

Plans for DSPS >> 2020 - 2021 DSPS CHC Student Services Program Review 2020-2021

Name : 2020 - 2021 DSPS CHC Student Services Program Review 2020-2021

Principal Preparer : Marty Milligan

Planning Participants : Marty Milligan

Version: 6

Group: 2020 - 2021

Type: CHC Student Services Program Review 2020-2021

Last Modified On: 2/4/2021 10:51:24 AM

Last Modified By: Giovanni Sosa

State: Submitted (**Finalized**)

State By: Giovanni Sosa

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. Mission

- a. Tell us your unit's mission: 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. Alignment with the college Mission: **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?**

a. Mission - Disabled Student Programs and Services (DSPS) cultivates an accessible and inclusive community where students with disabilities have an equal opportunity to participate in all aspects of campus life. Qualified DSPS professionals demonstrate sensitivity to student needs, promote student success through equal access, and facilitate student learning through partnerships with students, faculty, and staff.

b. Alignment - DSPS advances the mission of the college because we help students achieve their educational, career, and personal goals through the provision of accommodations and services that specifically address their educational limitations to learning success. The services and accommodations are tailored to a student's specific needs and are designed to help each student to engage with their learning by giving them more autonomy through counseling, Educational Assistance courses, and assistive technology.

2. Description of Program

- a. Organizational structure and staffing
- b. Whom you serve (including demographics and representativeness of population served)
- c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service
- d. **Rubric Item:** Describe your [Pattern of Service](#) including standard hours of operation, alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients

a. Organization (including staffing and structure)

The DSPS Office operates from the Crafton Center - Room 101. DSPS also provides assistive technology and alternate media services from the Technology Success Center (TSC) which is in the Clock Tower Building - Room 206. The program employs five full-time staff and when the campus is open, two student workers. The full-time staff members include the Director, Learning Disabilities (LD) Specialist, Alternate Media/Assistive Technology Specialist, Senior Student Services Technician, and Student Services Technician II.

The director's responsibilities are supervising the day-to-day operations of DSPS (e.g., managing the budget and expenditures, supervising faculty, staff, and student workers, resolving problems related to students' eligibility for services, preparing and submitting required reports, etc.).

The LD Specialist's primary responsibilities are assessing students for learning disability eligibility using the Learning Disability Eligibility and Services Model (LDESM) and providing disability related counseling. The LD Specialist also serves as the instructor of record for the department's Educational Assistance (EA) 907 course.

The Alternate Media/Assistive Technology Specialist's responsibilities are providing training and support to students in the use of assistive technology, including both software and hardware, for the purpose of empowering them to be increasingly independent in accessing accommodations that are necessary for their success. This position also manages alternative media requests from students including producing or locating outside sources for e-text versions of printed material. Further, this position provides support and training to faculty in live captioning, transcription, and accessible online course content. Lastly, this position provides day-to-day oversight of the activities in the TSC.

The Senior Student Services Technician's responsibilities include providing clerical support, maintaining records including student files and MIS data, and managing the DSPS Colleague screen. This position is also responsible for managing the delivery of in-class support such as interpreters for the deaf/hard-of-hearing as well as processing test proctoring requests.

The Student Services Tech II responsibilities include providing back-up support to the Senior Student Services Technician position and serving as the primary front office staff.

The full-time staff are supported by two part-time student workers who provide tutoring, tram, and other direct services to students. In addition, they provide data entry and front office reception support.

Two longtime adjunct LD Specialists have recently retired.

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

The estimated incidence of disability in the general population ranges from 5% to 10% depending on the definition that is used. Currently, the percentage of students with reported disabilities who are served by DSPS at Crafton Hills College is 4.99% which falls at the lower extreme of expectations. The actual number of students with disabilities on campus is higher since some students with disabilities choose not to utilize DSPS.

In 2019-20 DSPS served 451 students in all the disability groups funded through the state allocation.

The largest disability category served is learning disabled, which represents over 44% of all students served by the DSPS office. The next largest disability category is psychological disability at nearly 16%.

The remaining nine disability categories represent approximately two to eight percent of the total students served **(12.1)**.

DSPS and General Student Headcount Annual Unduplicated Headcount (12.2):

2016-17 - A total of 387 students were served by DSPS. The demographics (i.e., gender, age, and ethnicity) of students served by DSPS approximated those of the general student population except in these selected areas:

AGE - general population ages **19 or less** 28.39%; DSPS - 23.52% and general population ages **50 and over** 2.33%; DSPS 5.68%

ETHNICITY - general population **Asian/Filipino** - 4.24%/1.96%; DSPS - 2.58%/ .26%

2017-18 - A total of 430 students were served by DSPS. The demographics (i.e., gender, age, and ethnicity) of students served by DSPS approximated those of the general student population except in these selected areas:

AGE - general population ages **20 to 24** 37.28%; DSPS 31.86%

ETHNICITY - **Asian/Filipino** - general population 4.19%/2.26%; DSPS 2.09%/ .70% and **White/Non-Hispanic** general population 35.24%; DSPS 39.30%

2018-19 - A total of 438 students were served by DSPS. The demographics (i.e., gender, age, and ethnicity) of students served by DSPS approximated those of the general student population except in these selected areas:

ETHNICITY - **Asian/Filipino** - general population 4.02%/2.24%; DSPS; 1.83%/1.14%; **Hispanic** - general population 49.53%; DSPS 44.98% and **White/Non-Hispanic** - general population 34.11%; DSPS 40.18%

2019-20 - A total of 451 were students served by DSPS. The demographics (i.e., gender, age, and ethnicity) of students served by DSPS approximated those of the general student population except in one area:

ETHNICITY - **White/Non-Hispanic** - general population 31.72%; DSPS 36.81%

c. What kind of services you provide?

DSPS is complex Student Services program in that it is required by federal laws (i.e., Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act) as well as selected sections of Education Code and Title 5 Regulations to provide disability-related support services to qualified students. DSPS must provide these support services for any of the educational offerings of the college. Therefore, DSPS serves students from early morning through the evening. Currently, the "virtual" DSPS office is open to students from 8:00 a.m. to 5:00 p.m. These are the same office hours as the campus office when is opened. DSPS must make arrangements to ensure that services are provided to students prior to 8:00 a.m. as well as during the evening hours when the office is not open. For example, when the campus is open, DSPS arranges for and provides tram service for students prior to 8:00 a.m.

(12.3). After hours tram service for students is arranged by DSPS staff through the district police. Prior to the campus closure DSPS provided practically all its services on campus. However, in the interest of ensuring access to students living extended distances from the campus and/or enrolled exclusively in online courses, meetings were arranged through both Facetime and the electronic transmission of documents so that their disability-related services could be arranged **(12.4)**. This method seemed to be to be adequate given the low volume of requests and the absence of complaints from students. Fortunately, DSPS staff received training in the use and features of Cranium Cafe just prior to the campus closure.

Since March 2020 DSPS has provided exclusively online services. Student appointments are arranged on Cranium Café which is a milieu that allows DSPS staff to answer general questions, discuss disability services, share and sign documents, refer students to other on-campus programs and off-campus partners, etc. For students who do not have a scheduled appointment, Cranium Cafe allows them to meet with DSPS staff through its "drop in" and "chat" features. Although the transition to the current online service delivery was abrupt, students seemed to be willing to engage with DSPS staff. In fact, students had a total of 420 scheduled appointments with DSPS staff from the onset of the campus closure (3/19/20) to the end of the 2019-20 academic year. **(12.5)**

The services provided by DSPS vary depending on the educational limitations of the student. Common services that many disability groups utilize include test proctoring (e.g., extended time, distraction free environment, use of reader or screen reader), smart pens, e-text, or reader services (textbooks 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, live captioning, or transcription

Mobility Impaired - Campus transportation, adapted furniture, adapted keyboard and/or mouse

Blind and visually impaired - Braille transcription, access to technologies that enlarge text and other written work

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

The complete breadth of services that we provide to students as well as trend data over the past 3 years are reflected in SARS Reason Code/Course column **(12.6)**. From 2017-18 through 2019-20 academic counseling, test taking assistance, and non-learning disability intake were the most utilized services. All the activities involved in providing learning disability assessments (i.e., inquiry, intake, achievement/cognitive testing, and results) have collectively represented a sizable and consistent number of services that DSPS has provided over the past 3 years as well. The modest drop-in learning disability services during 2019-20 can be attributed to the campus closure since these services cannot be delivered in an online format. There was some variability in students' utilization of other DSPS services over the past three academic years. However, a tremendous increase in assistive technology use as well as computer training occurred during 2019-20. Clearly, the hiring of the Alternate Media/Assistive Technology Specialist in September 2019 was instrumental in the drastic increase in demand for these services. The longstanding vacancy of that position was clearly an impediment to students seeking important training in the use of assistive technologies and adapted computers. The skills acquired from such training are foundational for students to becoming independent and self-correcting learners. Students who obtained these services prior to the campus closure in March 2020 likely experienced fewer difficulties when courses went to exclusive online delivery. We anticipate that the recent demand for assistive technology and adapted computer training will continue.

Students must request services in advance (e.g., test proctor, interpreters, access to e-text, campus transportation) in order for DSPS staff to arrange for them to be provided. As students become increasingly proficient in the use of assistive technologies, they develop a comfort level in accessing them at different locations on campus, such as the library as well as remote locations and in doing so develop independence from the DSPS office.

3. 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. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market

- i) Requirements of prospective employers
- ii) Developments in the field (both current and future)

a. Budgetary constraints or opportunities

DSPS receives its state funds based on the DSPS allocation formula. These state funds are intended to cover the costs for providing academic adjustments, auxiliary aids, services and/or instruction to qualified students with disabilities. Absent DSPS funds, the costs for providing and arranging for these services shift to the college/district. This means that the college/district is required to cover those expenses for the provision of services if the DSPS allocation cannot meet the demand.

The DSPS allocation formula is based on several components, two of which are Weighted Student Count and College Effort. Weighted Student Count means that the ten disability groups each have a different weight value, based on the estimated service costs for each type of disability. Disability groups with high anticipated service costs (i.e., deaf/hard-of-hearing) are weighted higher whereas disability groups with low anticipated costs (e.g., ADHD) are weighted lower (**12.7**). To be included in the allocation formula, a student must have 1 contact with the DSPS office per semester. In general, the more students served and the higher weighted values of students' disabilities, the more categorical funds will be allocated to DSPS to serve those students based on Weighted Student Count.

College Effort refers to the use of general unrestricted funds by a college to pay for DSPS expenses. Colleges are expected to provide some College Effort in support of DSPS. Colleges that provide College Effort are rewarded with increased allocation for funding DSPS. Currently, the full-time LD Specialist position is fully funded through unrestricted general funds and contributes to College Effort. As mentioned above (**12.1**), approximately 44 percent of students served by DSPS are served under the learning disability category. Also mentioned above, the delivery of learning disability services to students has been substantial over the past three academic years. In order to provide adequate services to students with known or suspected learning disabilities, DSPS will need continued College Effort to fund this position. Further, DSPS will need to budget in a manner that will allow for the hiring of at least one adjunct LD Specialist.

From academic year 2016-17 to 2019-20 the number of students with disabilities that DSPS served increased by almost 17 percent. In contrast, the DSPS categorical fund allocation has increased a total of only 12 percent during the aforementioned time period. In addition, there has been a modest increase in the number of deaf/hard of hearing students (i.e., highest anticipated service cost disability category) served over the past 4 academic years. If these trends continue, then we will need to generate additional funding above and beyond the annual DSPS allocation in order to serve students appropriately.

One opportunity for DSPS to generate additional funding is through our Educational Assistance (EA) Courses. These courses allow DSPS to provide training and assistance to students while collecting FTES for the time the instructor spends with the students. Any FTES generated through EA course enrollment is credited to the DSPS program. It is important to note that FTES generated by EA courses does not count as part of the college cap. One of the courses, EA 925: Access Technology Support Lab provides a structure within which training on assistive technology is provided. A second course, EA 920: Self Advocacy and Strategies for Success educates students about how to best advocate for themselves in the educational and employment environments. A third course, EA 958: Tools and Strategies for

Academic Success provides students who have learned assistive technologies the opportunity to acquire skills on how to apply them in the educational setting. Unfortunately, the reduction in staffing over the last few years coupled with the campus closure has prevented DSPS from offering these three EA courses. Since DSPS staffing has recently been fully restored with the hiring of the Director and Alternate Media/Assistive Technology Specialist, we hope that we can begin to offer them again as part of a comprehensive program after the campus reopens. Given the considerable interest that students demonstrated in 2019-20 in acquiring training in assistive technologies and adapted computers, we anticipate that there will be carry over demand for our EA 925 and EA 958 courses.

Another course, EA 907: Diagnostic Assessment evaluates students for learning disabilities eligibility and provides students with basic instruction in study skills, academic accommodations, and learning styles. Prior to the campus closure in March 2020, EA 907 was offered every semester and generated steady FTES. Because this course requires face-to-face contact, it cannot be offered again until the campus reopens. Students who have expressed an interest in enrolling in EA 907 are currently being provided provisional services based on disability records that they provide as well as their verbal report. As a condition to determine if they remain eligible for their current services, these students have already agreed to enroll EA 907 upon the re-opening of campus. Therefore, high enrollment in EA 907 is anticipated when the campus reopens.

An additional opportunity to obtain funds for the program is by requesting Deaf/Hard-of-Hearing (DHH) Funds from the state Chancellor's office when the DSPS end-of-the-year report (i.e., Student Services Automated Reporting for Community Colleges; SSARCC) is submitted every September. DHH Funds are an apportionment that comes from a separate source to provide services for deaf/hard of hearing students. This extra allocation source recognizes how costly it is to provide interpreter, live captioning, and other related services for this student population. These funds are distributed based on how many schools request them. Despite the modest increase in the number of deaf/hard-of hearing students over the past four academic years, DHH funds were not requested for academic years 2016-17 through 2018-19. To offset the costs to serve deaf/hard of hearing students, DHH funds in the amount of \$5000 were requested with the submission of the 2019-20 SSARCC report (**12.9**). These funds will continue to be requested in the future.

As of the spring 2020 semester DSPS has taken advantage of another opportunity to augment the DSPS allocation through the Distance Education Captioning and Transcription (DECT) grant. DECT provides colleges with funding for live and synchronous captioning and transcription as a means of enhancing the access for all students to distance education courses. Aside from its financial benefit, DECT serves a means to support faculty efforts to develop high-quality, media-rich distance learning courses. Availing our program to DECT funding is especially important given the legal mandate for captioning and transcription services for synchronous online instruction. In spring 2020 semester DSPS requested and was approved for \$130,007 from DECT for synchronous and asynchronous instruction (**12.10**). Despite the increase demand for DECT funds from all CCCs, DSPS will continue to request these funds in the future to ensure legal mandates are covered and to foster universal design across campus.

Finally, equity funds pay for 50 percent of the recently hired Alternate Media/Assistive Technology Specialist position. This position is instrumental in ensuring students obtain all their assistive technology and alternate media services. In addition, this position is crucial for training instructional faculty and thereby assuring that students have access to digital course content. The immediate and deep impact that the Alternate Media/Assistive Technology Specialist has had is reflected in the 310 scheduled contacts with students since her date of hire (**12.11**). It is essential that DSPS continue to be

supported with Equity Funds for this position so that the recent increase in student interest in acquiring training in assistive technology and adapted computers can be supported.

b. Competition from other institutions

Based on the services offered by DSPS, certain disability groups may be disinclined to enroll in large numbers at CHC because there is not a "community" of that disability on campus. For example, while DSPS has seen the number of deaf/hard of hearing students increase to a total of 17 over the past 4 years (**12.1**), this is not close to the 139 deaf/hard of hearing students served at Riverside City College (RCC) (**12.12**). Deaf students, like other disability groups, will enroll where they feel a comfortable and a sense of community. While we provide excellent services to the deaf/hard of hearing students on campus, the "remote" location of the campus does not bode well for this student population increasing beyond its current level. In contrast, RCC's proximity to California School for the Deaf, Riverside facilitates the growth of the deaf/hard of hearing community on its campus.

c. Requirements of four-year institutions

This is not applicable to DSPS since the services that we provide are not impacted by requirements of four-year institutions. The contact that DSPS has with four-year institutions is typically limited to forwarding students' disability records to the disability offices at four-year institutions at the students' request prior to their transferring.

d. 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 because 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/district 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. There has been a recent realignment of disability categories to better represent the population of students served at California Community Colleges. The revisions to the Title 5 regulations have also changed the funding formula. A major change is that while a student previously had to have 4 contacts with DSPS per semester to be included in the Weighted Student Count for the purpose of funding, now only 1 contact per semester is required. In addition, the kind of information required by DSPS to collect and maintain on a student has changed, necessitating modifications in DSPS Office 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 previously served only a limited number of deaf/hard of hearing students. Over the past 4 years the modest increase in the number of deaf/hard of hearing students we serve has required changes in budgeting and expenditures because deaf/hard of hearing students are very costly for DSPS to serve. For example, a single deaf student taking 12 units a semester can cost \$10,500 to \$28,000 per year to serve, depending on whether he/she requests a sign language interpreter or real-time captioning as a service. Regardless of costs incurred, legal mandates require that all qualified students must be served.

e. Job market

i) Requirements of prospective employers

Like requirements of four-year institutions, requirements of prospective employers do not apply to DSPS. However, while students with disabilities are enrolled at CHC, we encourage them to develop self-advocacy skills that they will need to seek and acquire gainful employment. We also advise them that disability laws apply in the workplace and that they need to be prepared to request accommodations if they need them for a position for which they are qualified.

ii) Developments in the field (both 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 requesting services at community colleges. 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 evolved to be a primary means of providing accommodations to students with disabilities. Ideally, technology can reduce a student's dependence on the DSPS Office thereby reducing the demands on DSPS staff. However, for students to gain this independence, training must be provided on the use and applications of technology. As a result, DSPS has developed methods to deliver this training in an expeditious and effective manner through its EA courses (described above). In fact, the curriculum of the EA 925: Access Technology Support Lab course is ideally suited to provide students with a structure within which training can occur. The previous vacancies in full-time DSPS positions have made it impossible to offer this EA course over the past three years. Based on drastic increase in students seeking training in assistive technologies and adaptive computers during 2019-20 adaptive, the time is ripe to offer this EA course upon the re-opening of the campus now that we have qualified staff to teach it.

4. Progress on Outcomes Assessment

Rubric Item: [Service Area and Student Learning Outcomes Process](#).

a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not the program met its target for each SAO.

- b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

OUTCOMES ASSESSMENT

a. Program SAOs:

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

Data collection since the last program review reveals mixed results for students with disabilities regarding their completion and success rates relative to their non-disabled peers. That is, the results presented in the of the 2019 Student Equity Plan Executive Summary reveal that students with disabilities performed comparably with their non-disabled peers regarding degree/certificate completion rate **(12.13)**. Therefore, the target for this SAO was achieved in that students with disabilities achieved at a commensurate level relative to their non-disabled peers on these selected indices of academic success. Further, the current degree completion rate for students with disabilities reflects an area in which disproportionate impact was remedied from academic years 2016-17 to academic year 2017-18. In fact, students with disabilities improved their degree and certificate completion rate by 31 percent during this time span. In contrast, students with disabilities were disproportionately impacted with regard to completing transfer level Math and English in the first year and transfer to a four-year institution. On these outcome measures the SAO target of commensurate achievement with non-disabled peers was not achieved. Further examination of the data revealed that this pattern of disproportionate impact affected both males and females with disabilities **(12.14)**. Despite these less-than-optimal findings, it should be noted that the number of students with disabilities included in this study was relatively small. Therefore, the target to remedy this gender-based disparate impact was commensurately low. That is, for students with disabilities only two to six student outcome attainments would have been needed in order to elevate overall group attainment to at least 85% of that of their non-disabled peer group. Nevertheless, these results imply that transfer level math and English may function as gatekeeper courses that prevent students with disabilities from advancing to four-year institutions. Student support efforts that have shown to foster the academic success of other disproportionately impacted groups should be encouraged for students with disabilities. These efforts include embedded and traditional tutoring, referral to on-campus programs such as EOPS, and ensuring that they meet with an academic counselor on a semesterly basis to review and discuss their progress on their education plan **(12.27)**.

Students will report satisfaction with DSPS services (Target 90%)faction with DSPS services (Target 90%)

A Spring 2018 Student Satisfaction Survey completed by the CHC Office of Research and Planning (ORP) provided results about the level of satisfaction that students had regarding the quality of service provided by DSPS. Although 705 students participated in the survey, 445 (63.1%) indicated that they had not utilized DSPS. Alternatively, 260 students indicated that they had had some contact with the DSPS Office. Of the 260 students who received support services from DSPS, 255 (98 percent) reported that they were satisfied or very satisfied with the quality of service provided by DSPS. Only 5 out of 260

students (2 percent reported that they were not satisfied or not at all satisfied **(12.15)**). The target of 90% student satisfaction was exceeded on this index of student satisfaction.

b. Please describe any improvements made by your unit as a result of the outcomes assessment process. –

The campus closure in March 2019 resulted in an abrupt transition to exclusively online services. As mentioned above, this was an area in which DSPS had limited experience. Therefore, we wanted to acquire data on students' perception of the quality of our online service so that we could make any necessary improvements based on students' feedback. With this in mind, DSPS in concert with ORP developed and launched a Point of Service (POS) Student Satisfaction Survey in November 2020. The POS Student Satisfaction Survey collects immediate feedback from students regarding DSPS staff performance on Cranium Café. The focus of the POS Student Satisfaction Survey is customer service. Due to the small number of surveys completed during the fall 2020 semester preliminary results were not generated. Baseline data will continue to be collected through the Spring 2021 semester after which it will be reviewed and discussed with the DSPS staff. Any changes that might be necessary to improve online service delivery will be implemented at that time. An SAO has been developed for this POS Student Satisfaction Survey. A clear benefit that this POS Student Satisfaction Survey offers compared to the one described above is that every student who completes it will have had some degree of contact with a DSPS staff member. Therefore, each student who completes the survey will have the opportunity to convey important information about their degree of satisfaction with DSPS.

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 will administer a "face-to-face" student satisfaction survey every spring as an additional SAO. That SAO will be "Students who receive on-campus 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 a day long, annual planning and assessment retreat. At this retreat we will bring all our outcomes data, discuss the data's significance, and plan future actions based on the data. This will allow us to have an annual mechanism for completing the assessment cycle 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%)

Due to staffing changes including long-term vacancy of the Alternate Media/Assistive Technology Specialist position and the 3 changes in the Director position since the last four-year plan update, the iPad program was never formally started, so no data was collected. Only 8 students requested and were loaned iPads over the past year. In fact, relative to other assistive technologies, there has not been a high demand for iPads by students served by DSPS. Given this situation, we will assess the viability of this SLO since iPads do not appear to be popular with students. If we decide to retain this SLO, then we will review and edit the current written plan for the iPad deployment and the launch date will coincide with the re-opening of the campus. If we decide to not to pursue this SLO, then a new SLO will be developed.

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

We continued to loan smartpens to students for a few semesters even while the Alternate Media Assistive Technology Specialist position was vacant. Due to staff turnover and the campus closure, we have not evaluated this program's effectiveness. Because smartpens are an assistive technology in high demand (i.e., 61 are currently loaned out to students), we plan to retain this SLO. Our plan is to evaluate satisfaction and perceived value at the end the semester when the campus re-opens. Data from students will be obtained through a survey disseminated to students when they turn in their smartpens at the end of the semester. We plan to use a five-point Likert scale for the survey. After we gather the data, we will review and discuss the students' responses and make any needed changes prior to the start of the next semester.

EA 907 - Students successfully completing EA 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 accommodations was met in Fall 2019 in both sections of EA 907. However, many students completing the LD Assessment did not turn in the assignments which would have allowed the assessment of their knowledge of their strengths and weaknesses. This portion of the SLO was not met. Due the campus closure, EA 907 has not been offered since spring 2020. 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.

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

The course has not been offered 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 an assistive technology course, we were not able to offer the course. Now that the Alternate Media/Assistive Technology Specialist position is filled, we plan to offer this course upon the re-opening of the campus.

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

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

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

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 three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

Innovation and Enhancement

Enhancement of Assistive Technology and Alternate Media Services

After an extended period of closure, DSPS re-opened the Technology Success Center (TSC) in Fall 2019 which is staffed by the DSPS Alternate Media/Assistive Technology Specialist who was hired concurrent with the TSC's re-opening. This staff member provides technology training for both students and faculty. As mention above, this position is jointly paid for by DSPS funds and Equity funds. Since its reopening, the TSC has become the locus for campus-wide incorporation and training in universal design principles based on the number of service contacts. In 2018-19, a year prior to the TSC's re-opening, DSPS had only 6 service contacts for assistive technology training and no service contacts for adaptive technology training. In contrast, 2019-20 there were 264 DSPS service contacts for assistive technology training and 52 service contacts for adaptive technology training **(12.6)**. Clearly, access to both the TSC and the Alternate Media/Assistive Technology Specialist provided students with an enhanced, welcoming learning environment where they could seek and acquire specialized computer and technology skills that will foster their academic and career success. Alternate Media/Assistive Technology Specialist also trained many faculty members in the TSC on issues related to accessible course content.

Enhancement of Acquiring and Storing Student Records

DSPS has converted its hardcopy application and various forms into online, student facing documents that can be completed and submitted remotely without the need to schedule an on-campus appointment. This has ensured that students who reside far from campus and/or plan to enroll exclusively in online courses have access to DSPS. An additional benefit to students is that their digital documents are stored in the Laserfiche repository. This allows for not only secure document storage, but also guarantees that DSPS staff will have immediate access to students' DSPS documents when they return to CHC after taking a break in their studies. The seamless access to DSPS promotes a sense of welcome for students and fosters their opportunity for academic success. In a similar vein, DSPS staff have benefitted from having immediate access to digitally stored documents during the campus closure thereby allowing them to serve students without delay. Even when the campus re-opens DSPS staff will be able to access student records remotely rather than having wait until the next time they are on campus. This will allow for advanced preparation and resolution of any student concerns that arise. Further, DSPS staff will be able to review the same student's documents simultaneously without the need to wait for paper documents to be passed between different staff member's offices. Finally, over time all student files will be in digital format which will result in the elimination of paper files and more efficient use of DSPS office space. Currently, a total of 353 active and inactive student files are housed in the Laserfiche repository **(12.16)**.

Enhancement of DSPS Office Policies

DSPS has made a few changes in office policies to enhance the efficiency of service delivery to students. First, to be included in the Weighted Student Count and be eligible for DSPS services, students must schedule an appointment to meet with a DSPS Counselor once per semester. The

previous policy required students to wait until the start of the semester for a scheduled appointment. For example, students' fall semester appointments were scheduled during the first few weeks of the fall semester. The beginning of the semester did not seem to be the most efficient time to schedule these appointments because during that time students are beginning reading and writing assignments, adding/dropping courses, arranging tutoring, buying textbooks, etc. Beginning the fall 2020 semester, DSPS changed this policy allowing students to schedule their spring 2021 appointment any time after they completed their registration until the start of the spring 2021 semester. A total of 48 students scheduled an appointment in this proactive fashion. This represents 15 percent of the students that DSPS served in fall 2020 **(12.17)**. Because this policy change is in its nascent stage, DSPS will wait until the end of the spring 2021 semester to send out a student satisfaction survey regarding this policy change so that adequate baseline data can be obtained. We anticipate that with additional promotion of the policy change via email and during meetings with students this semester, more students will take advantage of it in future semesters.

Another way that DSPS has enhanced services to students was by modifying our Testing Accommodation Notification Form. Previously, a separate Testing Accommodation Notification Form was completed for each course in which a student was enrolled. If a student was enrolled in 5 courses then 5 separate, course specific Test Accommodation Notification Forms had to be completed **(12.18)**. This resulted in needless redundancy of task and inefficient utilization of DSPS Counselor time. To improve utilization of resources, DSPS modified the Testing Accommodation Notification Form so that it is no longer course specific **(12.19)**. Now a student only needs one Testing Accommodation Notification Form to be completed per semester rather than one for each course. If the DSPS Counselor had 8 student appointments in one day and each student on average was enrolled in 4 courses, then she would have previously had to complete and sign a total of 32 Testing Accommodation Notification Forms. Now, because of the modification, she will only need to complete and sign a total of 8 Testing Accommodation Notification Forms. The updated Testing Accommodation Notification Form has built in flexibility if an accommodation does not apply to all a student's courses. That is, any course specific accommodations can be listed on the "Other" line on the form (e.g., "double test time is for Math 115 only"). This built-in flexibility will reduce the chance of inappropriate use of accommodations by students.

A third way that DSPS enhanced service to students is through the elimination of a redundant form. Specifically, the Educational Limitation and Accommodations (ELAC) form **(12.20)** and the Faculty Notification for Required Accommodations (FNRA) form **(12.21)** contain essentially the same information. The ELAC form is completed in concert with the student and serves to advise the student of all the services for which he/she is eligible. The FNRA was intended to be completed at the student's request and then shown to instructors to advise them of services for which the student is eligible. Completing both forms was inefficient and poor use of DSPS Counselor's time. Therefore, the FNRA form has been eliminated and the ELAC form is now used for both above-mentioned purposes.

Enhancement of Test Proctoring Services

In spring 2020 DSPS purchased video cameras that were installed in the DSPS test proctoring rooms. Prior to the installation of this electronic equipment, the Senior Student Services Technician and Student Services Technician II had to divide their time between completing their office duties and observing students taking their exams in the test proctoring rooms. This created a security breach in that the offices of these staff are not in the "line of site" of the test proctoring rooms resulting in periods of time during which students taking exams were not being observed. Further, because these staff had to periodically leave their desks to observe students taking their tests in the proctoring rooms the efficiency

with which they could complete their office work (e.g., emails, phone calls, face-to-face student contact, etc.) was compromised. The video cameras will allow these staff to remain at their desks while remotely proctoring exams. The director and LD Specialist can also support with test proctoring since the video feed from the proctoring rooms goes to their computers as well. In the event there is a suspicion of cheating, disputes will be easily resolved by going back to the video/audio tape of the student taking the exam. An additional benefit of the camera installation is that it will build trust with instructional faculty by ensuring that exams that are proctored more effectively thereby ensuring the integrity of the test performance of students. Finally, the video cameras will have a deterrent effect for students who might be considering cheating on their exams. Unfortunately, the installation of the video cameras was completed after the campus closure, so no data has been collected on the use of the video cameras in resolving incidents of suspected cheating.

Enhancement of Universal Design

Given the transition to predominantly online course delivery, DSPS facilitated the purchase and district-wide implementation of the Universal Design and Online Content Inspection Tool (UDOIT) which efficiently identifies accessibility errors in instructors' online course content and then provides solutions so that instructors can make the necessary corrections. By using UDOIT, faculty will be able to create universally designed online classes by correcting accessibility errors that would otherwise prevent students with disabilities from accessing online course content in an equitable manner compared to their non-disabled peers. In summary, the use of the Universal Design and Online Content Inspection Tool will promote universal design best practices.

Enhancement of Service Delivery to Students

To enhance services to students DSPS developed and launched a Point of Service (POS) Student Satisfaction Survey in November 2020. The POS Student Satisfaction Survey collects immediate feedback from students regarding DSPS staff performance on Cranium Café. The focus of the POS Student Satisfaction Survey is customer service. Baseline data will be collected through the Spring 2021 semester after which it will be reviewed and discussed with the DSPS staff. Any changes that might be necessary to Student Satisfaction Survey improve service delivery will be implemented at that time. A Student Area Outcome (SAO) will also be developed from this POS Student Satisfaction Survey.

Partnerships (internal and external) - DSPS maintains relationships with both internal and external organizations and programs. Partnerships are necessary and invaluable in assuring the best service to students.

External

- A-I Media - During the spring 2020 semester DSPS established a new partnership with AI-Media to provide live captioning and transcription. These services provide students with disabilities fast, accurate, and complete access to course content.
- Distance Education and Captioning (DECT)- DECT provides colleges with funding for live and synchronous captioning and transcription as a means of enhancing the access for all students to distance education courses. Aside from its financial benefit, DECT serves a means to support faculty efforts to develop high-quality, media-rich distance learning courses. Availing our program to DECT funding is especially important given the legal mandate for captioning and transcription services for synchronous online instruction. For the spring 2020 semester

DSPS secured approval for \$130,007 from DECT for synchronous and asynchronous instruction **(12.10)**.

- 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 DSPS. DOR counselors work with DSPS staff to support the students we have in common, but more effort from DSPS 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. DSPS collaborates and coordinates with Colton Redlands Yucaipa ROP to familiarize potential DSPS students with Crafton Hills College and DSPS. DSPS staff provides a presentation on DSPS 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 – DSPS 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 DSPS 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) – DSPS 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 DSPS Alternate Media/Assistive Technology Specialist provides this service as one of her of responsibilities.

Internal

- EOPS – EOPS is a state funded program servicing educationally and financially disadvantage students. EOPS and DSPS share many of the same students, and as a result a bi-directional flow of new student referrals occurs between programs. DSPS students are often given priority by EOPS and are exempted from the full-time student status by EOPS. This is achieved when students request a Reduced Course Load Letter from DSPS. Last semester 30 such letters were written on behalf of students **(12.6)**. 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 annual advisory committee meetings are held jointly
- 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.
- Counseling—Counselors frequently refer students to DSPS and often escort students to the DSPS office when it appears that students might benefit from services offered by DSPS. Counselors typically complete comprehensive education plans with all students and post these 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. DSPP counselors are invited and often do attend general counseling meetings to maintain awareness of changing procedures and degree requirements. In addition, DSPP counselors have and are willing to provide in-service 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 DSPP counselor/staff questions and usually provide immediate answers.

- SBVC DSPP - 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.
- CHC Faculty - In February 2020 DSPP emailed all instructional faculty requesting to make classroom visits to acquaint them and their students with DSPP and the services we provide **(12.23)**. This outreach to faculty resulted in DSPP staff being invited to speak in over 50 classrooms. Additional effort is needed to partner more effectively with faculty on campus because faculty are our primary asset in helping students.

6. Other Unit-Specific Quantitative and Qualitative Results (Student Services Only)

- a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? – **Click [HERE](#) to view program and college demographics by year.**
- b. Summarize the results of any quantitative or qualitative measures not provided in any previous question that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, student and faculty satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, Perkin's data, equity data, student research experience, student clubs, etc.). **Click [HERE](#) to access your program specific data on degrees and certificates.**
- c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

a. The current population served by DSPP is representative of the general CHC population of the college with the exception of one selected demographic. That is White/Non-Hispanic students are overrepresented in DSPP relative to the general CHC student population. One possible explanation for the observed discrepancy is that White/Non-Hispanic students are more familiar with special education and Section 504 services in kindergarten through 12th grade. Alternatively, White/Non-Hispanic students may be over-represented in DSPP because they may experience less stigma compared to other ethnic groups in seeking and utilized DSPP.

b. The two measures that DSPS has selected to satisfy this program review requirement are 1) Student Equity - Successful Enrollment and 2) the Trend in Total Student Contacts.

Data from Student Equity research completed after the last program review reveals that students with disabilities demonstrate comparable levels of achievement as their non-disabled peers with regard Degree/Certificate Completion. In the previous program review, degree/certificate completion rate was an achievement outcome in which male and female students with disabilities were differentially impacted. So, the current results on this index reflect improvement for students with disabilities with the passage of time. In a similar vein, on the outcome measure Successful Enrollment, students with disabilities met or exceeded the performance of their non-disabled peers **(12.13)**. Further, this finding was found for both male and female students with disabilities which indicates no disproportionate impact relative to gender **(12.14)**. In contrast, our previous program review indicated that students with disabilities were disproportionately impacted on the outcome measure Access. The goals and objective of increasing outreach and as well as campus in-reach, referenced in the previous program review were likely a contributory to the current level of achievement by students with disabilities on the outcome measure of Successful Enrollment. Improved Successful Enrollment is also reflected in the modest increase in students served by DSPS over the last four academic years **(12.1)**.

DSPS experienced a 30 percent decline in total student contacts from 2017-18 through 2019-20 **(12.24)**. On the surface, these quantitative data suggest that DSPS might be a program in decline. In fact, vacant positions during those three academic years, especially the Alternate Media/Assistive Technology Specialist position contributed in part to the decline in total student contacts. Student contacts for training in assistive technology and adapted computers were certainly infrequent from 2017-18 through 2018-19 **(12.6)**. However, this decline in total student contacts occurred against a backdrop of a modest 4.8 percent increase in unduplicated headcount from 2017-18 through 2019-20 **(12.1)**. These seemingly contradictory outcomes can be explained by another factor having to do with a revision in Title 5 Regulations regarding the number of service contacts required for a student to be included in the Weighted Student Count (WSC) for DSPS allocation purposes. That is, prior to January 1997 to be included in the WSC for the DSPS allocation, Title 5 Regulations required a student to have a minimum of four contacts with the DSPS Office. Even students needing minimal services through DSPS, such as priority registration, had to have at least four DSPS Office contacts to be included in the WSC. The revisions in Title 5 Regulations which became effective in January 2017 reduced the number of required service contacts per semester to just one for a student to be included in WSC dropped **(12.25)**. Therefore, this structural change in Title 5 Regulations was also partly contributory to the trend in reduced student contacts over the last three academic years. Despite the reduction in total student contacts, the DSPS Office is still a high stimulus environment. Over 55 percent of the students that are currently served by the DSPS Office are from the three highest weighted disability categories **(12.1)**. Staff interactions with these students tend to be more time and resource intensive. For example, in 2019-20, the cost for interpreting services for just one deaf student was \$28000. Also, most of the 264 assistive technology contacts and 52 adapted computer training contacts in 2019-20 required one-on-one support from a DSPS staff member and the 46 reduced course load contacts required communication of some kind with either EOPS or Promise Program staff. Therefore, the decline in student contacts did not diminish depth and breadth of responsibilities of the DSPS Office.

c. The target to further increase improvement on Successful Enrollment as well as increase Student Contacts will be to grow the number of students served by DSPS by 8 percent per year. The activities that we plan to utilize to achieve this goal will include: 1) expanding our campus in-reach efforts through semesterly classroom visits so the DSPS staff can provide students and faculty with information about

the resources that we provide, 2) actively participating on an annual basis in targeted outreach through SOAR, and 3) hosting a Student/Parent - Transitioning from High School to College event every spring semester for graduating high school seniors and their parents, and 4) initiating a program to invite high school students participating in special education at feeder high schools to tour the CHC campus.

7. Evaluation

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: early morning, evening services, etc.)
- 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

Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)

- As a result of the campus closure in March 2020, DSPS has developed 100 percent online services for students via Cranium Café. Student appointments are scheduled on Cranium Café which is a virtual environment in which DSPS staff can answer questions, discuss disability services, share and sign documents, refer students to other on-campus programs and off-campus partners, etc. For students who do not have a scheduled appointment, Cranium Cafe allows them to meet with DSPS staff through its "drop in" and "chat" features. Although the transition to the current online service delivery was abrupt, students seemed to be willing to engage with DSPS staff. In fact, students had a total of 420 scheduled appointments with DSPS staff from the onset of the campus closure (3/19/20) to the end of the 2019-20 academic year. **(12.5)**. Currently, the "virtual" DSPS office is open to students from 8:00 a.m. to 5:00 p.m. These are the same office hours as the campus office when is opened. DSPS must make arrangements to ensure that services are provided to students prior to 8:00 a.m. as well as during the evening hours when the office is not open. For example, when the campus is open, DSPS arranges for and provides tram service for students prior to 8:00 a.m. **(12.3)**. After hours tram service for students is arranged by DSPS staff through the district police.

Innovation and Implementation of best practices

- In an effort to be of service to faculty and staff during the campus closure we have created an **Accessibility Help for Online Faculty/Accommodating DSPS Students** webpage

(<https://www.craftonhills.edu/faculty-and-staff/online-teaching/accessibility/index.php>). It contains tutorial videos on the following topics:

Set extended time on a Canvas Quiz for just one or select students

Extend or Change a Deadline for a Canvas Assignment for just one or select students

Add or edit Closed Captions for all your Course Videos Using Canvas Studio Auto-Captioning

Add Auto Captions to Your MS PowerPoint presentations (or Google Slides)

Create Auto-Captions for Your "Live" (Real-Time) Class Meetings or Lectures

Auto-Captioning & Editing Your Video Transcript For You-Tube Videos

Professional captioning requests for LIVE / Realtime ConferZoom Meetings or Lectures

Free professional video hosting for CA community college faculty on 3C Media Solution

CHC's new AI Media Account: Provides video captioning, audio transcripts for CHC faculty

How to Make sure a Microsoft Word Document is Accessible

- Given the transition to predominantly online course delivery, DSPS facilitated the purchase and district-wide Implementation of the Universal Design and Online Content Inspection Tool

(UDOIT) which efficiently identifies accessibility errors in instructors' online course content and then provides solutions so that instructors can make the necessary corrections. Through

the use of UDOIT, faculty will be able to create universally designed online classes by correcting accessibility errors that would otherwise prevent students with disabilities from accessing

online course content in an equitable manner compared to their non-disabled peers. In summary, the use of the UDOIT will promote universal design best practices.

- When the campus is open LD Students receive a thorough assessment of their abilities and level of academic achievement as well as a detailed explanation of strategies to use in the classroom.
- While providing disability-related support services, DSPS promotes maximum independence and integration of students with disabilities in all courses and campus programs.
- DSPS supports participation of students with disabilities in educational activities consistent with the mission of the community colleges as set forth in Education Code.
- DSPS provides students with disabilities with timely access to the most appropriate academic adjustments, auxiliary aids and services which is critical in enabling them to benefit from equal access to the college offerings.
- DSPS recognizes that the world of assistive technology innovation grows exponentially. New devices and software are produced rapidly. To best meet the needs of students with

disabilities, we develop patterns of service so that they can develop proficiency in state-of-the-art assistive technology to enhance their opportunity for academic success.

- The DSPS recently revised its EA classes to meet the applicable requirements for non-degree credit. These courses are designed to enable students with disabilities to compensate for educational limitations and/or acquire the skills necessary to complete their educational objectives.
- DSPS recognizes that verification of disability should not pose undue burdens on the student with a disability and thus recognizes multiple methods to indicate the presence of a disability should be utilized in the verification process.
- DSPS collaborates with instructional faculty to ensure that academic adjustments do not include any change to an approved course outline that is so significant that it alters the required objectives of the curriculum or course of study causing a fundamental alteration.
- To ensure student access, as well as Section 504 and ADA compliance, an interactive process occurs during the initial interview between the student and DSPS representative. Further, to continue student access, the interactive process is maintained throughout the student's participation in college life. The critical requirement of the interactive process is that it carefully identifies the student's educational limitation(s) followed by the individualized accommodation, which acknowledges that every student with a disability is unique. Subsequently, the ongoing interactive process provides access, eliminates discrimination, and does not fundamentally alter the educational offering.
- DSPS has a weekly staff meeting to review and discuss issues related to delivery of service, student concerns, etc.
- DSPS ensures access and appropriate programming for students across campus, often in shared governance committees.
- Students are referred to other campus entities where appropriate (e.g., Tutoring Center for academic support; Counseling for education plans 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).
- Full time faculty and staff in DSPS teach/model strategies that encourage students to become independent and self-correcting learners.
- All full-time staff positions are filled at this time. We all recognize that we need to continue to seek training in current and emerging 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 Weighted Student Count to the state MIS for development of the annual categorical allocation. DSPS has initiated and increased the use of SARS GRID and SARS TRAK to document student contacts and communicate on a regular basis with district Data Analysts to ensure accuracy and timeliness of data submissions.
- EA 907, EA 920, and EA 925 courses were revised, and the revisions were approved by the matriculation committee in Fall 2020. These EA courses have been developed to create

structure to provide training in assistive technology and facilitate tracking of students completing the Learning Disability Eligibility process.

- Scheduling of the full-time staff has been structured to assure that the DSPS office (virtual and physical) can be open and available to students.
- DSPS has converted its application and forms into online, student facing electrical forms to ensure equal access. Student files are also being converted to an electronic format and are being stored in the Laserfiche repository.
- Cross training of faculty and staff allows for flexibility and improves responsiveness of the program to student needs.
- DSPS continues to offer an online orientation to provide new students with important information regarding the program, its services, and how to apply to the program.
- 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 to track receipts.
- DSPS complies with all federal and state legal mandates and regulations. 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.
- With our recent partnerships established with AI Media, Verbit, and the Distance Education Captioning and Transcription (DECT), DSPS remains at the forefront of innovation for student access. Following are a list of DSPS innovations that improve efficiency and effectiveness in serving students:
 - online orientation DSPS.
 - Read & Write Gold for home access
 - Group achievement testing for LD eligibility
 - Group registration workshops each semester
 - EA courses relevant to DSPS student needs
 - Access Technology Room on second floor of Library
 - Loaner programs for assistive technology equipment

Efficiency in resource use

- DSPS is working with several departments on campus to stretch resources as far as possible. DSPS hires student workers who are funded through Federal Work Study and the Promise Program. DSPS is working with 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.
- When the campus is open, the demand for our mobility services (tram) for eligible students has increased significantly. We have created a new online, student facing Mobility Services Request Form to help manage the service demand. The new form includes drop down boxes where students will indicate their exact pick-up and drop-off locations to ensure that this service is provided in an efficient manner. A master mobility services schedule is updated as needed and kept on an excel spread sheet to add to efficiency. Student workers are trained and then provide support in delivering this service. When the campus re-opens, we will

evaluate the demand for this service, and if needed hire additional student workers to support the delivery of this service.

- All full-time DSPS positions are staffed. To ensure efficient service delivery, DSPS may need to budget for and then hire a replacement for a recently retired adjunct LD Specialist.

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

- DSPS full-time staff members participate on a variety of CHC committees that are involved in campus planning and decision making. These committees include Academic Exceptions, Safety, DSPS/EOPS Advisory, MIS Executive, and Information Technology. On all the aforementioned committees, the DSPS staff consider themselves heard and valued members who can effectively participate in planning and decision making.
- In addition, DSPS staff serve on the Education Technology Committee. Although DSPS staff feel that they can participate effectively in planning and decision making on this committee based on their training, education, and experience, concerns exist as to whether DSPS staff input is taken seriously by this committee. Specifically, DSPS staff is concerned about both student access to online course material and ensuring campus compliance with legally mandated accessibility requirements. DSPS staff feel that ideas and suggestions are dismissed without serious consideration. There are concerns about proper accessibility auditing process for our existing and new courses.

Professional development and training

- Vonda O'Shaughnessy and Marty Milligan attended the annual California Association for Postsecondary Education and Disability (CAPED) conference. At these conferences they participated in trainings and received statewide regulation updates and best practices.
- Vonda O'Shaughnessy attended trainings/webinars in a variety of areas including assistive technology (Kurzweil, Sonocent), QPR Suicide Prevention Training, Cranium Café Training, Active Shooter Training, Starfish Training, Zoom Training, CANVAS Training, Universal Design, Dyslexia, Autism, ADHD, Meyer Brigg training and certification.
- Jamie Sierra participated in a QPR Suicide Prevention training, Active Shooter training, Emotional Intelligence training, Ergonomics at home training, Starfish training, Tram Safety training, Perceptive Content training, and Caring Campus training.
- Alexa Aslanian participated in Implicit Bias Training.
- Suzanne Delahanty participated in Playposit training, UDOIT Cloud Training, @One Accessibility Advanced Training, Franklin Covey Training, and Verbit training. She also attended a TextHelp webinar, Online Teaching Conference, AVA (live captioning vendor) Webinar, CAST conference, and Canvas-Con Conference

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

Since September 2019 all full-time staff positions, including the director have been filled. Several staff have acquired experience at community colleges other than CHC. Collectively, the DSPS staff has a wealth of training, education, and experience that allows them to serve students with disabilities in a competent and compassionate manner. If a team member is absent, the remaining staff members can undertake additional duties to ensure that the office runs efficiently. Team members get along very well and communicate effectively both in-person and online.

8. Vision

- a. 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, growth, changes to the service area, etc.).
- b. Alignment with the college Vision: **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?**

a. Part of the DSPS vision involves promoting universal design. During the past year DSPS has utilized the campus closure and nearly complete transition to online delivery of both course material and student services as an opportunity to nudge the campus culture in the direction of universal design. During this time DSPS has laid the foundation for successful conversion to campus wide universal design by establishing relationships with third-party captioning and transcription vendors, facilitating the purchase of an online accessibility tool, and securing grant funding to ensure that faculty and staff have the means to develop content that is accessible to all students. DSPS has been the trailblazer in training any instructional faculty that have been willing to learn to caption and transcribe live lectures and close caption taped lectures and videos. Our vision is to parlay the momentum that we have established so that in a manner of four years we will have achieved a comprehensive campus culture committed to universal design.

To achieve this vision DSPS will leverage our collective knowledge to approach student accommodations and faculty development more proactively and purposefully. Given the breadth and scope of this vision that is equally applicable to both on-campus and online courses, DSPS will need to advertise trainings, determine the level of support needed by faculty, provide training and follow-up in a manner that is effective for faculty, and seek feedback about the effectiveness of the training. Over the next four years we envision a campus culture that adopts practices utilizing multiple, accessible instructional methods that are effective for all learners. That is, a campus culture that recognizes that universal design benefits students with disabilities, but also benefits other students. While federal law requires that faculty only use captioned videos to provide equal access to deaf and hard-of-hearing students, a campus culture that adopts universal design elevates itself beyond its legal obligations. That is, a campus committed to universal design understands that a captioned video also benefits students for whom English is their second language. Campus wide universal design transcends the legal responsibility by recognizing that accessibility and flexibility in course content benefits all students.

Another part of our vision is to increase the number of students that we serve over the next four years so that it exceeds previous milestones. We currently serve 451 students. During the 2015-16 academic year, DSPS had an unduplicated head count of 561 (**12.26**). We want to meet and even exceed the 2015-16 head count and believe that we are well suited to do so for the following reasons:

1. All full-time positions are staffed with seasoned professionals.
2. The Technology Success Center will be fully operational as a resource to students upon the re-opening of the campus.

3. We make every effort to augment our budget through resources such as SEAP funds, DECT grant, and student workers funded through Federal Work Study and the Promise Program.
4. We do targeted outreach through the DSPS office as well as SOAR.
5. We do partner with instructional faculty on campus in-reach.
6. We operate more efficiently due to the recent additions of office resources (test proctoring room cameras), changes in office policies, and the conversion to electronic forms.
7. All staff are fully trained in the delivery of services to students through Cranium Café.

Our vision over the next four years is challenging, but not beyond the collective reach of the DSPS staff.

b. DSPS advances with the college's vision by providing services that help students with disabilities 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. Universal design will not only ensure that learning goals are achievable by individuals with wide differences in their abilities, but it will convey that CHC is a supportive environment that fosters the dissemination of knowledge and the attainment of personal and academic goals.

9. 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.

- **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

Original Start Date: 02/01/2017 **Original End Date:** 01/31/2027

Revised Start Date: 02/01/2017 **Revised End Date:** 01/31/2027

Responsible Person: DSPS Director

Strategic Direction: 1. Promote Student Success

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

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)

Funded: Yes

Funding Source: DSPS

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)

Funded: Yes

Funding Source: DSPS Allocation/Equity Funds

- **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)

Funded: Yes

Funding Source: DSPS Allocation/DECT Grant

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

Status Code: Work is Completed and Ongoing

Progress Description:

I believe the Technology Success Center (TSC) was closed from 2/1/17 through 6/30/18 due to a position vacancy. However, in August 2019 the TSC was re-opened, staffed, and fully operational until the campus closure in March 2020. It will re-open concurrent with the campus re-opening. The Alternate Media/Assistive Technology Specialist will resume her oversight of the activities in the TSC and provide training to students, faculty, and staff in support of universal design.

Measurements/Documentation of Progress:

Upon the re-opening of the TSC, all student and faculty contacts will be documented in SARS so that the utilization of this resources can be serially assessed.

- **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

Status Code: Work is Completed and Ongoing

Progress Description:

To supplement the existing inventory of Livescribe smartpens, in Spring 2020 DSPS purchased 40 Livescribe 2GB Livescribe Echo SmartPens, 20 Livescribe Aegir Smartpens, 40 Livescribe notebooks, and 75 Livescribe Echo Livescribe pen refills. In fall 2020 we renewed our yearly subscription for Unlimited Read & Write Gold. We also ensured that the district continued the contract for the following technologies: Kurzweil, JAWS, and ZoomText.

Measurements/Documentation of Progress:

DSPS is committed to maintaining state-of-the-art assistive technology resources on campus. Progress on this goal will be assessed on verified purchases of assistive technologies. The DSPS Director will consult with the Alternate Media/Assistive Technology Specialist prior to any purchase to ensure quality and value of products.

■ **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

Status Code: Objective was Removed

Progress Description:

Since August 2019 DSPS has secured DECT grant funding for faculty to utilize to caption their course videos. However, captioning campus websites and instructional videos does not fall under the purview of DSPS. In the spirit of promoting universal design, DSPS will certainly train instructional faculty in how to caption their course videos. DSPS will also advise instructional faculty on how to utilize DECT grant funding to caption websites.

Measurements/Documentation of Progress:

Since August 2019 DSPS has secured DECT grant funding for faculty to utilize to caption their course videos. However, captioning campus websites and instructional videos does not fall under the purview of DSPS. In the spirit of promoting universal design, DSPS will certainly

train instructional faculty on how to utilize DECT grant funding to caption their course videos.

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

Priority Rank: 5

Original Start Date: 02/01/2017 **Original End Date:** 01/30/2027

Revised Start Date: 02/01/2017 **Revised End Date:** 01/30/2027

Responsible Person: DSPS Director

Strategic Direction: 9. Optimize Resources

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

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

Status Code: Work is Completed

Progress Description:

Since fall 2019 DSPS staff have maintained a master tram schedule in excel. As of fall 2020 students can now complete and submit an online Laserfiche Mobility Services Request Form.

Measurements/Documentation of Progress:

DSPS compares demand for mobility services on a semesterly basis and will continue to do so. Any changes in staffing will be done on a semesterly basis.

▪ **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

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

I have to assume that there was no progress on this because instructors continue to have 3 options to deliver exams to the DSPS Office and 3 options to have completed exams returned to them. However, most instructors already utilize electronic delivery and electronic return of exams. We do not anticipate much, if any resistance from instructors regarding this upcoming policy change.

Measurements/Documentation of Progress:

Upon the re-opening of the campus, DSPS will phase out alternative delivery and return options for tests. Instructors will be notified in advance of this policy change. Further, instructors will be advised of the procedures involve in electronic delivery and receipt of exams to ensure secure transmission of documents. The full implementation of this policy will likely take one full semester

■ 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

Status Code: Work is Scheduled to begin on a resonably firm date

Progress Description:

The full-time positions that are responsible for mobility services and High Tech Center support have been filled since July 2019 and September 2019, respectively. When the campus re-opens, we will need to hire a minimum of 2 student workers for additional support in the aforementioned service areas.

Measurements/Documentation of Progress:

Upon the re-opening of the campus, the DSPS Director will recruit, hire, and train a minimum of two student workers funded by Federal Work Study and/or the Promise Program to provide tram and High Tech Center support.

■ 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

Status Code: Work is Completed and Ongoing

Progress Description:

As of spring 2019, DSPS has converted its application and all relevant forms to an online, student facing format. An efficient workflow has been established for these documents so that they are sent to the correct staff member and tasks required to process them are completed in an efficient manner. These documents are placed in students electronically stored files. Since spring 2020 a total of 353 student files have been electronically stored in the Laserfiche repository.

Measurements/Documentation of Progress:

By the end of spring 2022, all active DSPS student files will be stored in the Laserfiche repository.

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

Priority Rank: 6

Original Start Date: 02/01/2017 **Original End Date:** 01/30/2027

Revised Start Date: 02/01/2017 **Revised End Date:** 01/30/2027

Responsible Person: DSPS Director

Strategic Direction: 1. Promote Student Success

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

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)

Funded: Yes

Funding Source: DSPS Allocation

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

Status Code: Work is Completed and Ongoing

Progress Description:

Currently, students served by DSPS receive their comprehensive education plans from the Counseling Office. As of August 2019, when students meet with a DSPS Counselor any necessary adjustments are made to the education plan to balance workload, accommodate for educational limitations/faculty teaching style, etc.

Measurements/Documentation of Progress:

As of August 2019, every active student's academic counseling appointment has been entered into SARS with counseling notes documented in SARS NotePad.

■ **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

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

Since August 2019 DSPS has not provided training for academic counselors regarding identifying and working with students with disabilities.

Measurements/Documentation of Progress:

Upon the re-opening of the campus, DSPS will request to attend a Counseling Department Meeting for the purpose of training counselors in identifying and working with students with disabilities.

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

Priority Rank: 7

Original Start Date: 06/01/2017 **Original End Date:** 01/30/2021

Revised Start Date: 06/01/2017 **Revised End Date:** 01/30/2021

Responsible Person: DSPS Director

Strategic Direction: 1. Promote Student Success

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

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

Status Code: Work is Scheduled to begin on a resonably firm date

Progress Description:

Due to staff turnover and extended vacancies in positions resulting in the absence of qualified professionals to serve as instructors, the EA 920, 925, and 958 courses have not been offered for several years. EA 907 has not been offered since the campus closure because the evaluation component of the course requires face-to-face instruction. Now that all full-time positions are filled, DSPS will offer the aforementioned courses on a consistent basis.

Measurements/Documentation of Progress:

Upon the re-opening of the campus, DSPS will offer EA courses on a consistent basis as demonstrated in the class schedule. Due to higher demand, EA 907 will be offered every fall and spring semester.

▪ **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

Status Code: Objective was Removed

Progress Description:

No progress has been made on this activity.

Measurements/Documentation of Progress:

We have dropped this from our current program review.

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

Priority Rank: 10

Original Start Date: 02/01/2017 **Original End Date:** 01/30/2021

Revised Start Date: 02/01/2017 **Revised End Date:** 01/30/2021

Responsible Person: DSPS Director

Strategic Direction: 7. Develop Programs and Services

Impact Type: Division

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Completed

Progress Description:

DSPS has identified and regular works in concert with the following internal partners (see 5.a.ii above):

1. EOPS
2. Technology Services
3. Tutoring Center
4. Counseling
5. SBVC DSPS
6. CHC Instructional Faculty

o **1.6 - Objective - Research Best Practices**

Priority Rank: 11

Original Start Date: 02/01/2017 **Original End Date:** 01/30/2018

Revised Start Date: 02/01/2017 **Revised End Date:** 01/30/2018

Responsible Person: DSPS Director

Strategic Direction: 1. Promote Student Success

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

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

Status Code: Work is Scheduled to begin on a resonably firm date

Progress Description:

Since August 2019, no progress has been made on a Course Substitution Policy. Establishing a course substitution policy is essential to being in compliance with to legal mandates. During the spring 2021 semester, during staff meetings, DSPS staff will review Course Substitution Policies that have been established at other colleges. Relevant information will be utilized in the development of the CHC Course substitution policy.

Measurements/Documentation of Progress:

By May 30, 2021 DPCS will have a Course Substitution Policy drafted for review by the Dean of Counseling.

- **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: DPCS Director

Status Code: Work is Completed and Ongoing

Progress Description:

Since August 2019 DPCS has researched best practices in disability services at other institutions through conference attendance, webinars, and trainings.

Measurements/Documentation of Progress:

In spring 2020 DPCS disseminated some of the information it acquired on best practices by creating an **Accessibility Help for Online Faculty/Accommodating DPCS Students** web page (<https://www.craftonhills.edu/faculty-and-staff/online-teaching/accessibility/index.php>).

- **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: DPCS Director

Status Code: Work is Completed and Ongoing

Progress Description:

Since August 2019 DPCS has researched best practices in disability studies through online websites such as DPCS Solutions, Universal Design for Learning on Campus, etc.

Measurements/Documentation of Progress:

DPCS has utilized information that it has acquired in the literature when training faculty on live captioning and transcription. The effectiveness of this training is reflected in an absence of complaints from students regarding the accessibility of course content.

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

Priority Rank: 2

Original Start Date: 02/16/2017 **Original End Date:** 06/30/2021

Revised Start Date: 02/16/2017 **Revised 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: -- Pick One --

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)

Funded: Yes

Funding Source: DSPS Allocation

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)

Funded: No

Funding Source: DSPS Allocation

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

Status Code: Work is Completed and Ongoing

Progress Description:

Since September 2019, DSPS staff members have received varying amounts of training on the principles and practices of Universal Design for Learning (UDL). Information/hands-on skills in UDL have been acquired at the California Association for Postsecondary Education and Disability conference, webinars in a variety of areas including assistive technology (Kurzweil, Sonocent), ZoOOM training, UDOIT Cloud Training, @One Accessibility Advanced Training, and Verbit training. All DSPS staff have been trained in the operation of Cranium Cafe.

Measurements/Documentation of Progress:

DSPS staff consistently demonstrate that they can provide excellent online customer service on Cranium Cafe regardless of the disability status of a student. DSPS is the "go to" department for instructional faculty regarding issues involving UDL.

▪ **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

Status Code: Work is Completed and Ongoing

Progress Description:

Since August 2019 DSPS has promoted universal design by facilitating the purchase and district-wide implementation of the Universal Design and Online Content Inspection Tool (UDOIT) which efficiently identifies accessibility errors in instructors' online course content and then provides solutions so that instructors can make the necessary corrections. Through the use of the UDOIT, faculty will be able to create universally designed online classes by correcting accessibility errors

that would otherwise prevent students with disabilities from accessing online course content in an equitable manner compared to their non-disabled peers. In summary, the use of the Universal Design and Online Content Inspection Tool will promote universal design best practices. In a similar vein, DSPS promoted universal design by securing funding through the Distance Education and Captioning (DECT) grant. DECT provides colleges with funding for live and synchronous captioning and transcription as a means of enhancing the access for all students to distance education courses. Aside from its financial benefit, DECT serves a means to support faculty efforts to develop high-quality, media-rich distance learning courses. Availing our program to DECT funding is especially important given the legal mandate for captioning and transcription services for synchronous online instruction. For the spring 2020 semester DSPS efforts resulted in the approval for \$130,007 from DECT. DSPS will continue to request these funds in the future to ensure legal mandates are covered and to foster universal design across campus.

Measurements/Documentation of Progress:

DSPS will submit an application for DECT funding on a semesterly basis in an effort to further promote universal design.

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

Priority Rank: 2

Objectives:

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

Priority Rank: 4

Original Start Date: 01/31/2017 **Original End Date:** 01/30/2021

Revised Start Date: 01/31/2017 **Revised End Date:** 01/30/2021

Responsible Person: DSPS Director

Strategic Direction: 4. Expand Access

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

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

Status Code: Work is Completed and Ongoing

Progress Description:

Since August 2019, DSPS has participated in SOAR by visiting selected feeder high schools, obtaining completed DSPS Applications from prospective CHC students, obtaining verification of students' disabilities,

and contacting students by phone/email to arrange an appointment with a DSPPS Counselor. During the campus closure DSPPS has not participated in virtual SOAR visits to high schools. Instead, DSPPS is obtaining the names of interested prospective CHC students from SOAR staff and contacting them for follow-up.

Measurements/Documentation of Progress:

Upon the campus re-opening DSPPS will fully participate in SOAR visits to local high schools as a means to acquaint qualified students about the depth and breadth of DSPPS offerings and recruit them to enroll at CHC.

■ **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: DSPPS Director

Status Code: Work is Completed and Ongoing

Progress Description:

Since August 2019, the DSPPS Director has established a relationship with DOR through emails and phone calls regarding students who are DOR clients.

Measurements/Documentation of Progress:

All DOR contacts are documented in SARS under the student's (i.e., client's) name.

■ **2.1.a3 - Parent/Family Outreach**

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

Start Date: 01/31/2017 **End Date:** 01/30/2021

Responsible Person: DSPPS Director

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

Since August 2019 DSPPS has not partnered with EOPS to offer training for parents/families of DSPPS and EOPS student to help them successfully support their students at home.

Measurements/Documentation of Progress:

Upon the campus re-opening DSPS will schedule a meeting with EOPS to explore the opportunity to arrange a training for parents/families of DSPS and EOPS student to help them successfully support their students at home. Spring 2022 DSPS plans to host a Parent/Student - Transitioning from High School to College event.

▪ **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

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

Since August 2019, DSPS has not created outreach programs and strategic relationships with county workforce transitional assistance offices.

Measurements/Documentation of Progress:

Upon the re-opening of the campus, DSPS will initiate contact with county workforce transitional assistance offices to investigate the possibility of creating outreach programs and strategic relationships

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

Priority Rank: 3

Original Start Date: 01/31/2017 **Original End Date:** 01/30/2021

Revised Start Date: 01/31/2017 **Revised End Date:** 01/30/2021

Responsible Person: DSPS Director

Strategic Direction: 3. Develop Teaching and Learning Practices

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

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

Status Code: Work is Scheduled to begin on a reasonably firm date

Progress Description:

Since fall 2019 DSPS has not produced an adjunct faculty orientation.

Measurements/Documentation of Progress:

During spring 2021 staff meetings, DSPS will develop ideas for an adjunct faculty orientation. Final product will be delivered by August 2021.

- **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

Status Code: Work is Underway

Progress Description:

Since August 2019 DSPS has developed some selected PD resources on disability services and universal design including the Online Faculty/Accommodating DSPS Students web page (<https://www.craftonhills.edu/faculty-and-staff/online-teaching/accessibility/index.php>). However, a comprehensive training program has not been developed.

Measurements/Documentation of Progress:

DSPS will build on the training resources it has already developed, including the Online Faculty/Accommodating DSPS Students web page (<https://www.craftonhills.edu/faculty-and-staff/online-teaching/accessibility/index.php>) and produce a comprehensive PD training program by fall 2021.

- **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

Status Code: Objective was Removed

Progress Description:

This is redundant to another goal.

Measurements/Documentation of Progress:

This is redundant to another goal.

- **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

Original Start Date: 01/31/2017 **Original End Date:** 01/01/2018

Revised Start Date: 01/31/2021 **Revised End Date:** 01/01/2022

Responsible Person: DSPS Director

Strategic Direction: 7. Develop Programs and Services

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

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

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

Since August 2019 no progress has been made on creating a department assessment plan.

Measurements/Documentation of Progress:

The dates for this activity need to be adjusted with an end date 01/31/22.

- **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

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

Since August 2019, an annual strategic planning department retreat has not been held.

Measurements/Documentation of Progress:

DSPS will plan an annual strategic planning department retreat to be held in Spring 2022.

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

Priority Rank: 9

Original Start Date: 01/31/2017 **Original End Date:** 01/30/2021

Revised Start Date: 01/31/2017 **Revised End Date:** 01/30/2021

Responsible Person: DSPS Director

Strategic Direction: 6. Promote Effective Decision-Making

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

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

Status Code: Work is Underway

Progress Description:

As of August 2019, DSPS reviewed and modified our Testing Accommodation Notification Form (TANF). Previously, a separate Testing Accommodation Notification Form was completed for each course in which a student was enrolled. This resulted in needless redundancy of task and inefficient utilization of DSPS Counselor time. To improve utilization of resources DSPS modified the TANF so that it is not course specific. Now a student only needs one TANF per semester rather than one for each course.

Measurements/Documentation of Progress:

Electronic versions of these forms can be located on Laserfiche.

- **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

Status Code: Work is Completed and Ongoing

Progress Description:

Since August 2019, short-term and part time staffing needs have been reviewed on a regular basis to ensure students are served in a timely and appropriate manner. In anticipation of student demand, adjunct faculty and student workers have been hired to meet student needs.

Measurements/Documentation of Progress:

DSPS will continue to review short-term and part time staffing on a regular basis to ensure students are served in a timely and appropriate manner. If a need for staffing is anticipated, then the budget will be adjusted to ensure short-term and adjunct positions can be funded.

■ **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

Status Code: Work is Completed and Ongoing

Progress Description:

With the transition to exclusively online services, DSPS in concert with ORP developed and launched a Point of Service (POS) Student Satisfaction Survey in November 2020. The POS Student Satisfaction Survey collects immediate feedback from students regarding DSPS staff performance on Cranium Café. The focus of the POS Student Satisfaction Survey is customer service. Due to the small number surveys completed during the fall 2020 semester preliminary results were not generated. Baseline data will continue to be collected through the Spring 2021 semester after which it will be reviewed and discussed with the DSPS staff. Any changes that might be necessary to Student Satisfaction Survey improve service delivery will be implemented at that time. A Student Area Outcome (SAO) will also be developed from this POS Student Satisfaction. Because we will continue to serve students on Cranium Café after the campus re-opens, this POS Satisfaction Survey will continue to be provided to students. A POS Student Satisfaction Survey evaluating the delivery of on-campus service delivery needs to be developed.

Measurements/Documentation of Progress:

By the end of the spring 2021 semester DSPS will develop a POS Student Satisfaction Survey to evaluate the delivery of on-campus services. Upon the re-openign of the campus, this survey will be disseminated to students on a semesterly basis. Based on the feedback from students, changes in service delivery will be made to enhance student satisfaction. The goal of the survey will be to achieve 90 percent student satisfaction.

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

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, or to address identified weaknesses. **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 prompt and effective on-campus and online services to all qualified students with disabilities.**

Priority Rank: 1

Objectives:

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

Priority Rank: 2

Start Date: 02/01/2021 **End Date:** 06/30/2025

Responsible Person: Director of DSPS and Dean of Student Success

Strategic Direction: 1. Promote Student Success

Impact Type: District Wide

Institutional Learning Outcome: Not Applicable

Resource Requests:

- **1.1.r1 - 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

- **1.1.r2 - 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 students with disabilities. Universal Design principles transcend legal mandates and promote learning for all students regardless of disability status. 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

Actions/Activities:

▪ **1.1.a1 - Universal Design Training**

Train DSPP staff on principles and practices of Universal Design for Learning so that they will be able to assist any student as well as serve as role models for other faculty and staff.

Start Date: 02/16/2021 **End Date:** 06/30/2025

Responsible Person: DSPP Director

▪ **1.1.a2 - Universal Design Professional Development**

Promote and provide professional development opportunities to the campus on the topic of Universal Design for Learning. To be successful DSPP will need to first determine the level of support needed by faculty. Then, DSPP staff will need to provide training and follow-up in a manner that is effective for faculty. Finally, DSPP will need to seek feedback about the effectiveness of the training.

Start Date: 02/01/2021 **End Date:** 06/30/2025

Responsible Person: DSPP Director

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

Priority Rank: 1

Start Date: 02/01/2021 **End Date:** 01/31/2025

Responsible Person: DSPP Director

Strategic Direction: 1. Promote Student Success

Impact Type: Site

Institutional Learning Outcome: Not Applicable

Resource Requests:

▪ **1.2.r1 - Technology for Technology Success Center Description**

Purchase computers, software, and assistive technology for Technology Success Center

Rationale

For the Technology Success Center to be fully operational, students, faculty, and staff must have access to state-of-the-art technology.

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

- **1.2.r2 - Alternate Media/Assistive Technology Specialist for Student Computers on Campus**
Description

Ensure that the Alternate Media/Assistive Technology Specialist position remains staffed to ensure operation and oversight of the Technology Success Center.

Rationale

Students need the Alternate Media/Assistive Technology Specialist to train them in assistive technologies so that they can become independent and self-correcting learners.

Resource Type: Ongoing

Expenditure Category:

Classified Unit Member Non-Instruction (2181)

Actions/Activities:

- **1.2.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

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

Maintain state-of-the-art assistive technology resources on all campus computers and in all tech labs.

Start Date: 02/01/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

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

Priority Rank: 5

Start Date: 02/01/2021 **End Date:** 06/30/2023

Responsible Person: DSPS Director

Strategic Direction: 9. Optimize Resources

Impact Type: Site

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **1.3.a1 - Mobility Services Management System**

Improve upon the existing mobility services system (tram) in order to serve students more effectively.

Start Date: 02/01/2021 **End Date:** 06/30/2023

Responsible Person: DSPS Director

- **1.3.a2 - Uniform Test Proctoring**

Implement a uniform electronic test proctoring policy and processes.

Start Date: 02/01/2021 **End Date:** 01/15/2022

Responsible Person: DSPS Director

- **1.3.a3 - Ensure Adequate Staffing**

Ensure adequate staffing to work with assistive technology and mobility services.

Start Date: 02/01/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

- **1.3.a4 - Electronic Forms and Workflow**

Enhance existing electronic workflow and forms to improve efficiency of internal processes.

Start Date: 02/01/2021 **End Date:** 06/29/2023

Responsible Person: DSPS Director

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

Priority Rank: 6

Start Date: 02/01/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

Strategic Direction: 1. Promote Student Success

Impact Type: Site

Institutional Learning Outcome: Not Applicable

Resource Requests:

- **1.4.r1 - Academic Counselor in DSPS**

Description

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

Rationale

DSPS students need Education 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:

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

Provide academic counseling to DSPS students in the DSPS office and online via Cranium Cafe.

Start Date: 06/01/2021 **End Date:** 06/01/2025

Responsible Person: DSPS Director

- **1.4.a2 - Academic Counselor Training**

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

Start Date: 09/01/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

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

Priority Rank: 10

Start Date: 02/01/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

Strategic Direction: 7. Develop Programs and Services

Impact Type: Division

Institutional Learning Outcome: 6. Ethics and Values

Actions/Activities:

- **1.5.a1 - Identify On Campus Partners**

Identify internal partners and develop strategic relationships for the benefit of students.

Start Date: 01/31/2021 **End Date:** 06/30/2025

Responsible Person: DSPS Director

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

Priority Rank: 11

Start Date: 02/01/2021 **End Date:** 01/30/2025

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 course substitution policy.

Start Date: 02/01/2021 **End Date:** 06/30/2023

Responsible Person: DSPS Director

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

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

Start Date: 02/01/2021 **End Date:** 12/30/2015

Responsible Person: DSPS Director

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

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

Start Date: 02/01/2021 **End Date:** 09/30/2025

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: 02/01/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

Strategic Direction: 4. Expand Access

Impact Type: Site

Institutional Learning Outcome: Not Applicable

Actions/Activities:

▪ **2.1.a1 - SOAR Participation**

Actively participate in SOAR on an annual basis.

Start Date: 02/01/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

- **2.1.a2 - DOR Outreach**

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

Start Date: 01/31/2012 **End Date:** 01/30/2025

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: 01/31/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

- **2.1.a4 - Off Campus Outreach**

Host a Parent/Student - Transitioning from High School to College Event for graduating high school seniors every spring semester.

Start Date: 02/01/2021 **End Date:** 06/30/2025

Responsible Person: DSPS Director

- **2.1.a5 - County Workforce Transitional Assistance Offices**

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

Start Date: 01/31/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

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

Priority Rank: 3

Start Date: 01/31/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

Strategic Direction: 3. Develop Teaching and Learning Practices

Impact Type: Site

Institutional Learning Outcome: Unknown

Actions/Activities:

- **2.2.a1 - Engage with Internal Partners (faculty)ernal Partnerships**

Request classroom visits to acquaint students and faculty about the resources offered by DSPS.

Start Date: 02/01/2021 **End Date:** 06/30/2025

Responsible Person: DSPS Director

▪ **2.2.a2 - Part-time Faculty Orientation**

Create a DSPS presentation for adjunct faculty orientation.

Start Date: 01/31/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

▪ **2.2.a3 - Professional Development**

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

Start Date: 01/31/2021 **End Date:** 01/30/2025

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: 01/31/2021 **End Date:** 01/01/2025

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: 01/31/2021 **End Date:** 10/02/2025

Responsible Person: DSPS Director

▪ **3.1.a2 - Planning Retreat**

Hold annual strategic planning department retreat.

Start Date: 01/31/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

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

Priority Rank: 9

Start Date: 01/31/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

Strategic Direction: 9. Optimize Resources

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

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

Continue to review department forms and processes.

Start Date: 01/31/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

▪ **3.2.a2 - Review Staffing Needs**

Review short-term and part-time staffing needs on a semesterly basis.

Start Date: 01/31/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

▪ **3.2.a3 - Satisfaction Surveys**

Continue to disseminate and evaluate POS Student Satisfaction Survey to ensure quality service.

Start Date: 01/31/2021 **End Date:** 01/30/2025

Responsible Person: DSPS Director

11. Comments

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

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [12.20 - Educational Limitations and Accommodations Form.pdf](#)
- [12.1 Unduplicated Head Count - DSPS.xls](#)
- [12.27 - Student Support Efforts for Disproportionally Impacted Groups.docx](#)
- [12.18 - Old \(Class Specific\) Testing Accommodation Notification Form.pdf](#)
- [12.10 - Spring 2020 Distance Education and Transcription \(DECT\) Funding.docx](#)
- [12.24 - DSPS Unduplicated Student Contacts 2016-17 through 2019-20.pdf](#)

- [12.14 - Summary of Disproportionate Impact - Group By Gender.pdf](#)
- [12.2 DSPS and General Student Demographic Data.xlsx](#)
- [12.17 - Student Use of Updated Appointment Policy.pdf](#)
- [12.9 - DSPS End of The Year Expenditures Report 2019-20.pdf](#)
- [12.12 - Deaf-Hard of Hearing Students Served in 2019-20 - CHC versus RCC.xlsx](#)
- [12.3 - 2019 Fall Tram Services - Before Office Hours.xlsx](#)
- [12.4 - Evidence of Serving Students via FaceTime.pdf](#)
- [12.23 - On Campus Outreach to Faculty.docx](#)
- [12.15 - Spring DSPS Student Satisfaction.pdf](#)
- [12.21 - Faculty Notification For Required Accommodations Form.pdf](#)
- [12.19 - New Testing Accommodation Notification Form.pdf](#)
- [12.6 - Services Provided and 3 Year Trend in Service.pdf](#)
- [12.7 Categories-and-Weights-2020-2021.docx](#)
- [12.5 Cranium Meeting Count Report 3-19-20 to 6-30-20.pdf](#)
- [12.11 Alternate Media-Assistive Technology Specialist Student Contacts 9-27-19 through 01-19-21.pdf](#)
- [12.16 - Digital Student Files Stored in Laserfiche Repository.pdf](#)
- [12.13 - Summary of Disproportionate Impact By Protected Status and Outcome.docx](#)