Section 1 is due by October 6, 2009

PROGRAM AREA: Disabled Students Programs and Services

Program Philosophy: The Disabled Students Programs and Services is committed to the belief that students with physical, psychological and learning disabilities have a fundamental right to access the same educational opportunities as their non-disabled peers. This access is achieved through the collaborative efforts of students, faculty and staff. DSP&S is committed to fostering a campus-wide atmosphere of awareness, understanding and commitment to an inclusive learning environment. DSP&S also acts as a model for self-sufficiency and self-advocacy that will serve the student in all areas of their life. DSP&S promotes the development of the individual as a full participant in the productive, creative and social dynamics of the community

Progress on Goals, Objectives (2005-2009):
Please list each goal from goal's matrix and describe progress on each.

1. High School Transition
    The High School Transition Program has become a highly successful mechanism for facilitating the matriculation of high school resource students into Las Positas. Blended into the Early Admissions Program, students not only complete the matriculation requirements of the college but they are able to establish services with DSPS by providing the necessary documentation, identifying appropriate accommodations and establishing relationships with DSPS faculty and staff.

    We have expanded the program beyond Pleasanton Unified to include Livermore, Dublin, Castro Valley, San Ramon and Tracy school districts.
    A key element of the transition process is the mandatory 8-hour orientation class.
    Originally listed as LRNS 4950, Learning Skill 110 was submitted to and approved by the Curriculum Committee in Fall 2009. The curriculum includes: 1) legal/cultural differences between high school and college, 2) assistive technology opportunities, 3) overview of learning skills curriculum and appropriate placement, 4) general college orientation, 5) program planning

2. Website
    We have reviewed and evaluated DSPS websites from other colleges. While many colleges have basic elements, we were impressed by the expanded features found at Southern Methodist University: http:smu.edu/disabilities. These features include video panel discussions, useful links, resources for faculty and policies and procedures. Next steps include adapting some of these features to our website

3. LD Assessment/Instruction
   In Spring 2008 we hired a new LD specialist/instructor. One of the primary objectives of the program is to revamp the Learning Skills curriculum and the LD assessment process. Due to the existing workload, progress in this area has been incremental.
   LD instruction faces two key challenges:
   1) Working with students with highly variable skill sets
   2) Articulating learning skills courses with the college's math and English programs. In response to these challenges we are moving toward developing support classes which emphasizes cognitive skills that will support students at any level. Other strategies may include direct support to instructors with a high percentage of LD students, procurement of cognitive skills software and specialized student tutors.
   LD assessment has been impacted by high demand. In order to maximize available time for individual testing we will be moving toward a self-paced modular process which will allow students to work independently where possible.

   In Fall 2010 we submitted and were approved for a Basic Skills proposal that will explore cognitive factors implicated in successful completion of elementary algebra. This project will sample a number of first-time elementary algebra students to identify the combined impact of visual-spatial and executive functions in math processing. The results will suggest approaches in restructuring Learning Skills 119.

Program Information

Staffing: Certificated
   .50 Coordinator
   1.5 Counselors
   1.0 Learning Disability Specialist
   Classified
   1.0 FTE Counselor Assistant II (Test Facilitator)
   1.0 FTE Counselor Assistant II
   .75 FTE Adaptive Media Specialist
   1.0 FTE Workability III Job Developer
Location: Building 1300 - B
Services: Counseling
   Accommodation Facilitation
   LD Instruction
   Diagnostics
   Adaptive Technology Assistance
   Workability III

Program Components:

	2007-2008	2008-2009	2009-2010
Number of Students Services:	398	386	460

Budget:	2007-2008	2008-2009	2009-2010
	518,612	536,718	513,631

1. What is the program's connection/dialogue to other programs?
DSPS staff actively dialogues with other special programs and services in identifying opportunities for collaboration in providing support for students. This dialogue allows for the development of a coherent plan that best meets the needs of the student and makes more effective use of services. Programs and services include:
EOPS
Financial Aid
Tutorial Center
Integrated Learning Center
General Counseling
LapTechs
Foundation Semester
Las Positas Foundation
President's Office
Business Services
Teaching and Learning Center

2. Please describe the status of Student Learning Outcomes (SLO) for your program.
   Attach Elumen Matric of SLO's in Appendix.
   Program SLO's have been assessed as part of the Point of Service Survey for this review. The survey results indicate that:
   Students are able to identify and describe the nature of their disability
   1) Students are able to identify the ways in which their disability impacts their college experience
   2) Students are able to effectively use accommodations
   3) Students are able to discuss their needs with instructors
   4) Students are able to discuss their needs with counselors and staff

   The attached SLO's and rubrics were originally developed to guide the assessment of DSPS students as they progress through their academic program. The goal was to develop an electronic portfolio that would include evidence to be evaluated. While that part of the assessment process has stalled, it is still our hope to move in that direction. LRNS 110 provides some initial data that can be used to establish a baseline.

3. Provide a summary of current and future programmatic challenges
   DSPS faces a number of challenges both statewide and locally. The single over- riding issue is how to provide the same services that we have historically provided without the funding to do so. This is no small matter. Statewide we are being asked to define what services are"essential" implying that we are facing a future where students with disabilities can only look to DSPS for ADA/504 compliance support. This means eliminating LD assessment, specialized counseling and specialized instruction. Cost for interpreting services, assistive technology and other expenses will have to be borne by the college entirely with little or no relief from categorical funding.
   Currently we are without administrative support, and have no instructional assistants for the Learning Skills Program. The demand for testing accommodations continue to grow with no increase in personnel to handle the load. Comments from the point of service surveys as well as our anecdotal experience indicate that student access, persistence and success depends on a robust and fully functional DSPS office.
   The coordinator position (.50 FTE)is responsible for the day-to-day operation of the program, planning and budgeting, report writing, MIS coordination of data, liaison with faculty and other programs, and sitting on mission-critical committees. The coordinator must also must oversee Workability III which itself has no administrative support. With or without administrative support the coordinator position is a full-time job and yet is currently .50 FTE. The remaining .50 is in the role of counselor.

On paper we are staffed with 1.5 FTE counseling positions. Currently .50 FTE of counseling is being used to supplement general counseling leaving DSPS with only 1.0 FTE counselor for 460 at-risk students.

Creativity, ingenuity and grit can make up for a lot of gaps but it is not sustainable. Developing sustainable long-term solutions requires the time and personnel to develop and implement them. Neither of which is available. There are many ways in which we can grow as a program but we have no resources with which to do so.

Section 2 is due by February 26, 2010

Point of Service Surveys:
Number of surveys gathered: 49

Date range of survey(s):   Spring 2010/Fall 2010

Attach copy of survey in Appendix.

Program Strengths Identified (utilizing survey data):
1. DSPS is clearly responsive to the needs of its students. 93-100% of students "agreed/strongly agreed" that the staff provided a welcoming environment and was sensitive to and met their needs with 96% expressing overall satisfaction with the program.
2. Transition from high school. Of the students in the survey having received support in their transition to college 72% "agree/strongly agree" that DSPS provided a user friendly process
3. Of those surveyed, 66% found DSPS helped them understand the difference between college and high school
4. Based on survey comments some students believe that the support they received from DSPS is responsible for their success
5. Faculty and staff surveys indicate an overall satisfaction rate of 64%, responsiveness: 61%, effectiveness: 66%

Areas of Improvement Identified (utilizing survey data):
1. Some of the data suggests that students struggle with self advocacy and that some of this may be partly a function of faculty attitudes
2. Relatively high percentage of faculty/staff respondents indicated never used/missing (37%) and neutral (25%). While these numbers do not provide any specific insight into the intent of the respondents, at the very least they suggest a lack of connection or perceived usefulness/relevance of the program. An improved, dynamic and functional website may "sell" the program as an integral resource for faculty and staff.

Section 3 – Action Plan

DSPS Student learning Outcomes

For the purpose of this review, five key outcomes were assessed as part of the point of service survey. The results are:

OUTCOME	Not at All	Very Little	Somewhat	Much of the Time	To a Great Extent
I am able to identify and describe the nature of my disability	0%	5%	12%	39%	44%
I can identify the ways in which my disability impacts my college experience	2%	5%	5%	37%	51%
I am able to effectively use my accommodations to support my educational experiences	2%	5%	22%	22%	49%
I am able to discuss my needs with my instructors	2%	5%	18%	20%	55%
I am able to discuss my needs with counselors and other college staff	0%	7%	10%	17%	66%

Discussion

Clearly the majority of respondents indicated that, "much of the time/to a great extent" they are able to acknowledge and assume responsibility for their disability. These numbers indicate that we are able to successfully promote the goals of the program. In terms of improvement, the more telling results can be found in the "somewhat" category specifically in the outcomes: "effective use of accommodations" and "discuss needs with instructors." Of particular concern are comments that suggest that some faculty have a subtle or not-so-subtle negative attitude toward students with disabilities. This may in turn inhibit a student's use of their accommodations. Some of the ways we can address this issue are:

1. Provide more staff development opportunities that address disability etiquette
2. Establish faculty links on the DSPS website that provides resources and information about effective pedagogy for the learning disabled
3. Establish student links on the website that provide resources, including video demonstrations on how to communicate effectively with faculty
4. Address issues of micro-inequities through Campus Change Network or other campus forums

While all members of the campus community are responsible for the tone and texture of disability awareness, DSPS must take leadership in guiding the development of an inclusive and equitable campus environment.

Student Services Program Review
Action Plan Template
2010-2011

I.   Objective (Formerly Target):

Increased Faculty Support

II.   Plan to Accomplish the Objective:

Plan:	**Provide resources and educational opportunities for faculty**		
	Activity	**Timeline**	**Responsibility**
a.	Develop handbook	May 2011	Jim Gioia/Brian Owyoung
b.	Online faculty training course	November 2011	Jim Gioia/Brian Owyoung
c.	Website link related to DSPS	March 30, 2012	Jim Gioia/Brian Owyoung

III.   How Will You Measure the Effectiveness of This Objective/Goal?

Faculty survey Number of faculty taking On line course Number of website hits

IV.   How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?

1,3,6,7,8

V.   Estimated Resource Requirement
  (Please indicate if resources are needed "one time" or if they are ongoing.)

Category	**Description**	**Estimated Cost (if known)**
Personnel		
Supplies		
Facilities		
Other	Release time from counseling: Handbook =30hrs, Online course =15hrs, website link = 10 hrs	

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Student Services Program Review
Action Plan Template
2010-2011

I.   Objective (Formerly Target):

> Effective High School Transition Process

II.   Plan to Accomplish the Objective:

Plan:	Expand Accessibility to Tri-Valley High Schools		
	Activity	**Timeline**	**Responsibility**
a.	Increase Information Opportunities	Nov. 15, 2010	Jim/ Gina Gourley (PUSD)
b.	Provide Online Forms	Nov. 15, 2010	Jim/ Debbie Montalvo
c.	Engage High School Resource Programs	Dec. 15, 2010	Brian/Jim

III.   How Will You Measure the Effectiveness of This Objective/Goal?

> Number of Participants in Transition Classes
> Number of Completed SECs

IV.   How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?

> 7

V.   Estimated Resource Requirement
   (Please indicate if resources are needed "one time" or if they are ongoing.)

Category	Description	Estimated Cost (if known)
Personnel		
Supplies		
Facilities		
Other		

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Student Services Program Review
Action Plan Template
2010-2011

I. **Objective (Formerly Target):**

Improved Functional Website

II. **Plan to Accomplish the Objective:**

Plan:	Redesign Website		
	Activity	**Timeline**	**Responsibility**
a.	Gather/Organize content	Dec 15, 2010	Jim/Brian
b.	Create fillable PDFs	Nov 15, 2010	Jim/ Debbie Montalvo
c.	Implement Design	March 30, 2011	Jim/VCOM student

III. **How Will You Measure the Effectiveness of This Objective/Goal?**

Number of website hits
Number of completed forms turned in at intake
Website satisfaction survey

IV. **How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?**

3, 7, 10

V. **Estimated Resource Requirement**
(Please indicate if resources are needed "one time" or if they are ongoing.)

Category	Description	Estimated Cost (if known)
Personnel	VCOM Student – One time stipend	200.00
Supplies		
Facilities		
Other	Release time from counseling: Gather/Organize Content – 20 hours Create Forms – 10 hour	

Student Services Program Review
Action Plan Template
2010-2011

I.   Objective (Formerly Target):

> Create a more effective student usage survey

II.   Plan to Accomplish the Objective:

Plan:	Provide resources and educational opportunities for faculty		
	Activity	**Timeline**	**Responsibility**
a.	Research existing surveys	May 2011	Jim Gioia/ Teaching Learning Center
b.			
c.			

III.   How Will You Measure the Effectiveness of This Objective/Goal?

Number of hits by DSPS students

IV.   How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?

3

V.   Estimated Resource Requirement
       (Please indicate if resources are needed "one time" or if they are ongoing.)

Category	Description	Estimated Cost (if known)
Personnel		
Supplies		
Facilities		
Other	Cal-Poly SLO DSPS student survey	

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Instructions: Using your self study and Action Plan forms, please complete the spreadsheet below. Each Action Plan form corresponds to one row so that each OBJECTIVE is on one line.

Institutional Strategic Goals (for exact wording please visit the next spreadsheet in this workbook)
1. Teaching and Learning
2. Institutional Advancement
3. Accountability
4. Economic Development
5. Resource Development and Allocation
6. Academic and Professional Excellence
7. Diversity and Pluralism
8. Communication and Infrastructure
9. Community Life
10. Sustainability

Please contact The Office of Institutional Research and Planning (X1027), your Dean or VP with questions or assistance completing this data base.
DO NOT MAKE CHANGES TO THE DATA BASE FORMAT.
Macros must be enabled.

Program Review Type	Discipline/Unit (ex. CHEM, Research, Library, A&R, AUTO)	Division (Instructional Program Review Only)	What do you want to accomplish? (Objective)	How do you plan to accomplish this?	What is/are your measurement criteria? (How will you measure and document effectiveness?)	Which College Strategic Goal(s) does this objective address? (all that apply 1-10)	Does this objective address an Accreditation Recommendation or Planning Agenda?	When do you plan to start?	What resources will this take? (all that apply)	What Institutional Process/ Committee/Office will you need? (all that apply)	Specify if Other process	Prioritized
Instructional	Math	MSEPS	Improve student success and retention in Math X	Offer Math X in a hybrid mode in a state-of-the art computer classroom. A number of new measures to support student learning will be incorporated in the existing mode, including increased student/teacher contact.	student and instructor satisfaction surveys; grade and retention data	1, 3, 5, 7	Not sure	Fall 2011	Financial, One time, Financial, Ongoing, Non-Financial, Ongoing	PBC Classified Request Process, Staff Development, Research/Evaluation		High Priority
Student Services	DSPS	Student Services	Create more effective student usage survey	Identify existing models that improve usage of services	Selection of tool	3 Accountability	Not sure	Spring 2011	Non-Financial, Ongoing	My own Discipline		Medium Priority
Student Services	DSPS	Student Services	Increased support for Faculty	1. Develop Faculty Handbook 2. Online faculty training course. 3. Website links related to DSPS	Faculty Survey. Number of faculty taking course. Number of website hits	1, 3,6,7,8	Not sure	Spring 2012	Non-Financial, One time	Staff Development		High Priority

Student Services	DSPS	Student Services	Improved functional DSPS website	Gather and organize content. Create fillable pdf's. Implement design	Number of wesite hits. Number of completed forms at intake. Website satisfaction survey	3,7,10	Not sure	Spring 2011	Financial, One time	Foundation		High Priority
Student Services	DSPS	Student Services	Effective High School Transition Process	Increased information opportunities. Online forms. Engage high school resource programs	Number of participants in Transition classes. Number of completed SECs in Spring	7 Diversity and Pluralism	Neither	Fall 2010	Non-Financial, One time	Categorical Funds		High Priority