



PROGRAM REVIEW AND PLANNING

Approved 9/2/08 Governing Council

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

Department or Program: Disabled Students Programs and Services
Division: Counseling Services

I. DESCRIPTION OF PROGRAM *(Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records)*

Disabled Students Programs and Services (DSPS) provide accommodations to students with verified disabilities, based on individual educational limitations, so that they may access institutional programs and services. Five units, Adapted Physical Education (APE); Assistive Technology Center (ATC); Disability Resource Center (DRC); Learning Disabilities and Assessment Center (LDAC) and Transition to College (TTC) work cohesively to provide: test, furniture, and parking accommodations, a distraction-reduced environment, assistive computer technology, alternate media services, counseling, learning disability assessment and learning strategies, adapted physical education courses, computer lab, registration assistance, and advocacy.

DSPS provided workshops for faculty and staff in a Brown Bag Series. This past year, topics included Learning Disabilities, Blindness and Visually Impaired, ADD/ADHD, and addressing the educational needs of injured OEF/OIF Veterans. DSPS staff participated in trainings offered by the High Tech Center Training Unit and the Palo Alto Veteran's PolyTrauma Center. CSM is an auxiliary site for the Veteran's Resource Center Grant sponsored by the High Tech Center Training Unit and the CA Chancellor's Office.

II. STUDENT LEARNING OUTCOMES *(Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website)*

- a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

DSPS was interested in determining if students were independent users of resources and continued to refine the test accommodation procedures since it is one of our largest service areas. The department made several changes to the way students request and receive test accommodations in order to deal with the move away from the center of the academic area. Students and faculty were asked to assume a larger responsibility in arranging accommodations and to deliver tests to an office along with a "Test Proctoring." Forms were updated and posted on the web. Students and DSPS staff explained the new procedure to instructors when a test appointment was made. Students received a "Notification of Eligibility for Accommodations" form that they could use as their initial contact with the instructor to validate their accommodation request.

- b. Briefly evaluate the department's assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

Data from records kept in the Disability Resource Center showed that 64% of the students arranged test accommodations with their instructors using the new test proctoring form. This did not meet the goal of 90% that was set; however, this new process is in place and instructors are more familiar with it. There is still a need to educate instructors and students the new procedure. We saw an improvement from the beginning of the academic year but we need to continue our efforts. With the move to the new building, it will be even more important to use the text proctoring form as well as develop new procedures regarding delivery of tests.

- c. Below please update the program's SLO Alignment Grid. The column headings identify the GE-SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns. The definitions of the GE-SLOs can be found on the CSM SLOAC website: http://www.smccd.net/accounts/csmsloac/sl_sloac.htm (click on the "Institutional" link under the "Student Learning Outcomes" heading.) If this Program Review and Planning report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

III. DATA EVALUATION (*Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness*)

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

As of May 2011, DSPS served a total of 703 students across nine disability categories: acquired brain injury (ABI), developmentally delayed; hearing; learning disability; mobility; other; psychological; vision; and speech. 569 students served was the number reported in the last program review dated March 2010. The final count for 09-10 was 722. DSPS served 19 fewer students in 2010-2011 with the most significant decreases (in terms of weighted student count) in Learning Disabilities.

	09-10	10-11	
ABI	76	76	0
H	18	21	3
DDL	23	13	-10
LD	107	84	-23
M	121	134	13
Other	268	263	-5
Vision	19	18	-1
Speech	11	19	8
Psych	79	75	-4
	722	703	-19

As of May 2011, DSPS has received 8315 visitors during the semester, provided 1743 test accommodations and 930 counseling appointments.

In an attempt to plug at least part of the hole created by the reduction in the Learning Disabilities Specialist's hours, a Learning Skills Assessment class (CRER 880) was developed in which part of the LD assessment process could be completed in a group setting, rather than on a one-to-one basis which is the preferred method. On a priority basis, students are referred-on to the Learning Disabilities Specialist for additional assessment (which must be administered individually). Ultimately, the Learning Disability Specialist determines whether or not they meet learning disability eligibility. At the completion of this first full academic year, thirty four students completed the initial phase of the learning disability assessment process. 14 students were referred-on for additional testing. 12 completed the assessment. 10/12 met the LD criteria and 2/12 did not complete the assessment. This class will be offered again next semester with some modification in service delivery in order to maximize the part-time LD Specialist's time in the hopes that more students can have their learning disabilities documented according to the CA Community College Eligibility Model. Because of the higher weighted count attached to students with learning disabilities, the increase in the number of students documented with learning disabilities will impact the DSPS categorical monies received.

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

N/A

- c. Referring to the Productivity data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale. (Productivity is WSCH divided by FTE. The College's general target productivity will be recommended by the Budget Planning Committee.)

N/A

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS *(Data resources: Educational Master Plan; "Success Rates," "Dimension" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records)*

- a. Considering the overall "Success" and "Retention" data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. *(Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)*

Overall, DSPS is effectively meeting the needs of its students, despite difficulties due to budget cuts. For now, students receive timely accommodations and most course offerings (with the exception of the LD Assessment Classes) have not changed. Part of the reason for this success has been the ability of the staff to respond to individual student needs based upon verified disabilities. If a service lapse appears, staff are able to confer and determine how best to fill the gap. Oftentimes, this included services like individualized tutoring or educational coaching, mobility assistance in elevators and/or the Bldg. 16 lift, and filling furniture requests. The reinstatement of the Office Assistant II (Audra Fernandez) in April was an asset to the office in the timely provision of services.

A severe reduction in funding to DSPS significantly undermines CSM's ability to evaluate and provide support to students with learning difficulties. Despite years of struggling academically, many of our students are not identified as having learning disabilities until they reach college and are referred to our program by counselors or concerned instructors. As funding has been slashed the number of learning disability assessments and the number of hours of support to such students has dropped dramatically. The Learning Skills Assessment class has helped provide some testing and strategies to address educational limitations to a small number of students. Unfortunately because the LD specialist is available at CSM for a very limited number of hours, there is a bottleneck to completing the one-on-one LD eligibility process. In addition to LD evaluation, this course uses a student-centered learning environment to provide opportunities for self-exploration of personal learning styles and development of learning skills and strategies that compliment the learning styles. Goal setting and self-responsibility for college success are also emphasized.

To the degree possible, staff will attempt to deliver services in such a way that students' minimal needs and institutional legal obligations are met. The expectation is that many students will fall through the cracks.

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

By the very nature of its existence, DSPS is an inclusive program. Its participants represent a broad spectrum of age, race, ethnicity, ability, sexual orientation, and language groups. Students present with one of nine disabilities. Approximately 27% have multiple disabilities. Because students are accommodated based upon individual educational limitations, students generally feel "served"—that is their needs are heard, and to the degree possible, met. When service gaps are discovered, staff are creative and responsive in addressing those needs. For example, there is an educational coaching program for students having difficulty organizing time and homework assignment. The students receive one-on-one peer assistance. Word Study students are used as educational coaches when they are available. Staff are also instrumental in serving as a liaison between instructional departments and students, often consulting with faculty to develop student success strategies. These services declined with the loss of the full-time LD specialist and Office Assistant II positions during this past year. With the reinstatement of the Office Assistant II position, new procedures are being developed to maximize the bare-bones staff and the new location. The staff is challenged to continue to maintain high standards of service with less staff. New strategies around test proctoring and file management (a critical component of the program) will be developed this summer to allow the staff to work efficiently and make best use of the skills of the classified and certificated staff.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS *(Data Resources: Educational Master Plan; “Dimension: Retention and Success” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records)*

- a. Using the matrix provided below and reflecting on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Staff are dedicated and engaged in student learning and success. Faculty and staff serve on a number of committees; offer workshops, and participate in trainings, health fair and recruitment events such as Connect to College. Connection with high school special education teachers remains strong.	College has backfilled some of DSPS budget so that more positions have not been lost; District located funding to backfill APE Instructional Aide II position.
Weaknesses	Staff reductions have placed program in jeopardy. The Learning Disability Specialist hours have been reduced from a full time position to 12 hours per week. Ability to process requests in timely manner is compromised. Hourly instructional aides were discontinued in APE due to budgetary deficits and the managed hiring process among classified ranks.	College must backfill allocation lost to retain existing program staff, however face daunting cuts to the general fund. System office may revisit funding formula for ‘other’ category, but is unlikely will redistribute weighted count for rising populations such as psychological and intellectual disability groups.
Opportunities	Reconstitution of an Advisory Committee can provide community feedback and partnerships in serving students with disabilities.	Community partnerships may maximize program services; create revenue streams; and encourage creative, collaborative problem solving.
Threats	Budget reductions have greatly impacted delivery of program services in three areas: LD assessment and accommodations; Disability Resource Center staffing; and APE courses. More students will be served in the ‘other’ category which will decrease funding. Unclear how services such as furniture and test accommodations will be filled with limited staff resources. Will reduce some advocacy; outreach functions. The office is closed early on Fridays to allow staff to complete mandatory paperwork.	Restoration of program funds is needed to provide effective and timely core program services to matriculating students. Program must hire interpreters for five full-time students next semester—requiring additional backfill from college and/or district. College must provide American Sign Language interpreters for more students with hearing impairments during 2011-12 academic year. The Program Services Coordinator must spend a large amount of time managing these interpreters, students and monitoring work hours and time sheets.

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

Learning disabilities continue to be one of the highest served populations, which also carry a higher weighted count in the state allocation formula; however, the ability of the college to serve these students and increase these numbers has been decimated. This will not only have implications for future program allocations, but will challenge program staff to meet the needs of these students. Assessments will be severely limited as will instructor advocacy, and individual appointments with the Learning Disabilities Specialist. Reinstatement of the full-time Learning Disabilities Specialist is a program priority.

In past years a request has been made for an additional LD specialist. This would aid in rebuilding a robust program, increase students served, DSKL course offerings, and provide staffing needed to move more students from the 'other' to 'LD' category thereby increasing state allocations.

This year, with the move to the new building and through the use of bond funds, the ATC received new computers and all assistive technology software was updated. All DSPS staff and faculty received new furniture and computers as well. This new equipment and software will allow the program to work efficiently for the next 3-4 years. At that time, when the software and computers become outdated, we are hoping the categorical funding will be restored.

VI. Action Steps and Outcomes (*Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan*)

- a. Identify the program's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

- Develop materials and procedures to make sure students know their rights and responsibilities.
- Streamline test accommodation procedures and forms.
- Increase faculty knowledge of ADA and legal mandates in serving students with disabilities by providing inservice training and information at departmental meetings.
- Reinstate the DSPS Advisory Committee.
- Explore community resources available to students.

- b. Briefly explain, specifically, how the program's action steps relate to the Educational Master Plan.

Actions are designed to meet the needs of students; increase and promote diversity events and topics; and allow DSPS to provide students with learning disabilities with the tools to be successful in college.

- c. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.

- Students will understand their rights and responsibilities. (Develop a way of tracking and determining if the department services are ensuring that students understand their rights and responsibilities.)
- Number and range of workshops/seminars sponsored

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS *(Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

**Note:* Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Learning Disability Specialist	Ability to effectively provide timely accommodations. Increase student participation in this population, increases program revenue.	Instrumental in increasing student academic success and completion of certificate, degree and transfer requirements. Assists students in learning educational limitations, required accommodations, and student rights and responsibilities.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Input text here. Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: Input text here.	Input text here.	Input text here.

* *Status = New, Upgrade, Replacement, Maintenance or Repair.*

VIII. Course Outlines (*Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean*)

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Updated	Six-year Update Due
DSKL 811	March 2011	2017
CRER 880	November 2010	2016
DSKL 817	No longer being offered	
DSKL 819	No longer being offered	

IX. Advisory and Consultation Team (ACT)

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the Program Review and Planning report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

N/A

N/A

b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

N/A

Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.

Date of evaluation: June 15, 2011

Please list the department's Program Review and Planning report team:

Primary program contact person: Carolyn Fiori
Phone and email address: 574-6432; fiori@smccd.edu
Full-time faculty: Carolyn Fiori; Kevin Sinarle; Shana Young; Mikel Schmidt (part-time)
Part-time faculty: Lynne Douglas; Joyce Meyer
Administrators: Marsha Ramezane
Classified staff: Laura Skaff; Audra Fernandez (returned to DSPS April 2011); Sue Roseberry; Paul Sacomano
Students: Tiffany Von Bardeleben; Ursula Williams, Maria Hernandez, Mayra Martinez

Faculty's signatures

Date

Dean's signature

Date