPS team will continue to address the following:
- Intentional reinforcement of the DSPS testing accommodation procedures for all incoming students. Concerted effort during EW to highlight the procedures.
- Gentle, verbal re-teaching of the procedure when students schedule testing appointments outside of the desired timeframe.
- Reminder of all DSPS procedures during Academic Coaching sessions.
- Intentional checking for understanding during Initial appointments directly following the presentation of the information. (Data could be gathered at this point for immediate recall with a later data period for application of the procedure.)
- Evaluate additional procedures to remind students of the 1 to 2 week advanced scheduling procedure for testing accommodations.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

With *SCC's Mission Statement* in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?
It is an inherent and integral function of DSPS to address the unique educational limitations that arise as a result of students' identified areas of disability, which may impact academic, developmental, and vocational needs. Our department adheres to the mandates outlined in Title 5 and we proudly extend our support beyond the stated minimum requirements. Students come to SCC, and seek out support from DSPS, as a result of the comprehensive scope of services and positive reputation that our program maintains in the community at large.

DSPS has an ongoing partnership with Department of Rehabilitation (DOR) that enhances students' ability to access community resources and support for individual vocational goals. This partnership also affords students the ability to meet with a DOR counselor on-site at SCC, thus limiting the often inherent challenge of transportation
Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, co-curricular, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.
All services offered through DSPS are geared toward supporting students' educational goals.
- Academic Coaching is an individualized support program designed to support students who have disabilities as they navigate the college setting. Students sign up to work with an Academic Coach (Instructional Assistant) for one to two hours per week for the duration of the semester. The ratio of students to Academic Coach is 2:1. During Academic Coaching sessions, students have an opportunity to discuss their progress in their classes and receive interventions that facilitate their success. Academic Coaching hours are available Monday through Thursday, from 8:00 AM until 2:00 PM.
- Homework Support is drop-in specialized tutoring for students who have disabilities. Homework Support is provided by trained DSPS Instructional Assistants and consists of tutoring, support, and study-group facilitation. Homework Support is available Monday through Thursday from 2:00 until 5:00 PM.
- Math Tutoring is available for students who are registered with DSPS and are taking mathematics classes. Math tutors are trained to assist students who have disabilities that affect their ability to understand and process material. Many students who have learning disabilities and ADHD struggle with mathematics, and this support is vital to their success. DSPS math tutors are specially trained to assist students who have disabilities that affect their learning.
- Semester Planning is a DSPS service that holistically takes into consideration students' disability-related educational limitations, outside commitments, and life constraints. For example, many students who have disabilities require an extraordinary amount of time to understand and learn course material. Having a balanced and realistic course load each

semester is vital to their success. The hour-long individual semester planning meetings are also an opportunity for DSPS professionals to review accommodations and make recommendations, referrals, and interventions when students are struggling academically.

- Specialized Academic Counseling Services through a designated DSPS Counselor help students to stay on track as they strive to meet their academic goals. The DSPS Counselor has a solid understanding of the impact that various disabilities may have on student success. The counselor is able to create comprehensive educational plans that meet the individual needs of students who have disabilities.

Intentional collaboration with academic divisions and campus partners promote student success and awareness of the comprehensive services offered through DSPS in support of major requirements, transfer goals, and overall academic success. DSPS acknowledges that access to outside resources further supports the global needs of students and facilitates the attainment of educational goals.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?
Yes, the program and services offered through DSPS are designed to support students in traditional and nontraditional learning environments. Please refer to the Implementing Guidelines for Title 5 Regulations/Student Services Division/Disabled Student Programs and Services as prepared by
the Chancellor's Office, California Community Colleges located in the Document Library.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?
Our DSPS program employs an ongoing, fluid process of program evaluation and enhancement that is responsive to the larger college, district, and state initiatives and trends. We are creative in addressing the changing needs of our students, while maintaining the integrity and accountability of Title 5.

We encourage open dialogue, collaboration, professional development, and ongoing communication with CCCCO DSPS and colleagues in the field. Our team participates in Region G meetings, is active in the various CCCCO listserves, and attends conferences and trainings offered in the field.

Additionally, DSPS holds a mandatory Advisory Committee meeting with campus partners, students, and various community stakeholders, per the Implementing Guidelines for Title 5 Regulations (previously referenced in this review):

The focus and priorities of the committee will be determined locally, however a non-exhaustive list of the types of important aspects of the advisory committee are to:
1. *Review current DSPS services and provide recommendations for enhancements.*
2. *Assist in new DSPS program development.*
3. *Maintain liaison with various agencies.*
4. *Cooperate in supporting DSPS activities and campus events.*
5. *Assist in the recruitment and outreach of students who may benefit from DSPS.*
6. *Provide consultation on campus committees representing DSPS.*

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?
Consideration of the needs of students with disabilities is engrained in the culture of SCC. Training is always available for campus partners related to scope of services offered by DSPS and is tailored to the specific needs of the department. Every department on campus has demonstrated a comfort level in calling DSPS for consult and collaboration. The DSPS team maintains a connection with campus partners by actively participating in programs, committees, and activities within the college community. This engagement allows the team to garner and disseminate information about resources to students in DSPS.

All team members are encouraged to participate in professional development opportunities directly related to their role or for areas of additional interest. Connection with outside agency groups is an ongoing activity to further support the goals of DSPS.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?
Some of the areas/issues that will need attention include:
- Increased support and resources for students with mental health needs
- Impact of Guided Pathways on success of students with disabilities
- Changes to the DSPS funding model (to be determined) by CCCCO for the 2021-22 year
- Impact of AB540 and AB705 on student success and retention
- Ongoing training specific to college, district, state, and federal initiatives

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

The DSPS office is located in the E Building in a dedicated office space (E-105). Due to space constraints, collaboration with Administrative Services resulted in the outfitting of our DSPS Instructional Support Room* in E-204.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
1*	incorporated in DSPS Instructional Support Room	1	0	0

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

DSPS does not currently have shared facilities with other programs or service areas.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
undefined	undefined	undefined	undefined	undefined

Program Review Resources - Specialized Equipment and Resources : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

DSPS maintains a variety of specialized equipment and resources to address the unique needs of students with disabilities. These resources are too numerous to list individually, however the chart above highlights commonly accessed and/or highly specialized equipment and resources maintained by DSPS.

Equipment/Resource	Description
Chromebooks (36)	Accessibility features inherent to device. Laptop running the Linux-based Chrome OS as its operating system.
Smartpens (50)	Livescribe Echo: ballpoint pen with an embedded computer and digital audio recorder.
ADA Transport Cart	A cart with wheelchair tie-downs used to transport individuals with mobility disabilities and their attendant and/or family members around campus.

Equipment/Resource	Description
Assistive Listening Device (3)	Assistive Listening Devices (ALDs) are personal technologies that can help individuals communicate in one-to-one conversations. They are hand-held amplifiers with microphones that bring the sound you wish to hear closer to your ears.
Braille Embosser	A braille embosser is an impact printer that renders text as tactile braille cells
BrailleNote	The BrailleNote runs KeySoft and displays output on 18 or 32 display cells. Utilizes new TouchBraille software to input typing using a touch screen instead of the classic keyboard. Visual display can be turned on or off.
Closed Circuit Television (8)	Video Magnifier, CCTV magnifiers provide low vision aid for a full range of visual needs, specializing in assisting individuals with macular degeneration, glaucoma, cataracts, retinitis pigmentosa, diabetic retinopathy, and other low vision causing eye diseases and conditions
Graphing Calculators (6)	Handheld computer that is capable of plotting graphs, solving simultaneous equations, and performing other tasks with variables
TouchScreen Monitors (25)	Touchscreen monitor for accessibility at all student-use computer stations (13), testing accommodation computer stations (3), faculty stations for interactions with students (4), and staff stations (4). One monitor not assigned.

Program Review Resources - Funding Sources : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

All budget allocations and use of funds are documented through the SSARCC reporting process.

Funding Source	Description
CCCCO DSPS	Funding model designed by CCCCO to support the DSPS program. Funds are categorical and restricted to use for DSPS related needs.
General	Unrestricted District/College funding
Equity/SEAP	Funding allocated to DSPS for specific purposes as a component of serving underrepresented populations.

Program Review Resources : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?
The current use of office E-105 and room E-204 meets the minimum needs of the program, though it is not ideal. Confines include, but are not limited to):

- limited walk space between student tables, office, and computer stations
- inadequate sound barrier for confidential conversations and distraction-reduced testing accommodations
- no dedicated space for student belongings during testing or academic coaching which creates a trip-hazard
- ease of egress during emergencies
- split-level program space is not ideal
- lack of dedicated testing room for at least 25 students, which disallows the transformation of E-204 into a high-tech center.

All facility furniture and equipment is district-approved. Facility physical space is governed by college and district standards which are aligned to various legislative requirements such as ADA.
How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?
DSPS program equipment, supplies, and materials are ample and budgetary consideration is provided in an ongoing fashion for all needs to be addressed. Additionally, communication with Administrative Services has resulted in purchased resources supporting Universal Design outside of the DSPS budget.

The DSPS budget is managed locally and with the support of RSCCD Resource Development. The timelines for purchasing are determined by the District in accordance with the CCCCO DSPS categorical funding expenditure regulations.
How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?
The technology resources (computers, software, media, and presentation equipment) meet the full needs of the department, in addition to the specialized needs of students with disabilities.
How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?
The technology resources (computers and software), training, and technical support is adequate to meet the administrative needs of the program/service area. The team has resident 'experts' in technology that problem solve and find alternative solutions to various technological need.
How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

- The team of Instructional Assistants adequately meets the needs of the department for instructional support. A vacancy exists should the program dictate the needs for an additional position to be filled.
- Operational needs specific to the front office are not being adequately met due to a need for clearly delineated clerical support. A vacancy exists for a Program Specialist which was a shared position with another department. An effort is being made to add a position to the Organizational Chart for a part-time Administrative Clerk to address the comprehensive needs of the program.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)?   If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?
DSPS does receive categorical funding (aside from DSPS categorical funding) from Student Equity and SSSP to support a portion of the salaries of Instructional Assistants and the DSPS Counselor. Student Equity has, at times, supported requests for one-time funding for refreshments for student events.
Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?
Some of the areas/issues that will need attention include:

- Facility needs in consideration of program growth, student need, and ADA requirements. Communication of access to a dedicated, multi-seat (>25) classroom for facilitation and proctoring of testing accommodations during high testing accommodation periods.
- Budget management and communication with Administrative Services (as needed for increase of general funds to DSPS budget) upon receipt of the new CCCCO weighted, funding formula specific to DSPS (expected for implementation during the 2021-22 fiscal year). Budget allocation is to remain consistent for the 2020-21 fiscal year according to information received by DSPS from CCCCO.
- Continued maximization of the Clockwork application to address areas such as DHH interpreter scheduling and tracking of student DHH needs, scheduling and tracking of testing accommodations, MIS data reporting, etc.

Human Resources

Program Review Human Resources - Support Staff : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Alternate Media Specialist	1	Full-time	12	DSPS-Restricted
DSPS Specialist	1	Full-time	12	General-Unrestricted

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Student Program Specialist	1	Full-time	12	DSPS-Restricted
Senior Interpreter	1 (not on current organizational chart)	Full-time (20% SCC / 80% SAC)	12	DSPS-Restricted
Program Specialist	1 (vacancy)	Full-time (50% DSPS / 50% SHWS)	12	DSPS portion-Restricted
Instructional Assistants, DSPS	4* (*new hire effective 1/6/20 and 2 vacancies)	Part-time (=/< 19 hours)	school session up to 12 months	DSPS-Restricted and $10,000 Equity

Program Review Human Resources : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

Faculty, staff, and administrators remain current in the field through self-initiated professional development experiences, continued education endeavors (often with specific degree objectives), seeking out and attending trainings offered through the college, district, and regional community college partners, and CCCCO. Rich dialogue among team members also serves as a valuable mode of professional development and colleague interaction toward the ongoing application of theory into practice and ensuring applicable and engaging content to our service delivery. Professional organization participation varies among the team given their individual interests. The California Association for Postsecondary Education and Disability (CAPED) is a professional organization that most DSPS members are affiliated with either through conference attendance or other forms of communication.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

Faculty, staff, and administrators serve as a resource to the SCC Community and RSCCD at large through a variety of ways. The skills of the team extend beyond that of their specific role and job description. Our team members are called upon for consult and committee membership to further advance the various initiatives of the college and district. The DSPS team serves as a resource for the community through Outreach efforts, collaborative endeavors with Department of Rehabilitation, CCCCO Region meeting participation, and numerous extended opportunities to spread awareness of the program to all interested stakeholders.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

The DSPS program experienced a change in Spring 2019 resulting in the role and physical location of the DSPS counselor. This change impacted the immediacy of service delivery to students and access to collaboration among DSPS team members. The team continues to adjust to this change. Additionally, when faculty are granted release time for college-related duties or leaves of absence, filling the vacancies has proven to be a challenge due to the current part-time salary structures that are not competitive with neighboring college districts.

The position of Program Specialist was added to the department's organizational chart in 2017 and was a shared positon with Student Health and Wellness Services. This position is currently vacant and a need has been established for clerical support that extends beyond the scope of what the Program Specialist job description outlines.

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

Yes, however the frequency by which staff access the opportunities for mentoring and professional development is contingent upon their willingness to do so and if the activities aligns with their ongoing goals. Opportunities for Classified staff to attend various events on campus is regularly accommodated during office hours by administration and faculty offering to cover the front office and other programmatic duties. Team members have always been supported in pursuing their goals and for advancing their individual skills.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

SCC's DSPS program in highly interwoven with the campus planning as a whole, including sharing information with adjunct faculty, part-time staff, and interim administrators. Typically, the administrator of a particular division/department/program will encourage new members of their team to learn about all resources on campus, including DSPS. Through new faculty forums and other opportunities to address a group of employees at SCC, the mission of DSPS is shared. Individualized trainings are often delivered upon request to best address the detailed questions that can arise depending on the prior knowledge a person may bring to their role at SCC.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Some of the areas/issues that will need attention include:

- Maximization and communication of counseling support to best meet the often immediate needs of students in DSPS.
- Completion of process to add position of part-time Administrative Clerk to the DSPS organizational chart to address program needs.
- Continued encouragement for classified staff to access the professional development offering through the college and district.
- Structure of front desk reception area to best support students in consideration of change in classified staffing due to categorical funding limiting re-hire of Program Specialist position (50% DSPS/50% SWHS).

Internal and External Communication

Program Review Internal & External Communication : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

Annually through the efforts of the SCC Catalog Task Force.

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

The DPP was reviewed as a function of this transition to eLumen.

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

DSPS maintains a simple, yet comprehensive and up-to-date website. The website must be clear and easy for our student community to navigate. The Mission Statement is contained on the website and all current contact information is listed. Currently, program/service area outcomes are not listed on the departmental website. This information is available through the designated link on the college's website.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

DSPS makes a concerted effort to share new information about program offerings and supports for students through numerous opportunities for collaboration. Since DSPS funding is reserved for students who are registered with DSPS, information is shared with campus partners with this understanding. Additionally, the DSPS website has link designed for faculty resources related to department practices.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Communication about and coordination of the work of DSPS is an integral and necessary component of the success of the program. DSPS faculty and staff apprise one another of time sensitive service area needs with ease as the department is small and communication is ongoing.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Some of the areas/issues that will continue to be addressed include:

- Ongoing training of new and existing staff members specific to DSPS and college/district/state initiatives.
- Global and topic-specific departmental dialogue among all team members.
- Ongoing and systematic review of website and other electronic means of communication for accuracy and effective dissemination of information.

Planning Agenda

Program Review Planning Agenda : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Actively engage in discussions and share need for a larger DSPS facility to meet the demand for accommodated testing, along with additional space for instructional support services, staff workstations and a workroom to house equipment, materials, supplies, and a copier.	Ongoing need in the DSPS DPP. The number of students registered with DSPS who actively access the supports offered substantiate a need for a larger, cohesive area.	Funding outside of DSPS. Current effort by RSCCD to secure a Bond Measure on the March 2020 election ballot is underway.	Collaborative efforts (no cost), Construction costs should bond measure pass (unknown at this time).
Strengthen and broaden outreach to students with disabilities [and community partners] by updating and refining transition presentations, materials, and procedures to best meet the needs of incoming students.	SCC Outreach has expanded outreach efforts beyond the traditional feeder high schools. Additionally, the qualitative data gathered during DSPS Annual Advisory Committee meeting supports broadening the scope of our outreach.	Funding for marketing materials and personnel to perform accurate and dynamic outreach. Office coverage for personnel who conduct the outreach.	Marketing: $1500 Annually and Personnel: varied depending on position
Maximize the Clockwork student data management system to deploy additional modules that will streamline DSPS procedures, increase access of pertinent documents for students, centralize data collection, etc.	Specific modules align with the Implementing Guidelines for Title 5, adhere to the needs identified by the DSPS staff, and will aid in the data collection for such areas as MIS, the Annual Plan, and Program Review. Students have informally expressed interest in the ability to easily access their individual documents.	Collaboration with RSCCD ITS for programming needs and interface with Clockwork, dedicated DSPS staff time for customization, training, and instruction for students	Possibly overload (faculty) and overtime (classified) if necessary. Estimated cost would be minimal given full staffing of current and anticipated positions.
Consult with HR regarding the challenge of securing part-time faculty support for Learning Disabilities Specialist. (2020)	Hourly salary schedule for part-time assignments is highly discrepant from that of surrounding college districts.	DSPS allocation/budget	Unknown
Add part-time Administrative Clerk to Organizational Chart, complete hiring process. (2020)	Inability to hire Program Specialist due to categorical budget contraints experienced of SWHS and DSPS for ongoing, shared full-time position.	DSPS allocation/budget	Approximately 25K
Explore the development of an LD Specialist/Counselor position to align with the staffing of DSPS faculty positions at community college campuses across California and to streamline the support offered to students in DSPS. (2020)	Loss of 1 FTE faculty (DSPS Counselor) in 2/2019. Position is now under the direction of and in the office of General Counseling. Position no longer performs various functions as originally intended upon the creation of the position, such as conducting Initial Appointments.	DSPS allocation/budget, General Fund, or other categorical funding.	To be determined. Position does not currently exist. Calendar year and salary schedule vary between the two individual positions of Counselor and Learning Disabilities Specialist.

Summary Report

Program Review Summary Report - What is and is not working : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

Briefly describe and explain what is working well in your program/service area.
DSPS provides comprehensive and exemplary support service to students with disabilities. Below is a non-exhaustive list of what is working well in DSPS:

- Strong collaboration across all departments on campus demonstrates the acceptance and commitment to adherence to Title 5 regulations and student success.
- An increase of incoming first year students registered with DSPS for the 2019-20 academic year suggests that the concentrated efforts surrounding Early Welcome were successful (approximately a 26% increase from the prior year).
- The RSCCD Self-Evaluation and ADA Transition Plan highlighted the positive and effective efforts of the DSPS program in consideration of the vast needs of students with disabilities and integration across campus departments.
- Budget management has been successful given the CCCCO DSPS budget allocation delays and changes (particularly during the 2018-19 fiscal year), the ever-changing needs of the department heavily influenced by changes in staffing, and significant fluctuation among DHH services.
- Customization and implementation of the (previously purchased) Clockwork Student Management system during the 2018-19 academic year streamlined several departmental processes within the modules currently deployed.
- DSPS maximizes the office and facility space currently assigned to the program and has the support of Facilities and other programs for use of additional space during times of high need for testing accommodations.
- DSPS provides, with fidelity, all of the services required by Title 5 and other program-specific supports based on student need and the positive culture of SCC.
- Among the numerous services offered to students registered with DSPS, Academic Coaching is considered to be an integral component of support for students addressing their unique learning needs, reinforcing proactive steps towards academic success, and supporting educational goals.
- Data collection for MIS purposes and completion of the Student Services Automated Reporting for Community Colleges (SSARCC).
- A positive and strong relationship exists between DSPS and campus partners, our sister college Santa Ana College's DSPS program, and the RSCCD departments.
- DSPS is given full consideration of essential program needs in accordance with existing college/district procedures.

Briefly describe and explain what is not working well or needs attention in your program/service area.
As summarized in the *Program Review Outcomes Assessment: SAO and SLO Prompted Change* sections, the DSPS team will continue to address identified confounding variables in addition to the other specified areas for continued strengthening of program services and procedures.

As delineated in the Curriculum and Program Management, Resources, Human Resources, and Internal and External Communication areas of this Program Review, the DSPS will continue to address the identified areas within each section of this report for continued strengthening of the comprehensive needs of the program.

The change of location of the DSPS Counselor (1 FTE) significantly reduced faculty presence, collaboration, and support to students in the DSPS office. This is an area that needs attention as the department continues to feel the impact of this change. While a solution is not clear at this time, an Action Item on the Planning Agenda addresses further discussion.

Most notably, DSPS has an immediate need for:
- Clerical support
- Additional space for ease of program administration

Program Review Summary Report - Resources : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

Facilities	Technology	Equipment	Personnel

Facilities	Technology	Equipment	Personnel
A larger DSPS facility to meet the demand for accommodated testing, along with additional space for instructional support services, staff workstations and a workroom to house equipment, materials, supplies, and a copier.			Part-time Administrative Clerk (funded through DSPS) to effectively address program needs in consideration of change in classified staffing due to categorical funding limiting the re-hire of Program Specialist position (50% DSPS/50% SWHS).

Program Review Summary Report - Initiatives and Other Findings : Version by **Avedesian, Kathryn** on **12/18/2019 01:02**

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

DSPS supports all campus-wide initiatives during the planning (directly or indirectly, through committee work, collaboration and/or consult) and implementation phase specific to student needs. Major initiatives include, but are not limited to, the following: OEI, OER, Guided Pathways, AB705, AB540, Strong Workforce, etc. In addition, students registered with DSPS participate in other categorical support programs on campus. Communication between the support programs to strengthen/broaden support to students is employed in an ongoing effort, both informally as well as through channels such as Advisory Committee meetings.

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

No Value

Facilities	Technology	Equipment	Personnel
A larger DSPS facility to meet the demand for accommodated testing, along with additional space for instructional support services, staff workstations and a workroom to house equipment, materials, supplies, and a copier.			Part-time Administrative Clerk (funded through DSPS) to effectively address program needs in consideration of change in classified staffing due to categorical funding limiting the re-hire of Program Specialist position (50% DSPS/50% SWHS).