Part 2 – Comprehensive Program Review

Fall 2011

Program Name: Disabled Student Programs and Services

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2008-09, 2009-10, 2010-11

1. List the objectives developed for this program during the last comprehensive program review.

   Objective 1: The DSP&S department will provide and orientation to students on best use of services (i.e. tutoring, notetaking, interpreters, test proctoring, and counseling.)

   Objective 2: The DSP&S department will provide study skills workshops to increase student's success.

   Objective 3: DSP&S will contact students twice per semester to assess progress and use of available resources and services.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.

   As part of the intake process for students applying for services from the DSPS program an orientation to the program and the college is provided. This includes information on DSPS policies and procedures, and information on the appropriate use of services and how to request and utilize services. For fiscal year 2006-07 231 students received an orientation as part of the Intake process. For fiscal year 2007-08 261 students received an orientation, and for fiscal year 2008-09 231 students received an orientation. These numbers represent all of the students applying for services during these years, including students who applied for services by completing an intake interview, which included the orientation, even if the student did not follow with registering for classes.

   During the 2007-08 year the DSPS program initiated a one-half credit course which included the assessment for learning disability, review of learning styles, and discussion with the student on study skills appropriate for the student's type of learning disability based on the L.D. assessment. During the 2007-08 fiscal year 16 students completed the course and received information on study skills relevant to their disability, and during fiscal year 2008-09, 20 students completed the L.D. assessment course.

DSPS students are sent letters prior to the Fall and Spring semesters reminding them of important dates and to schedule an appointment with their counselor to discuss academic planning and appropriate accommodations. At mid-semester progress reports are sent to all the instructors of all DSPS students asking them to report on the student's performance in their classes, and if any services such as tutoring are indicated. Counselors review these progress reports, and contact students who are having difficulty to advise them to make an appointment to discuss the need for tutoring or other appropriate disability related accommodations. During the fiscal year 2006-07, 318 students were contacted during the Fall semester and 267 in the Spring semester, with an unduplicated count of 420 students for the year. During fiscal year 2007-08, 353 students were contacted during the Fall semester and 275 in the Spring, with an unduplicated count of 444 for the year. During the 2008-09 year, 315 students were contacted in the Fall and 354 in the Spring, with an unduplicated count of 434.

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

   Service Area Outcomes for the DSP&S Program were implemented during the 2008-09 Academic year, with the assessment of the outcomes completed in June, 2009.

   Program Service Area Outcomes:

   Outcome 1: Students will demonstrate self-advocacy by initiating timely requests for appropriate services and/or education accommodations. The method of assessment was a random sample of 50 students reviewed to determine when they made the request for services. Out of the 50 students reviewed, 40, or 80% requested services prior to the end of the first week of the Spring 2009 semester.

   Outcome 2: Students will demonstrate knowledge of their rights and responsibilities under the Americans with Disabilities Act. This outcome was suspended because informational materials intended to be distributed to students were unable to be purchased due to the budget shortfall. This outcome will be modified and reinstated at a later date.

Outcome 3: Students will identify and utilize appropriate campus and community resources. The method of assessment was a random sample of 50 students to review use of campus and community resources. Out of the 50 students sampled, 14% received no services during the Spring 2009 semester, 40% received one service, and 46% received more than one service.

High Tech Center Service Area Outcomes:

Outcome 1: Through increased communication with students, via phone calls and email, the student pass rate in the High Tech Center will increase from an average of 68.5% to 85% in DSPS 50 Adapted Keyboarding. Method of assessment was a review of grade records. The percentage of successful completion was 100%

Outcome 2: Through increased communication with students, via phone calls and email, the student pass rate in the High Tech Center will increase from an average of 67% to 80% in DSPS 52 Computer Access Evaluation. Method of assessment was review of grade records. The percentage of successful completion was 83%.

Outcome 3: Through increased communication with students, via phone calls and email, the student pass rate in the High Tech Center will increase from an average of 52.5% to 65% in DSPS 54 Computer Access I. Method of assessment was review of grade records. The percentage of successful completion was 81%.

Outcome 4: Through increased communication with students, via phone calls and email, the student pass rate in the High Tech Center will increase from an average of 75% to 85% in DSPS 56 Computer Access II. Method of assessment was review of grade records. The percentage of successful completion was 75%.

Outcome 5: Through increased communication with students, via phone calls and email, the student pass rate in the High Tech Center will increase from an average of 48% to 60% in DSPS 58 Computer Access Projects. Method of assessment was review of grade records. The percentage of successful completion was 82%

Learning Disabilities Services Area Outcomes:

Outcome 1: Students will demonstrate personal responsibility by attending each scheduled appointment and completing the 9 hours required for DSPS 18 Educational Assessment and Evaluation. Method of assessment was review of the contact log. Two students enrolled in the Spring 2009 semester successfully completed the course. 12 students who initiated the assessment in the Fall 2008 semester completed in the Spring.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

   The program data indicated that in general students initiate request for services in a timely manner. However, improvement is needed to increase timely requests to 90% of students in the program. Although the objectives were met, a new target of 90% will be implemented, with greater efforts to contact students early so that the services and supports are in place by the first day of the classes. A target of 90% of students receiving at least one service will be implemented by increased contact with students and providing a more detailed and structured orientation for students to become more aware of the services offered. As funding becomes available informational materials will be developed to give students information about their rights and responsibilities under the Americans with Disabilities Act.

   For the High Tech Center, it was very apparent that increased communication and contact with students increased their successful completion. All outcomes except one were met, and all will be continued.

   For the Learning Disabilities assessment, increased contact with students will be implemented to inform students of deadlines to complete the assessment. This will be in the form of letters and phone contact.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2011

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

   There are approximately 325 students receiving services through the DSP&S in the Fall 2009 semester. The program consists of one full time counselor and one adjunct counselor, one full time Learning Disabilities Specialist, Counselor, one full time High Tech Center Instructional Specialist/Alternate Media Specialist, one full time Coordinator for Academic Support Services, and one 75% Career Development Specialist funded through the Workability III collaborative program with the State Department of Vocational Rehabilitation. The full time Administrative Secretary retired September 30, 2009 and has not been replaced due to budget cuts. Clerical support is being provided by student workers and the former Administrative Secretary working ten hours per week on a temporary basis. Due to a 45% cut in the DSP&S budget tutoring was eliminated, as were the DSPS special classes in reading and math, as well as the non-credit courses in Critical Thinking, Arts and Crafts, Horseback Riding, and Accessing Community

Resources. The Disability Services Technician Major and Certificate courses have also been suspended due to lack of funding. Service area outcomes have been implemented, focusing primarily on the outcome of Personal Responsibility, and will continue to address the need for students with disabilities to take a more active role in arranging for and following through with appropriate services.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

   The major factor affecting the DSPS program is the dire economic situation in the State of California, which has resulted in severe cuts in the DSPS budget. This year the cut was 45%. With one-time ARRA funding the actual reduction this year is 28%. Next year the Governor has proposed no further cuts in the DSPS budget, but will not replace the one-time ARRA funds, so the full effect of the 45% cut will be realized next fiscal year. This will mean the continuing elimination of tutoring and special classes and the possible loss of classified and certificated staff unless funds are restored. The elimination of these services will ultimately have a severe negative effect on the success of students with disabilities.

3. List any significant issues or problems that the program is immediately facing.

   As stated above, the all-encompassing issue facing the program is the budget crisis. Unless funding is restored, services and supports that are required under Federal and State laws are in jeopardy, placing the college in danger of being out of compliance with these laws.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2011-12, 2012-13, 2013-14

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective 1. The DSPS program will provide an orientation to students on the best use of services (i.e. tutoring, notetaking, interpreters, test proctoring, counseling.) The orientation will be provided for new students at time of intake, and for ongoing students at least once semester. This will be measured by intake statistics and sign in logs. This will be completed for each or the three academic years.

Objective 2. The DSPS program will provide study skills workshops to increase student's success. These workshops will be open to all students in the program, and will be offered at least twice per semester. This will be measured by sign in logs, and will be implemented in the first year and continue for the three years of the plan.

Objective 3. DSPS will contact students twice per semester to assess progress and use of available resources. Letters will be sent at the beginning of each semester. Progress reports will be sent to all instructors at mid-term to identify potential problems. Using email to contact students will be implemented. This will be implemented in the first year and continue for the three years of the plan.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

   Student Learning Outcomes will be expanded if funding is restored to previous levels which will allow for the re-implementation of DSPS special classes in Reading and Math, the non-credit classes for the severely handicapped, tutoring for students with learning disabilities, and the Disability Services Technician major and certificate. When these courses and services are returned to the program student Learning Outcomes will be developed for them. The timeline for this will depend entirely on the state budget situation.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

   Stable funding for the DSPS program is needed in order to accomplish objectives. Adequate funding to provide mandated accommodations and the staff to coordinate accommodations and provide counseling is essential for the program to survive. All non-mandated services have been cut from the program and cannot be re-established until funding is restored. Mandated services are in jeopardy if funding is not returned to previous levels. Any objectives that involve additional funds cannot be implemented at this time. Provision of basic mandated services is all that the program can focus on at the present time.

4. Identify any outside factors that might influence your program during the next three years.

   The state budget situation will continue to influence the program over the next 2-3 years. Also the availability of qualified sign language interpreters is a potential influence if the number of deaf/hard of hearing students increases and/or the number of interpreters decreases.