

Plans for DSPS >> 2016 - 2017 DSPS CHC Non-Instructional Program Review 2016- 2017

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Name :

2016 - 2017 DSPS CHC Non-Instructional Program Review 2016-2017

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Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

- a. Organization (including staffing and structure)
- b. Primary purpose
- c. Whom you serve (including demographics and representativeness of population served)
- d. What kind of services you provide - **Rubric Item:** Describe your [Pattern of Service](#) including alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services).

a. Organization (including staffing and structure) Disabled Students Programs and Services (DSPS) are administered out of the DSPS office at Crafton Hills College. The program employs five full time staff two part time staff and 3-4 student workers. The full time staff members include the Learning Disabilities (LD) Specialist, Instructional Assessment Technician, the Senior Student Services Technician, Student Services Technician II and Assitive Technology Specialist. A director has been hired and is expected to begin at Crafton at the end of March. The primary responsibility of the LD Specialist is to identify (provide assessment using the Learning Disability Eligibility Model) and serve students with learning disabilities. The position advises students regarding the educational limitations of their disability as they are related to class assignments and requirements.

The Assistive Technology Specialist, (a new classified position) which was just hired in December 2016, provides training and support to students in the use of assistive technology, including both software and hardware, designed to make students more independent in accessing accommodations necessary for their success. This position also manages alternative media requests including producing or locating outside sources for etext versions of printed material required of the student.. Finally, this position will also provide day-to-day oversight of the activities of the new **Technology Success Center** that will open when the SSA building renovation is complete.

The Senior Student Services Technician provides clerical support, maintains records and the DSPS screen in Colleague (Datatel) and student files, and manages the delivery of in-class support such as interpreters for the deaf and test proctor requests. The Student Services Tech II provides back-up support to the Senior Student Services Tech position and is the primary front of office staff. The

Instructional/Assessment Technician is a temporary position (transfer) that currently provides tutoring support in English and provides back-up and training support for assistive technology. The full time staff are augmented by two adjunct staff and student workers. Two adjunct LD Specialist/Counselors provide LD Eligibility assessment (required of most students who request LD services at the college) and additional disability related counseling support. Student workers provide tutoring and other direct services to students as well as reception backup.

The director position has been vacant for several years since the retirement of the manager of the area. Due to budget cuts and the need to maintain service levels the Dean of Student Services, Counseling and Matriculation, who is also responsible for DSPS, took over management and supervisory responsibilities for DSPS. With the restoration of funding from the state the director position has been recently refilled.

b. Mission, or primary purpose - *The mission of Disabled Students Programs and Services at Crafton Hills College is to provide educational support services to qualified disabled students so assure equal access for these students to the educational offerings of the institution.* Section 504 of the Rehabilitation Act of 1973 obligates the institution to provide the opportunity to participate in any course, course of study, or other aspects of the educational program or activity offered by the institution in an integrated setting. The American's with Disabilities Act (ADA) extends the protection to public transportation, employment and public buildings and accommodations.

c. Whom you serve (including demographics and representativeness of population served)?

It is estimated that the incidence of disability in the general population ranges from 5% to 10% of the total depending on the definition of what constitutes a disability. Last year the percentage of students with disabilities at Crafton Hills College was 6.2% which is in the low-mid range of what is expected.

DSPS annual unduplicated headcount of students served: **(TABLE 1)**

In 2015-16 DSPS served 561 students in all the disability groups funded through the state allocation. The largest group served is the learning disabled, which represents about 35% of all students served by the DSPS office. The next largest group is a category called "Other Disability" at 32%. This category includes Attention Deficity Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD), Autism Spectrum, other health issues and students who were served prior at another institution ("known as") but do not have a disability that fits under another category for DSPS funding. The next largest group served is the psychologically

disabled at 18%. The remaining six categories represent between one and five percent of the total students served.

2012-13 407 students served - The demographics of this group approximated that of the general population except in these areas: **(TABLES 2-8)**

AGE - general population ages **19 or less** 30.23% DSPTS - 25.07% and general population ages **40-49** - 4.87% DSPTS 9.83%

ETHNICITY - **Hispanic** - general population 40.39%, DSPTS 32.92% and **White/Non-Hispanic** general population 44.50% DSPTS 52.83%

2013-14 - 356 students served - The demographics of this group approximated that of the general population except in these areas:

GENDER - general population **female** 51.28% **male** 48.49% DSPTS **female** 56.18% **male** 42.98%

AGE - general population ages **20 to 24** 39.84% DSPTS 32.30%

ETHNICITY - **Asian/Filipino** - general population 3.87%/1.54% DSPTS 1.40%/1.28% **Hispanic** - general population 42.75%, DSPTS 33.71% **White/Non-Hispanic** general population 41.77% DSPTS 55.06%

2014-15 - 524 students served - The demographics of this group approximated that of the general population except in these areas:

AGE - general population ages **19 or less** 29.33% DSPTS - 21%

ETHNICITY - **Asian/Filipino** - general population 4.03%/1.61% DSPTS .76%/1.19% **Hispanic** - general population 44.52%, DSPTS 41.98% **White/Non-Hispanic** - general population 39.18% DSPTS 45.04%

2015-16 - 561 students served - The demographics of this group approximated that of the general population except in these areas:

AGE - general population ages **19 or less** 29.33% DSPTS - 21%

ETHNICITY - **Asian/Filipino** - general population 4.42%/2.07% DSPTS 2.32%/1.71%

d. What kind of services you provide?

As a program that is required by federal law to provide services to all qualified students with a disability, DSPTS must provide services for any of the educational offerings of the college which means that they serve students from early morning through evening. The DSPTS office is only open to students from 8:00am to 5:00pm. However, services are provided as needed throughout the day. Arrangements are made for students requiring services during evening hours when the office is not open.

The services offered by the campus vary depending on the educational accommodations required by the student. Common services that many disability groups access include test proctoring (this includes extended time, distraction free environment, use of reader or screen reader), eText or reader services (text books in electronic format usable by assistive technology software or other electronic devices), notetaker services, and assistive technology (screen readers, voice-to-text software).

Specialized services may include the following for each disability group:

Deaf and Hard of Hearing - Sign language interpreter or real-time captioning

Physically Impaired - campus transportation, furniture adapted to meet student need, mobility aide

Blind and visually impaired - Braille transcription, access to technologies that enlarge text and other written work (backboard work during lectures)

Learning disabled - Assessment to determine eligibility for Learning Disability Services at the college.

Students must request some of the services in order for the program to arrange to provide them (test proctor, interpreters, access to eText, Campus transportation). Once a student learns how to use various assistive technologies, those can be accessed at other sites on campus, including the library or from home allowing the student to be independent of the DSPTS office.

2. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Service area demographics
- c. Requirements of four-year institutions
- d. Requirements of prospective employers
- e. Job market
- f. Developments in the field (both current and future)
- g. Competition from other institutions
- h. Requirements imposed by regulations, policies, standards, and other mandates

***a. Budgetary constraints or opportunities**

DSPTS took a 45% cut in funds in 2009-10. Fortunately, the program has seen a restoration of funding in the last two years. The initial reduction in funding required that the program not replace two full time staff who had retired at the end of that year, but now the program has been able to re-staff. In fact, this year the program is finally back to the same levels as it was in the mid 2000's.

As the total CHC population has grown, the DSPTS program continues to grow (from 407 students in 2012-13 to 561 students in 2015-16) with the same level of staffing they had in the late 1980's. In fact, the program has steadily grown since 2000 from 319 students to the 561 students last year. (**TABLE 1**) Categorical funding from the state is currently directly tied to the number of students served (a student must have 4 contacts with the DSPTS office to count in this calculation and their disability types) the more students served, the more categorical funds should be available to the institution to serve those students. Starting in 2018 the funding formula will change and students will need to have only one contact per year with the office. Disability weighting has changed also and may impact funding going forward as Deaf and Hard of Hearing students have had a huge increase in weighting and Crafton serves very few of these students. Also colleges are expected to contribute or provide "college effort." Colleges who provide "college effort" are rewarded with increased state allocation for contributing to DSPTS services. Currently, the LD Specialist position is fully funded through general fund and contributes to "college effort."

In fall 2011 DSPTS offered its first "special classes", now referred to as "Educational Assistance Courses (EACs)". Educational Assistance Courses continue to allow DSPTS to provide training and assistance to students while collecting FTES for the time spent with the student. Any FTES generated is credited to the program. It is important to note that FTES generated by DSPTS does not count as part of the college cap. Three classes were approved by the Curriculum Committee. One course (LRC 925) *Access Technology Support Lab*, is dedicated to providing a structure within which training on assistive technology can be provided. Another, (LRC 920) *Self Advocacy and Strategies for Success* is a course that teaches students about how to best advocate for themselves in the educational and employment environments. Another course (LRC 907)

Learning Disability Assessment provides a structure that allows DSPS students who are completing the LD assessment to receive additional instruction around the results of their assessment. Finally, a new course (LRC 958-- *Tools and Strategies for Academic Success*) has been written and sent through curriculum that provides students who have learned assistive technologies the opportunity to learn how to apply them in the educational setting. There is potential to increase the numbers of courses offered to provide more services to students and to increase income to the program. Unfortunately, the reduction in staffing over the last few years has reduced the number of EAC offerings. We hope that now that DSPS staffing has been restored, we can begin to offer them again as part of a comprehensive program.

f. Developments in the field (current and future)

New disability groups continue to be recognized and as a result require services. In the 1990's the improvement of medical treatment for individuals with acquired brain injury meant that DSPS programs across the state saw more of these individuals at community colleges requesting services. In the early 2000's Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder emerged as a group requiring services at the CCC. As a result new disability categories were created for DSPS and the necessity for addressing this population's needs became more acute. Most recently, the Autism Spectrum Disorder has presented DSPS with an emerging population which will require staff to learn how to best serve this population and make the necessary adjustments. The state has done a study of which groups are currently receiving services in the state and the new Title 5 regulations for DSPS reflect an adjustment to the disability categories. Assistive Technology has become a primary mode of providing accommodation to students with disabilities. Ideally, technology can reduce a student's dependence on DSPS thus reducing the demands on DSPS. There is one caveat, however, in order for students to gain this independence, training must be provided on the use and applications of technology. As a result, the DSPS program has had to develop methods to deliver this training in an expeditious and effective manner. It has changed the staffing patterns and service delivery procedures within DSPS. An educational assistance course has have been developed to create structure within which training can occur and staff time has been redirected to provide the training. Included in this is the development of a Technology Success Center and the hiring of an Assistive Technology Specialist.

h. Requirements imposed by regulations, policies, standards and other mandates

The college is required by federal regulation to serve all students with verifiable disabilities who identify themselves to the college. DSPS funding is a benefit given by the state of California as a result of the Lanterman Act (SB74) which was enacted to confirm California Law with federal regulation. Most states do not provide this extra support to their institutions of higher education but are still required to provide accommodation and services to students with disabilities. If categorical funding is removed the college will still be obligated to provide many of the services DSPS currently provides to students.

Recently the Title 5 regulations governing DSPS have been revised by the state of California. Starting this year there has been a realignment of disability categories to better represent the population of students served at the CCC. The revisions to the Title 5 regulations have also changed the funding formula. Instead of 4 contacts per year a student is only required to have one contact now to be counted for funding. Also the types of information required by DSPS to collect and maintain on a student has changed, necessitating changes in processes and forms.

In addition, the types of students who come to the college can impact the resources available to provide necessary services. Crafton Hills College has served very few deaf students in the past. Deaf students are very costly to the college to serve. A single deaf student taking 12 units a semester can cost \$10,500 to \$28,000 per year to serve, depending on whether they request sign language interpreter or real-time captioning as a service. DSPTS has no control over how many deaf students will choose to attend so that cost is not predictable from year to year and indeed semester to semester. Potentially, this cost could grow exponentially. With the addition of an ASL program at Crafton with a full time faculty member, the chances of this population growing has increased.

3. Progress on Outcomes Assessment

Progress on Outcomes Assessment – **Rubric Item:** Service Area and/or Student Learning Outcomes Process.

- a. Please summarize the progress your unit has made on SAO measures you have applied since your last program review.
- b. Please describe any improvements made by your unit as a result of the outcomes assessment process.
- c. What is your plan for continuously completing the assessment cycle?
- d. If your program has SLOs, please discuss here.

OUTCOMES ASSESSMENT

TABLE 16 shows the three year assessment grid for DSPTS.

a. Program SAOs:

Students who access services through the the Disabled Students Programs and Services (DSPTS) Office complete and succeed at rates equivalent to their non-disabled peers. (Target = parity)

Research completed since the last program review continues to show that students with disabilities meet or exceed completion and success rates of their non-disabled peers. Research completed for the Student Equity Plan in 2014 showed that there was no disproportionate impact for students with disability in the areas of course success, throughput rate and Degree/Cert completion and in fact the group was identified as one of the reference groups for the college in the area of course completion and throughput rate for math. In 2017, the same data was collected and disabled students still showed no disproportionate impact in course success and throughput rate. (**TABLE 10 pg 13 AND 11 pg 2**)

Students will report satisfaction with DSPTS services (Target 90%)

The Spring 2016 Student Satisfaction Survey done by the ORP does have results for DSPTS. In the survey students reported 96.1% of students agreed or strongly agreed that they were satisfied with services from DSPTS. (**TABLE 14, PG 17**) DSPTS has not done a POS satisfaction survey since Fall of 2012. The office has been without a full time director or coordinator for most of those years and has had several retirements or vacancies that has prevented the office from attending to evaluation activities. Although this POS is just within the 4 year range of the program review it shows that overall students were satisfied with the services offered by DSPTS. There were some areas of concern (math tutoring, equipment loan and LRC 907), some of which can be attributed to the staffing reduction and inconsistency of staffing. The staffing issues will have finally been resolved this year with a full complement of staff in place. Plans for a POS are in process for this spring.

b. Please describe any improvements made by your unit as a result of the outcomes assessment process. - No specific changes have been made related directly to SAO assessment process. The program is currently rebuilding and the hope is that a fully staffed DSPS department with a full time director will provide students with an even more supportive environment.

c. What is your plan for continuously completing the assessment cycle? - At the beginning of each fiscal year DSPS will request information regarding completion and success rates. Based on this information DSPS will evaluate current procedures and services for each disability group and plan for changes as appropriate. Also, DSPS plans to ask for more granular data about completion and success by disability category so that if there are discrepancies between disability groups plans can be addressed specifically. Also, DSPS will administer a student satisfaction survey every year as an additional SAO. That SAO will be "Students who receive services from DSPS will report that they are satisfied with the services provided." The benchmark for success will be that 90% of students completing the survey will express satisfaction with DSPS services. Additionally, the department will schedule an annual planning and assessment retreat that will be one day long. At this retreat we will bring all our outcomes data, discuss the data's significance, and plan future actions based on the collected data. This will allow us to have an annual mechanism for completing the assessment cycle (if it hadn't been completed before the retreat) and give us a set annual time to review our plans for the next year.

d. Program SLO's

Students will find the iPad and apps helpful or very helpful to their course success. (Target 80%)

The iPad program has not yet been deployed; it is still in the planning stage. We have the hardware and have written a plan for the iPad deployment, but the launch date is Fall 2017. To that end, no data has been collected yet but will be collected at the end of Fall 2017. Apart from this SAO, we will assess learning in the course as well with an SLO.

The smartpen will help students improve their learning in the class(es) in which they used it somewhat or to a great extent. (Target 80%)

We have been deploying smartpens for a few semesters but have not yet evaluated this program's effectiveness. Our plan is to evaluate satisfaction and perceived value at the end of Spring 2017 through a survey deployed to students when they turn in the smartpen. The measure reflects the five-point measurement rubric we intend to use. Once we capture this data, we plan to discuss the program and make any needed changes to it in the beginning of Summer 2017. Changes based on this assessment will be implemented in Fall 2017.

LRC 907 - Students successfully completeing LRC 907 will identify which accommodations and study strategies are appropriate based on their preferred learning modalities and processing profile. (Target - 90%)

The SLO requiring identification of appropriate accomodatons was met in Fall 2016 in both sections of LRC 907. However, the majority of students completing the LD Assessment did not turn in the Blackboard assignments which would have allowed the assessment of their knowledge of their strengths and weaknesses. This portion of the SLO was not met. In the future, students will be required to make an extra appointment to turn in and discuss the required assignments with the instructor. Hopefully, this additional requirement will lead to a better understanding of strengths and weaknesses.

LRC 925 - Students who complete LRC 925X4 will successfully demonstrate competence in the use of assistive software and/or hardware to read or create text (Target 90%)

The course has been offered sporadically due to a lack of availability of faculty with the appropriate training to teach the course. When the primary faculty retired from the program and adjunct faculty did not have the training to offer a assistive technology course we were forced to not offer the course.

LRC 920 - Students completing LRC 920 will demonstrate their advocacy skills (Target 85%)

This class has not been offered in several years due to the fact that qualified faculty were not available to teach the course.

4. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each component of the applicable evaluation rubric (The rubric is available in Blackboard, the OIERP Web Site, and in the PPR Handbook). If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it.

a. Non-Instructional Program Effectiveness Evaluation Rubric

- i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.
- ii) **Rubric Item:** Describe at least 2 external and/or internal [partnerships](#) that substantially impact the quality of services to students or clients.

Innovation and Enhancement

Expansion of High Tech Services

DSPS purchased 100 Livescribe Echo smart pens for wide scale deployment. Smartpens are loaned to students one semester at a time. The smartpens allow students to take comprehensive notes by synchronizing recorded audio with their written notes. The purpose of the smartpens is to improve student's notetaking abilities and increase learning. Students receive training on how to operate the pen and how to best utilize the pen while notetaking. A survey is pending for the smartpen with data collection and assessment. Changes to the smartpen training will be made as necessary.

DSPS recently acquired 60 iPads. The purpose of these iPads is to provide a suite of tools for students with disabilities that will help them with note-taking, study skills, time management, and reading. We anticipate that this new program will provide a significant benefit to participating students who do not currently have access to assistive technology hardware or in-depth instruction on how to use it. Because these iPads are new and the department only recently hired an Assistive Technology Specialist to oversee their deployment, we have not yet launched this program, but intend to do so in Fall 2017. We intend to check iPads out to students in our program who enroll in the LRC 925 course. This course is designed to provide students with instruction in assistive technology tools, and linking the iPads to this course will ensure that we give students adequate training in the use of these tools. A SLO will be written for this program/course, with data collection expected in December 2017. The data will be assessed in December 2017/January 2018, and changes made to the program as soon as possible.

Additionally, the campus plans to open the new **Technology Success Center** in Fall 2017 which will be staffed by the newly hired DSPS Assistive Technology Specialist and will provide the campus with technology training for students and faculty. This center will be funded in part by

DSPS and will be a locus for campus-wide incorporation and training in universal design principles.

Partnerships

Counseling/SOAR - Counselors frequently refer student to DSPS and quite often walk students into the DSPS office when DSPS services appear to be needed. Counselors traditionally complete comprehensive education plans with all students and post those plans into Ellucian. DSPS counselors provide disability related counseling while working within the plan provided by the general counselor. The DSPS counselor may reduce the course load per semester, rearrange recommended courses to create a better balanced load of courses based on individual student needs or recommend specific instructors based on matched teaching/learning styles. In this manner duplicate counseling services are avoided by both departments. DSPS counselors are invited and often do attend general counseling meetings in order to maintain awareness of changing procedures and degree requirements. In addition DSPS counselors have and are willing to provide inservice trainings to counselors in order that members of both departments have the information needed to make appropriate and timely referrals. General Counselors are responsive to DSPS counselor/staff questions and usually provide immediate answers. DSPS counselors frequently attend SOAR at the local high schools in order to work with potential students with disabilities already identified by the counseling staff. With those students DSPS counselors often complete forms needed by both departments and share the information needed for SOAR. When DSPS counselors are not available, appropriate referrals are made by the general counseling staff.

EOPS - EOPS and DSPS share many of the same students and as a result new student referrals frequently occur in both directions. DSPS students are often given priority by EOPS and are exempted from the full load requirement by EOPS with a letter recommending a reduced load from a DSPS counselor. EOPS counselors do comprehensive education plans which are posted into Ellucian. DSPS counselors can use these general plans to work with students with disabilities who might need a reduced load or a different mixture of courses per semester for better balance based on student needs. EOPS and DSPS work so closely together that their advisory boards and meetings are combined.

5. Other Unit-Specific Quantitative and Qualitative Results

Please provide...

- a. **Rubric Item:** At least two quantitative or qualitative measures you have chosen to gauge your [program's effectiveness](#) e.g.: transfers, degrees, certificates, satisfaction, student contacts, students serviced, Perkin's data, equity data, etc.
- b. **Rubric Item:** A summary of the results of these measures. Please be sure to set a [target](#) for each measure and provide the reasoning for the targets that have been set.
- c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

The two measures that DSPS has selected to meet this program review requirement are **Student Equity - Access** and **Student Equity - Degree/Certificate Completion and Transfer**.

Student Equity - Access

The Student Equity research completed since the last program review continues to show that students with disabilities meet or exceed completion and success rates of their non-disabled

peers. Research completed for the Student Equity Plan in 2014 showed that there was no disproportionate impact for students with disability in the areas of *Course Success*, *Throughput* and *Degree/Cert Completion Rate* and in fact the group was identified as one of the reference groups for the college in the area of course completion and throughput rate for math. The only areas of disproportionate impact was in access and transfer. Also the group was In 2017 the same data was collected and disabled students still showed no disproportionate impact in *Course Success* and *Throughput Rate*. **(TABLE 10 pg 13 AND 11 pg 2)**

However, *Degree/certificate Completion Rate* has now been added as an area of disproportionate impact for the group.

The target in the Student Equity Plan for access for DSPS students at CHC was 7.8% increasing from 4.5% in 2014. The percentage of Disabled Students at Crafton is now 6.2% which is a 1.7% modest growth and shows progress. It should be noted, however, that the target number will need to increase because the percentage of disabled in the primary service area in the last three years has increased by nearly 5% to 13.6%. Also important to note, is that the number of disabled in the primary service area may include many that are not likely college students, particularly since the age range for the group goes up to 64, and the older a individual is, the more likely it is that he has acquired a disability. Older students are less likely to become Crafton Hills College students. Also, the severity of a disability may determine whether or not the disabled individual can benefit from the educational offerings of the college. For example, Crafton does not have the programming to serve severely mentally or psychologically impaired students, but they are counted among those in the primary service area. Finally, certain disability groups, such as the deaf, choose the college they attend based on whether there is a community of disabled students already at the institution. The opportunity for social interaction for that group is a determining factor in how they choose where to attend. Crafton has historically had a negligible population of deaf students, largely due to the fact that RCC has a large deaf community and program that draws those students to attend that college. Finally, DSPS does not serve all students who attend Crafton that have disabilities. Utilization of DSPS services is the choice of the student. There may be many students who are disabled at Crafton who do not choose or do not need the assistance of the office.

DSPS has added a goal and objectives directly related to outreach to the 2016-17 plan to address the disproportionate impact in access. Currently, DSPS is doing more active inreach on the campus to let students know that the service is there. Many self-referrals have been generated by class visits helping the growth of the student population. The DSPS population has grown substantially from 407 students in 2012-13 to 561 students in 2015-16.

TARGET - The target for increased access will need to be determined through the Student Equity process but the goal will be to grow to the 7.8% original target by fall 2018. The goal is set low because we believe it is necessary to get a more realistic target for meeting the proportionality of disability in the primary service area.

Student Equity - Degree/Certificate Completion and Transfer

Disproportionate impact in *Degree/Certificate Completion* has improved by 1.5% in the last 3 years but still falls behind the non-disabled student rate. Transfer rates, on the other hand, have fallen by 7% from 18.5% of the disabled population to 11.5% in the last 3 years.

Disproportionate impact in *Degree/Certificate Completion* and *Transfer* is more difficult to address. Students with disabilities already face huge challenges addressing the educational limitations of their disabling conditions. Accommodations assist but cannot completely eliminate the impacts of a disability on student success. Also, the largest disability group served

by DSPS is the learning disabled. The members of this group have struggled throughout their lifetime with school. Some have disabilities that affect their ability to successfully complete the degree and transfer levels of English and mathematics which are gate keepers for degree/certificate completion and transfer. It is reasonable that these students may have lower attainment rates than their non-disabled peers. It is the role of DSPS to identify new ways to help disabled students overcome the hurdles that interfere with the student's completion of a traditional educational goal. Development of a substitution policy will assist students who cannot reasonably expect to complete a specific degree or transfer requirement due to the specific nature of their disability. Also, better access to and training in the use of assistive technology may assist students. DSPS has objectives in the plan to implement both of these strategies along with many others.

TARGET - Degree/Certificate Completion Rate and Transfer Rate for students with disabilities will grow to meet or exceed the Degree/Certificate Completion Rate and Transfer Rate of their non-disabled peers by 2% per year. The modest targets for these rates are based on the fact that Degree/Certificate completion and Transfer are long term measures of success. Moving the current DSPS student population and new DSPS students towards this goal will require time to achieve.

6. Evaluation

Based upon and not repeating the descriptions you provided in Question 1 and the responses provided in Questions 2-6, please provide an analysis of what is going well and why and what is not going well and why, in the following areas.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

Representativeness of population served- The current population served by DSPS is representative of the general population of the college with the exception of Age (19 or less) and Ethnicity (Asian/Filipino). There are reasonable explanations for the differences observed. Consistently, students who are 18-19 are under-represented in the DSPS population. In the case of this group of students, they are less likely to have acquired a disability than other age groups by this time in their lives. Also younger students are less likely to identify themselves and often think they can cope on their own. Although this ethnic group is a small porportion of the CHC student body Asian/Filipino students are currently and consistently under-represented in the DSPS population. This could be partially explained by cultural views on disability. Since the last program review Hispanic students are consistently under-representative until this year where they are now . **(TABLES 2,3,4,5,6,7)**

Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services) - DSPTS has developed an online orientation to provide new students with important information regarding the program and its services. Although this orientation has been used, it has not been used as strategically or thoroughly as it could have been due to the department's staffing changes. As soon as the orientation materials are updated, we are planning to include it as part of our application process for services beginning Spring 2017. Although hours are limited by available staffing all eligible students are guaranteed mandated services regardless of the time they take the course. If students want to participate in DSPTS courses or access the tutors and lab in the DSPTS office they must arrange their time within the hours the office is open. To assure students have access to assistive technology resources, a small lab has been set up in the library, which has longer hours. Students are encouraged to learn and use assistive technologies to allow them to address their educational limitations independently. Currently, due to staffing constraints, training for assistive technology is limited to the hours the DSPTS office is open. Mobility services are provided by DSPTS staff when the office is open, and by District Police when the DSPTS office is closed.

Partnerships (internal and external) - DSPTS maintains relationships with both internal and external organizations and programs (see description above under Performance on Data Items) Partnerships are necessary and invaluable in assuring the best service to students.

External

- Department of Rehabilitation – The Department of Rehabilitation (DOR) sends students to Crafton to train or retrain so that they might become gainfully employed. The DOR provides monetary support to the student and requires that the student register with DSPTS. DOR counselors work with DSPTS staff to support the students we have in common, but more effort from DSPTS is needed to effectively partner with them in the future to offer seamless service to students.
- Colton Redlands Yucaipa ROP – Colton Redlands Yucaipa Regional Occupational Program (CRY-ROP) is a program that provides hands-on career training and job skills. DSPTS collaborates and coordinates with Colton Redlands Yucaipa ROP to familiarize potential DSPTS students with Crafton Hills College and DSPTS. DSPTS staff provides a presentation on DSPTS services and eligibility requirements and arranges campus tours.
- Inland Regional Center—Since IRC often has long-term connections with and support for students, sharing information on current individual student needs with IRC can help us offer services to students with greater precision. Because of past staffing shortages, more effort on our part is needed to reinforce our partnership so that we are communicating effectively with IRC in order to provide better service to our students.
- CHC SOAR and Local High School Resource Program – DSPTS participates with the CHC SOAR program to facilitate transition of high school students who have been identified as having a disability to CHC. Program staff provide presentations and meet individually with potential DSPTS students to facilitate completion of the verification process so the student can begin the fall term with services in place. We need to be better at outreach to disabled student populations in high schools.
- Alternative Text Production Center (ATPC) – DSPTS has worked with the Alternative Text Production Center of the California Community colleges for five years to provide for the alternate text needs of students. The DSPTS Assistive Tech Specialist is dedicated to providing this service as one of his job responsibilities.

- High Tech Center Training Unit – State Chancellor’s Office provides year round training in specialized software and hardware which promotes equal access for disabled students. HTCTU remains a constant resource, connecting users through a list serve and answering many questions by phone. We will be sending our new Assistive Tech Specialist to the next training.

Internal

- EOPS – EOPS is a state funded program servicing educationally and financially disadvantage students. This year EOPS purchased 20 Echo Livescribe pens, a notetaking pen recorder, for their students. DSPS assisted EOPS in training and registering the pens to better assist their students.
- Technology Services—DSPS partners with Tech Services to maintain the substantial assistive technology that our students need to access.
- CHC Tutoring Center—DSPS works with Tutoring to secure above-and-beyond tutoring services to DSPS students. Further work is needed to secure and augment these services for all students appropriately.
- Diversity and inclusion—worked to create mobility awareness programming for CHC.
- Counseling—DSPS students are regularly referred to Counseling for academic scheduling assistance, and DSPS partners with Counseling to implement parts of the SOAR program.
- SBVC DSPS - SBVC and CHC collaborate in a variety of ways. We work together with the district in identifying assistive software. We work together on district policy and procedures regarding our programs. We share resources (funds, interpreters etc.) as necessary.
- Further effort is needed to partner more effectively with faculty on campus. Faculty are our primary asset in helping serve students, and although we work well with many faculty on campus, many do not know about our services to students or what their role is or can be in providing accommodations to students with disabilities.

Implementation of best practices

- LD Students receive a thorough assessment of their abilities and a detailed explanation of strategies to use in the classroom.
- Students are referred to other campus entities where appropriate (i.e. Counseling for ed plan; Library for research).
- Students are taught to use common classroom strategies in notetaking, gathering information from textbooks, and preparing for and taking exams.
- Students are taught to use assistive technology/software to develop learning independence.
- Students are taught to use internet for specific study help (flashcards online, Khan Academy, SQ4R).
- Educational Assistance Courses are offered with curriculum designed to specifically meet DSPS student needs.
- Full time, adjunct professionals and staff in DSPS teach/model strategies that encourage students to become independent learners.
- All full-time staff positions are new as of this year, and to that end, we all recognize that we need to educate ourselves on current best practices in the field of disability studies

and universal design, both at other institutions with successful and innovative programs, and in the academic literature. We realize this will likely mean doing original research, visiting successful programs off-site, and attending conferences to increase our collective departmental knowledge and understanding of the best practices in our field.

Efficiency in operations

- Data collection is key in assuring that DSPS accurately reports student counts to the state MIS for development of the yearly categorical allocation. DSPS has initiated and increased the use of SARS GRID and SARS TRAK to track student contacts.
- Classes have been developed to create structure to more efficiently provide training in assistive technology and facilitate tracking of students completing the Learning Disability Eligibility process.
- Scheduling of the few Full and part-time staff has been structured to assure that the DSPS office can be open and available to students.
- Cross training of faculty and staff allows for flexibility and improves responsiveness of the program to student needs.
- One area in which the DSPS department is hoping to improve efficiency in operations is the method in which tests and exams are delivered and received to and from campus instructors. Currently, the department delivers and receives exams per instructor's method of choice (i.e., email, delivery to faculty mailbox, pickup from DSPS department). Therefore, the department feels that having one single method of test and exam delivery would be beneficial to the department, as well as to instructors across the campus. Although this single method of exam exchange has yet to be decided, a paperless method may be ideal in order to track receipts.

Efficiency in resource use - DSPS is working with several departments on campus to stretch resources as far as possible. As mentioned above DSPS is working with the Assessment Center to provide expanded resources for test proctoring, the Tutoring Center to provide one on one tutoring above and beyond what is offered to non-disabled students and Library to provide additional access to assistive technology outside of the DSPS office the students. Our mobility services (tram) to students with mobility issues has seen significant changes even over the past year. We used to have between one and four students per week needing mobility services, which translated to 6-10 pickups per week. Presently, demand has increased significantly, as we have eleven students using services with 56 pickups per week. This increases the time staff need to drive the cart. With this increase, we will likely need to increase student workers to help do this work, and it is likely we will need to create a new system for managing pickups because our current/old system will not be sufficient to adequately serve the increased demand.

***Staffing** - DSPS sustained a 45% cut in categorical funding in 2010-11. There was also retirements in DSPS since 2010. Fortunately, the program has been able to continue to serve students by through transfer of staff, some rehires, adjunct and the assignment of the Dean to cover the role of DSPS Director. As of this March the DSPS office will be back to full-staffing with the hire of a new director position. In the last year we have replaced the Senior Student Services Tech, the Student Services Tech II and we have hired a LD Specialist and Assistive Technology Specialist. In addition to these positions the position of Instructional/Assessment Technician was assigned to DSPS from another department on campus.

With the exception of the new director starting this spring, the staff are all new to DSPS in community colleges. Fortunately, we have two very experienced adjunct LD Specialist/Counselors and an interim coordinator that stepped in to provide training and

mentorship to the new staff helping them learn the ropes. We are very lucky to have found such a dedicated and resourceful group of people to take DSPS forward into the future.

Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?) -

The full-time staff members of the DSPS department are involved in several CHC committees that result in participation in planning and decision-making. Some of these campus committees include: Planning and Program Review, Classified Senate, Behavioral Intervention Team, Academic Exceptions, and Foster Youth Advisory. Additional shared governances that department members hope to participate in in the future include: DSPS/EOPS Advisory, Basic Skills, and Student Success Equity and Enrollment Management (SSEEM). Furthermore, department meetings are held on a weekly basis, along with informal communication with the Dean of Student Services, who carries staff ideas forward.

Professional development and training

- Vonda O'Shaughnessy and Kirsten Colvey were able to attend the annual California Association for Postsecondary Education and Disability (CAPED) conference. At this conference they participated in trainings and received statewide regulation updates and best practices.
- Vonda O'Shaughnessy has attended the Learning Disability Eligibility Model Training and will receive certification in the administration of the model allowing her to sign off on eligibility for learning disabled students
- Monique Marrujo participated in a two day Behavioral Intervention Team (BIT) training for Crafton Hills College. Training included how to gather data, analyzing the data on a rubric and intervention methods. Recurring meetings will be bi-monthly to continue training and meet with the other BIT members.
- Milly Douthit and Vonda O'Shaughnessy joined in on a conference call for Region 9 LD Specialists. Chancellor's Office updates, Title 5 changes and implementations, and CARS-W updates were discussed.
- Jonathan Townsend attended the HTCTU training for the Echo Livescribe pens. This training focused on the on the operations and distribution of the pens to DSPS students.
- CHC DSPS has added two new classified staff, an Assistive Technology Specialist and a Student Services Tech II. They will also be participating in future professional development and trainings.
- The Assistive Technology Specialist, Val Rodriguez is attending several trainings through the High Tech Center Training Unit (HTCTU) at DeAnza College this semester and will continue to attend trainings to stay up to date with the latest technologies used to support students with disabilities.

Group dynamics (e.g., how well do unit members work together?)

In the past year, 100% of our full-time staff have turned over. While we still have two part-time LD Specialists on staff that have been here for some time, our department is essentially new. The new team gets along very well, and communication is excellent. Because each of the new employees arrived at approximately the same time, a camaraderie has developed among them. This camaraderie has allowed communication to be excellent; it happens often and helps create a very collegial office. The one question in group dynamics to date is that our director position has been hired, but the start date for that position is pending.

Innovation - With High Tech software and hardware, DSPS remains at the forefront of innovation for student access. Following are a list of innovations by DSPS to improve efficiency, effectiveness and to better serve students.

- online orientation DSPS.
- *Read & Write Gold for home access*
- Group achievement testing for LD eligibility
- Group registration workshops each semester
- development courses relevant to DSPS student needs
- Access Technology Room on second floor of Library
- Loaner programs for assistive technology equipment

Future innovations ???

- Technology Success Center
- We have realized that while we have served our students well, we often do not have a mechanism to serve the parents or family of our students. Often, due to our desire to adhere to FERPA laws, we unintentionally shut out parents and/or family of our students who wish to help support their student and just need to be instructed on how best to do this. We hope to partner with EOPS to create some program structure around this problem by offering support seminars for parents and family of our students to train them how to better support their student at home or when their student is off-campus. Hopefully this can serve as not only a mechanism of increased support for our students, but also as a mode of outreach to families who likely have other family members considering college education now or in the future.

Compliance with applicable mandates - DSPS complies with all federal and state laws, and regulations. DSPS has not had a state program review in many years but maintains close contact with the field and the state through the Regional group and the DSPS listserve. Failure to meet mandates has a high cost to the program as it can trigger complaints and an investigation by the Office of Civil Rights so strict adherence is a priority for program staff. One legal mandate that we have identified that is not currently being met is that all campus video must be captioned in order to be accessible to those with disabilities. Our campus website currently has many videos that are not captioned, so we are working with the campus web developer to update this and caption all videos so that we will be in compliance with the law.

7. Mission and Vision

- a. Tell us your unit's mission: Based upon the responses you've given so far, provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).
- c. Alignment with the college Mission and Vision:
 - c.i. **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. In what ways does your program advance the mission of the college?
 - c.ii. **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive

community, and a beautiful collegiate setting. In what ways does your program advance the vision of the college?

Mission

The mission of DSPS is to provide students with disabilities the resources and services that empower independent learning and create an equitable learning environment.

Alignment--DSPS helps students meet their educational, career, and personal success goals through provision of accommodations and services that specifically address educational limitations to learning success. DSPS services and accommodations are tailored to a student's specific needs and are designed to help each student be able to engage with their learning by giving them more autonomy through counseling, courses, and assistive technology.

Vision

DSPS will be a well-respected educational resource for disability-related issues, widely recognized for superior student service and innovative implementation of assistive technology.

Alignment--DSPS is aligned with the college's vision by providing services that help disabled students take responsibility for their own learning. Most of our services seek to help disabled students grow personally and academically. It is the intention of DSPS to be a significant resource, a supportive community, for the students we serve.

8. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan. To update this question, you will need to click on the link above to "Edit Progress Report goals/objectives/resource requests/actions/activities for plan (Question #8)"

- **1 - Goal - Access to Assistive Technology**

Provide access to assistive technology for students with disabilities across campus in compliance with Title 5, ADA and Section 504 guidelines.

Priority Rank:

2

Objectives:

- **1.1 - Objective - Extend Services**

Extend the services provided by DSPS at Crafton Hills to assure students have training and access to assistive technology resources as an accommodation to meet the limitations of their disability.

Priority Rank:

2

Original Start Date:

07/01/2010

Original End Date:

06/30/2021

Revised Start Date:

07/01/2010

Revised End Date:

06/30/2021

Responsible Person:

DSPS Director/Coordinator

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **1.1.r1 - Assistive Technology Specialist**

Description

Hire full time 12 month Assistive Technology Specialist

Rationale

High Tech Center (HTC) staff is to support instructional staff and assist in training students to use assistive technology. This staff member would perform the duties of obtaining alternative text formats for students and making that text accessible in order for Crafton Hills to be in compliance with Section 508 of the Rehabilitation Act of 1973. Other duties would include interfacing with Tech Services regarding maintenance of assistive technology and computer hardware.

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

DSPS and Student Equity

First Year Cost/Savings:

\$49,395.00/\$0.00

Second Year Cost/Savings:

\$51,864.00/\$0.00

Third Year Cost/Savings:

\$54,454.00/\$0.00

Actions/Activities:

- **1.1.a1 - Hire Assistive Technology Specialist**

Prioritize and advocate for this staff position.

Start Date:

07/01/2011

End Date:

12/31/2011

Responsible Person:

DSPS Director/Coordinator

Status Code:

Work is Completed

Progress Description:

Assistive Technology Specialist began work in January 2017.

Measurements/Documentation of Progress:

Hiring complete

- **1.1.a2 - Install Assistive Technology in Mainstream labs/classrooms**

Advocate for placing Read & Write Gold and/or Kurzweil in reading classes, writing center, tutoring center, and campus labs.

Start Date:

01/31/2012

End Date:

05/31/2021

Responsible Person:

DSPS Coordinator/Staff

Status Code:

Work is Underway

Progress Description:

Current student computer image now includes some of the tools that have been purchased to support accessibility. As new tools are introduced the image will need to be upgraded.

Measurements/Documentation of Progress:

Student computer image stays current with technology updates.

o **1.2 - Objective - Assistive technology**

Maintain up-to-date assistive technology resources in all campus computer and technology labs.

Priority Rank:

3

Original Start Date:

01/18/2011

Original End Date:

05/16/2013

Revised Start Date:

01/18/2011

Revised End Date:

05/16/2013

Responsible Person:

Milly Douthit, Kirsten Colvey, Tech Services, DETS

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

▪ **1.2.r1 - Upgrade/purchase assistive technology.**

Description

Upgrade or purchase appropriate assistive technology.

Rationale

DSPS has completed upgrading and purchasing the latest in assistive technology. Now the goal is to maintain this level of state of the art technology.

Resource Type:

Ongoing
Expenditure Category:
Software
Funded:
No
Funding Source:
DSPS and Student Equity
First Year Cost/Savings:
\$5,000.00/\$0.00
Second Year Cost/Savings:
\$5,000.00/\$0.00
Third Year Cost/Savings:
\$5,000.00/\$0.00

Actions/Activities:

▪ **1.2.a1 - Identify Resources**

Write grant request to Basic Skills to purchase home access for students to Read & Write Gold.

Seek alternative revenue sources to purchase and maintain up-to-date assistive technology software and hardware

Review grant resources

Prioritize in college planning process

Start Date:

02/01/2012

End Date:

06/30/2021

Responsible Person:

Milly Douthit, Kirsten Colvey, Tech Services, DETS

Status Code:

Work is Completed and Ongoing

Progress Description:

Requests for funding from Student Equity for computers and other technology for the new Technology Success Center will be made this semester.

Measurements/Documentation of Progress:

Computers and technology are purchased and installed in Technology Success Center.

○ **1.3 - Objective - Dedicated Facility for High Tech Center**

Identify adequate space for the DSPS lab away from tutoring and test proctoring.

Priority Rank:

5

Original Start Date:

07/01/2012

Original End Date:

07/01/2017

Revised Start Date:

07/01/2012

Revised End Date:

07/01/2017

Responsible Person:

DSPS Coordinator

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **1.3.a1 - Shepherd Development of a Dedicated HTC facility**

Now that space has been identified for a dedicated HTC as part of the renovations of facilities vacated by programs moving to the new Crafton Student Center continue to shepherd and support the successful attainment of the dedicated HTC.

Start Date:

11/30/2012

End Date:

06/30/2015

Responsible Person:

Kirsten Colvey

Status Code:

Work is Underway

Progress Description:

The new Assistive Technology Specialist working with other DSPS staff and Tutoring Center staff will attend Leading From the Middle with the project of developing the Technology Success Center as their goal. Funding for equipment has been identified. The group will work to develop plans for the operation and activities of the center and will identify strategies to engage faculty and students with the center and its activities.

Measurements/Documentation of Progress:

- The Technology Success Center opens and provides services
- Both DSPS and non-DSPS students use the center

- **2 - Goal - Effective Use of DSPS Resources**

Use of DSPS resources in a time and cost effective manner to continue the current level of services to students (Ongoing)

Priority Rank:

1

Objectives:

- **2.1 - Objective - Timely and Appropriate Services**

Provide all students with disabilities who attend Crafton timely and appropriate support and accommodations to address the educational limitations of their disabilities.

Priority Rank:

1

Original Start Date:

07/01/2010

Original End Date:

06/30/2021

Revised Start Date:

07/01/2010

Revised End Date:

06/30/2021

Responsible Person:

DSPS Director/Coordinator

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **2.1.r1 - Student Services Tech II**

Description

Hire a part-time permanent (19 hour) Student Services Tech II

Rationale

DSPS has increased the number of services offered and has increased the number of students using services while staffing in DSPS is at the lowest level in over twenty years. Immediate assistance is needed in a variety of tasks including: working directly with students as a tutor/lab assistant, LD achievement testing, scanning documents, answering phones, and re-establishing more adequate office hours.

Resource Type:

Ongoing

Expenditure Category:

Personnel

Funded:

No

Funding Source:

DSPS

First Year Cost/Savings:

\$17,000.00/\$0.00

Second Year Cost/Savings:

\$18,000.00/\$0.00

Third Year Cost/Savings:

\$18,600.00/\$0.00

Actions/Activities:

- **2.1.a1 - Request staff**

Using the Program Review and Planning process make requests for staff based on evaluation of needs

Start Date:
03/01/2011
End Date:
06/30/2020
Responsible Person:
DSPS Director/Coordinator
Status Code:
Work is Completed and Ongoing

Progress Description:

Requests for staff were prioritized through the PPR process and new staff were hired

Measurements/Documentation of Progress:

Staffing in DSPS is at adequate levels to provide mandated services and to expand services to students with disabilities

▪ **2.1.a2 - Student Services Tech II**

Hire part time permanent (19 hour) Student Services Tech II

Start Date:
01/23/2012
End Date:
06/30/2012
Responsible Person:
DSPS Coordinator
Status Code:
Work is Completed

Progress Description:

A full-time Student Services Tech II was hired in July 2016.

Measurements/Documentation of Progress:

Position was hired.

○ **2.2 - Objective - Collaboration**

Work with other departments on campus to identify partnerships that better serve DSPS students

Priority Rank:

6

Original Start Date:

07/01/2010

Original End Date:

05/16/2013

Revised Start Date:

07/01/2010

Revised End Date:

05/16/2013

Responsible Person:

DSPS program staff

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **2.2.a1 - Universal use of Assistive Technologies**

Train and advocate with Crafton Hills faculty to promote the use of assistive technology within a universal access design.

Start Date:

01/23/2012

End Date:

06/30/2021

Responsible Person:

DSPS program staff

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

A group is attending Leading from Middle Academy to work on plans to create a Technology Success Center and promote the use of assistive technology with faculty.

Measurements/Documentation of Progress:

- Provide training on Flex days for faculty on assistive technology that is available to students at CHC.
- Work with faculty to integrate training for students on learning technologies as a part of their course.
- Increased utilization of assistive technology by students.
- Increasing utilization of the Technology Success Center.
- Number of faculty who participate in training opportunities.

- **3 - Goal - Improve Programs and Services**

DSPS will improve the depth and breadth of programs and services to meet student needs.

Priority Rank:

3

Objectives:

- **3.1 - Objective - Curriculum**

Expand DSPS curriculum designed for students with disabilities

Priority Rank:

4

Original Start Date:

07/01/2010

Original End Date:

06/30/2013

Revised Start Date:

07/01/2010

Revised End Date:

06/30/2013

Responsible Person:

Milly Douthit, Kirsten Colvey, Damaris Matthews

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **3.1.a1 - Learning Strategies Course**

Expand DSPS curriculum to include a course in learning strategies.

Start Date:

08/13/2012

End Date:

05/31/2012

Responsible Person:

DSPS program staff

Status Code:

Work is Completed

Progress Description:

LRC 958 Tools and Strategies for Academic Success has been written and has been approved by the curriculum committee.

Measurements/Documentation of Progress:

Course is written and ready to be offered to students.

- **3.1.a2 - Mathematics Strategy Special Class**

Expand DSPS curriculum to include a special class specific mathematics learning strategies.

Start Date:

10/01/2012

End Date:

02/28/2013

Responsible Person:

LD Specialist

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

No progress had been made on this activity

Measurements/Documentation of Progress:

Development of a math strategies course.

- **3.1.a3 - Writing Strategies Special Class**

Expand DSPS curriculum to include a course specific to learning strategies in Writing.

Start Date:

03/01/2013

End Date:

11/01/2013

Responsible Person:

LD Specialist

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

No progress had been made on this activity

Measurements/Documentation of Progress:

Development of a writing strategies course.

○ **3.2 - Objective - Policies and Procedures**

Write policies and procedures for course substitution, suspension or termination of service policy, and academic accommodations policies.

Priority Rank:

8

Original Start Date:

01/18/2011

Original End Date:

06/30/2013

Revised Start Date:

01/18/2011

Revised End Date:

06/30/2013

Responsible Person:

Milly Douthit, Kirsten Colvey, Damaris Matthews

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

▪ **3.2.a1 - Research Best Practices**

Research best practice policies at other colleges.

Meet with SBVC DSPS Director to discuss District wide, Board approved course substitution policy.

Write policies and submit.

Start Date:

01/18/2011

End Date:

06/30/2013

Responsible Person:

Milly Douthit, Kirsten Colvey, Damaris Matthews

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Discussion with SBVC has occurred regarding the development of District Policy and Administrative Procedures for the creation of a substitution

policy. Work will commence when the new DSPS director comes on board this spring semester.

Measurements/Documentation of Progress:

Board approved Policy and Administrative Procedures are in place.

▪ **3.2.a2 - Revise and Develop DSPS Forms and Procedures**

Review and revise DSPS procedures and applicable forms on an ongoing basis.

Start Date:

10/01/2012

End Date:

06/30/2021

Responsible Person:

DSPS Director/Coordnator

Status Code:

Work is Completed and Ongoing

Progress Description:

New forms have been developed in line with requirements for the new Title 5 DSPS regulations.

Measurements/Documentation of Progress:

Process developed and sustained for annual review and revision forms.

• **4 - Goal - Use Electronic Storage**

Eliminate hard copies of DSPS documents

Priority Rank:

5

Objectives:

○ **4.1 - Objective - Move towards paperless environment**

Scan documents into electronic storage.

Priority Rank:

9

Original Start Date:

01/18/2011

Original End Date:

06/30/2021

Revised Start Date:

01/18/2011

Revised End Date:

06/30/2021

Responsible Person:

DSPS Director/Coordnator

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **4.1.a1 - Scan Student Files**

Complete scanning of files from former DSPTS students into Image Now.
Create ongoing process to scan files of students who leave the DSPTS program in to ImageNow.

Start Date:

07/01/2011

End Date:

06/30/2021

Responsible Person:

DSPTS Director/Coordnator

Status Code:

Work is Completed and Ongoing

Progress Description:

Student records for students who are no longer in the DSPTS program have been scanned and stored electronically. Records for current DSPTS students are still maintained in hard copy but will be scanned when the student is no longer receiving services from DSPTS.

Measurements/Documentation of Progress:

Ongoing use of current scanning tools and implementation of workflow processes as appropriate in the future.

- **4.1.a2 - Create Electronic Forms**

Create electronic versions of as many forms as is appropriate.

Start Date:

10/01/2012

End Date:

06/30/2015

Responsible Person:

DSPTS Director/Coordnator

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

With the changes in Title 5 Regulations necessitating changes in forms new forms were created but processes to move them to electronic did not occur. DSPTS may be joining other Student Services areas in implementing a paperless workflow that will include the development and implementation of online forms and processes in the future.

Measurements/Documentation of Progress:

Forms for students will be available online.

- **5 - Goal - DSPTS Data**

Demonstate the effectiveness of DSPTS using data and learning outcomes. (Ongoing)

Priority Rank:

4

Objectives:

- **5.1 - Objective - Identify/Refine DSPTS Data**

Identify or refine DSPTS effectiveness indicators

Priority Rank:

7

Original Start Date:

06/30/2009

Original End Date:

06/30/2013

Revised Start Date:

06/30/2009

Revised End Date:

06/30/2013

Responsible Person:

Milly Douthit, Damaris Matthews

Strategic Direction:

None

Impact Type:

-- Pick One --

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **5.1.a1 - Utilize Resources**

Work with Director of Research

Participate in trainings on identifying appropriate outcomes.

Update DSPS SLO/SAOs annually

Use information for program improvement

Start Date:

07/01/2010

End Date:

06/30/2013

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Staffing changes interfered with any work being done on this activity.

Measurements/Documentation of Progress:

Full implementation of the outcomes assessment cycle for the SAO and SLO

9. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

To update this question, you will need to click on the link above to "Edit goals/objectives/resource requests/actions/activities for plan (Question #9)"

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, to address identified weaknesses, and to demonstrably move your unit toward accomplishing your vision. *In writing your objectives and developing your resource requests, take into account student learning and program assessment results.* Assign an overall priority to each goal and each objective. In

addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Provide superior services to all qualified disabled students.**

Priority Rank:

1

Objectives:

- **1.1 - Objective - Ensure proper accessibility standards in compliance with best practices and ADA.**

Priority Rank:

1

Start Date:

02/01/2017

End Date:

01/31/2027

Responsible Person:

DSPS Director

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **1.1.r1 - Technology for Technology Success Center**

Description

Purchase computers and software for Technology Success Center

Rationale

For the Technology Success Center to be active and functioning, it will require that there are student computers and appropriate assistive software provided.

Resource Type:

Ongoing

Expenditure Category:

Computer & Information Technology Equipment (6420)

First Year Cost/Savings:

\$30,000.00/\$0.00

Second Year Cost/Savings:

\$10,000.00/\$0.00

Third Year Cost/Savings:

\$5,000.00/\$0.00

- **1.1.r2 - Assistive Tech for Student Computers on Campus**

Description

Maintain computer image on student computers that includes assistive tech software.

Rationale

Once students learn how to use the technology they will need to have computers they have access to computers that have the software they have been trained on installed so that they can use it to assist them with learning.

Resource Type:

Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

- **1.1.r3 - Captioning**

Description

Funds to pay for captioning of instructional and web videos

Rationale

Necessary to maintain compliance with Sec 508 and ADA

Resource Type:

Ongoing

Expenditure Category:

Consultants & Other Services (5113)

First Year Cost/Savings:

\$20,000.00/\$0.00

Second Year Cost/Savings:

\$2,000.00/\$0.00

Third Year Cost/Savings:

\$2,000.00/\$0.00

Actions/Activities:

- **1.1.a1 - Technology Success Center**

Establish a Technology Success Center on campus and develop programming to support universal design principles with students, faculty, and staff.

Start Date:

02/01/2017

End Date:

06/30/2018

Responsible Person:

DSPS Director

- **1.1.a2 - Maintain Assistive Tech Resources**

Maintain up to date assistive technology resources on all campus computers and in all tech labs.

Start Date:

02/01/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

- **1.1.a3 - Caption Videos**

Caption all campus website and instructional videos in accordance with ADA section 508.

Start Date:
02/01/2017
End Date:
06/30/2018
Responsible Person:
DSPS Director

○ **1.2 - Objective - Create more efficient processes to better serve students.**

Priority Rank:

5

Start Date:

02/01/2017

End Date:

01/30/2027

Responsible Person:

DSPS Director

Strategic Direction:

9. Optimize Resources

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

▪ **1.2.a1 - Mobility Services Management System**

Create a system to effectively manage and staff mobility services (tram).

Start Date:

02/01/2017

End Date:

12/30/2017

Responsible Person:

DSPS Director

▪ **1.2.a2 - Uniform Test Proctoring**

Implement uniform electronic test proctoring policy and processes.

Start Date:

02/01/2017

End Date:

09/01/2017

Responsible Person:

DSPS Director

▪ **1.2.a3 - Ensure Adequate Staffing**

Ensure adequate staffing to work with assistive technology and mobility services in order to increase capacity for mobility services (tram) and High-Tech Center support staffing.

Start Date:

02/01/2017

End Date:

01/30/2021

Responsible Person:
DSPS Director

▪ **1.2.a4 - Electronic Forms and Workflow**

Develop electronic workflow and forms to improve efficiency of internal processes.

Start Date:
02/01/2017

End Date:
06/29/2018

Responsible Person:
DSPS Director

○ **1.3 - Objective - Ensure that DSPS students receive the best counseling services possible.**

Priority Rank:
6

Start Date:
02/01/2017

End Date:
01/30/2027

Responsible Person:
DSPS Director

Strategic Direction:
1. Promote Student Success

Impact Type:
Department

Institutional Learning Outcome:
Not Applicable

Resource Requests:

▪ **1.3.r1 - Academic Counselor in DSPS**

Description

Provide funding to hire a DSPS counselor to provide academic counseling (prepare educational plans)

Rationale

DSPS students need Student Educational Plans that are designed to address the specific educational limitations of their disability. An appropriately trained DSPS counselor can work with students to develop these plans

Resource Type:
Ongoing

Expenditure Category:
Non-Instruction Hourly (1480)

First Year Cost/Savings:
\$40,000.00/\$0.00

Second Year Cost/Savings:
\$40,000.00/\$0.00

Third Year Cost/Savings:

\$40,000.00/\$0.00

Actions/Activities:

- **1.3.a1 - Academic Counseling in DSPS**

Provide academic counseling to DSPS students in the DSPS office.

Start Date:

06/01/2017

End Date:

06/01/2017

Responsible Person:

DSPS Director

- **1.3.a2 - Academic Counselor Training**

Train academic counselors regarding identifying and working with students with disabilities.

Start Date:

09/01/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

- **1.4 - Objective - Expand educational assistance course offerings to DSPS students.**

Priority Rank:

7

Start Date:

06/01/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **1.4.a1 - Offer EAC Courses Regularly**

Start offering existing educational assistance courses regularly.

Start Date:

08/01/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

- **1.4.a2 - Design New Courses**

Design new educational assistance courses as needed, i.e., a writing strategies and/or mathematics strategies and adaptive physical education.

Start Date:

08/01/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

○ **1.5 - Objective - Identify Internal Partnerships**

Priority Rank:

10

Start Date:

02/01/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

Strategic Direction:

7. Develop Programs and Services

Impact Type:

Division

Institutional Learning Outcome:

Not Applicable

○ **1.6 - Objective - Research Best Practices**

Priority Rank:

11

Start Date:

02/01/2017

End Date:

01/30/2018

Responsible Person:

DSPS Director

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

▪ **1.6.a1 - Substitution Policy**

Develop a substitution policy.

Start Date:

01/31/2017

End Date:

01/01/2018

Responsible Person:

DSPS Director

- **1.6.a2 - Institutional Best Practice**

Research best practices in disability services being implemented at other institutions.

Start Date:

01/31/2017

End Date:

12/30/2017

Responsible Person:

DSPS Director

- **1.6.a3 - Literature Best Practices**

Research best practices in disability studies found in the academic literature.

Start Date:

01/31/2017

End Date:

09/30/2017

Responsible Person:

DSPS Director

- **1.7 - Objective - Promote principles of Universal Design to build a learning environment that directly supports learning differences.**

Priority Rank:

2

Start Date:

02/16/2017

End Date:

06/30/2021

Responsible Person:

Director of DSPS and Dean of Student Success

Strategic Direction:

1. Promote Student Success

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **1.7.r1 - Travel**

Description

Travel funds to support DSPS and other faculty and staff participation in conferences and trainings on Universal Design for Learning

Rationale

Universal Design principles are key to creating a educational environment that is accessible to all students including the disabled. Training staff on how to implement these principles will be required to make this a reality.

Resource Type:

Ongoing

Expenditure Category:
Conference and Travel (5200)
First Year Cost/Savings:
\$10,000.00/\$0.00
Second Year Cost/Savings:
\$10,000.00/\$0.00
Third Year Cost/Savings:
\$10,000.00/\$0.00

- **1.7.r2 - Presenters**

Description

Funding to support bringing speakers and trainers to campus to work with faculty and staff on implementing Universal Design principles

Rationale

Providing faculty and staff with access to experts in the area of Universal Design will assist in developing a educational environment that embraces these principles.

Resource Type:

Ongoing

Expenditure Category:

Consultants & Other Services (5113)

First Year Cost/Savings:

\$5,000.00/\$0.00

Second Year Cost/Savings:

\$5,000.00/\$0.00

Third Year Cost/Savings:

\$5,000.00/\$0.00

Actions/Activities:

- **1.7.a1 - Universal Design Training**

Train DSPS staff on principles and practices of Universal Design for Learning

Start Date:

02/16/2017

End Date:

06/30/2021

Responsible Person:

DSPS Director

- **1.7.a2 - Universal Design Professional Development**

Promote and provide professional development opportunities to the campus on the topic of Universal Design for Learning.

Start Date:

02/16/2017

End Date:

06/30/2021

Responsible Person:

DSPS Director

- **2 - Goal - Increase visibility of DSPS services on and off-campus.**

Priority Rank:

2

Objectives:

○ **2.1 - Objective - Off-Campus Outreach**

Priority Rank:

4

Start Date:

01/31/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

Strategic Direction:

4. Expand Access

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

▪ **2.1.a1 - SOAR Participation**

Participate visibly and annually in SOAR.

Start Date:

01/31/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

▪ **2.1.a2 - DOR Outreach**

Develop strategic relationships with DOR staff and implement outreach programming to DOR.

Start Date:

01/31/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

▪ **2.1.a3 - Parent/Family Outreach**

Partner with EOPS to offer training for parents/families of DSPS and EOPS student to help them successfully support their students at home.

Start Date:

01/31/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

▪ **2.1.a4 - County Workforce Transitional Assistance Offices**

Create outreach programs and strategic relationships with county workforce transitional assistance offices.

Start Date:

01/31/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

○ **2.2 - Objective - On-Campus Outreach**

Priority Rank:

3

Start Date:

01/31/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

Strategic Direction:

3. Develop Teaching and Learning Practices

Impact Type:

Site

Institutional Learning Outcome:

Unknown

Actions/Activities:

▪ **2.2.a1 - Part-time Faculty Orientation**

Have DSPS staff help produce part-time faculty orientation.

Start Date:

01/31/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

▪ **2.2.a2 - Professional Development**

Create robust PD training program for on-campus faculty and staff related to disability services and universal design.

Start Date:

01/31/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

▪ **2.2.a3 - DSPS Campus Training Plan**

Create a DSPS campus training plan that would guide how DSPS staff and Professional Development would offer systematic and strategic training to campus faculty, staff, and administrators in issues related to disability.

Start Date:

01/30/2021

End Date:

06/01/2018

Responsible Person:

DSPS Director

- **3 - Goal - Make strategic assessment a high priority.**

Priority Rank:

3

Objectives:

- **3.1 - Objective - Create departmental infrastructure to help facilitate strategic assessment.**

Priority Rank:

8

Start Date:

01/31/2017

End Date:

01/01/2018

Responsible Person:

DSPS Director

Strategic Direction:

7. Develop Programs and Services

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.1.a1 - Department Assessment Plan**

Create department assessment plan.

Start Date:

01/31/2017

End Date:

10/02/2017

Responsible Person:

DSPS Director

- **3.1.a2 - Planning Retreat**

Hold annual strategic planning department retreat.

Start Date:

01/31/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

- **3.2 - Objective - Regularly assess department processes.**

Priority Rank:

9

Start Date:

01/31/2017
End Date:
01/30/2021
Responsible Person:
DSPS Director
Strategic Direction:
6. Promote Effective Decision-Making
Impact Type:
Department
Institutional Learning Outcome:
Not Applicable

Actions/Activities:

▪ **3.2.a1 - Review Forms and Processes**

Review department forms and processes.

Start Date:

01/31/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

▪ **3.2.a2 - Review Staffing Needs**

Review short-term and part-time staffing needs.

Start Date:

01/31/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

▪ **3.2.a3 - Satisfaction Surveys**

Create and regularly deploy satisfaction surveys for students and faculty.

Start Date:

01/31/2017

End Date:

01/30/2021

Responsible Person:

DSPS Director

10. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

11. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required. To attached supporting documents, click on the link above to "Attach Supporting Document(s) - Optional (Question #11)"

- [TABLE 7 Age CHC.xls](#)

- [TABLE 6 Gender CHC.xls](#)
- [TABLE 9 1213 DSPS Utilization Success.pdf](#)
- [TABLE 2 Gender DSPS.xls](#)
- [TABLE 3 Age DSPS.xls](#)
- [TABLE 10 2014_CHCStuEquityPlan_Final.pdf](#)
- [TABLE 5 Unduplicated Count CHC.xls](#)
- [TABLE 4 Ethnicity DSPS.xls](#)
- [TABLE 11 2017_StudentEquitaData1.docx](#)
- [TABLE 8 Ethnicity CHC.xls](#)
- [TABLE 13 Summary of Disproportionate Impact by Protected SStatus and Outcome.docx](#)
- [TABLE 1 Unduplicated Count DSPS.xls](#)
- [TABLE 12 Goals and Activities to Improve Access for Target Student Groups.docx](#)