Comprehensive Review for Unit/Program DSPS (Student Services) Fall 2012

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs. Upon completion of this report, please upload your document in the program review application data/documents tab.

For programs who offer courses:

Success/Retention Analysis

Summarize your program's success/retention data and trends, ***including an equity analysis***.

During the 2009-10 academic year, Learning Skills courses in basic writing skills, adaptive computer skills, newly revised math courses, and learning disabilities assessment courses were offered. Those course options have decreased each year due to budget cuts. The learning disability assessment course (Learning Skills 40) is no longer offered and in spring 2013 the adaptive computer skills course Learning Skills 70 was cancelled due to low enrollment.

For each of the past three years, the learning skills courses have maintained an overall retention rate of at least 72%. The retention rate for each fall semester has decreased each of the past three years whether comparing men, women, or overall retention. The spring semester retention rate was at its highest level in spring 2012 after dropping for all categories in spring 2011. Women experience a higher retention rate in spring 2010 while during spring 2012 males earned a higher retention rate.

	Fall 2009 Basic Skills Enrollment Count	Fall 2009 Basic Skills Retention Count	Fall 2009 Basic Skills Success Count	Fall 2009 Basic Skills Retention Rate	Fall 2009 Basic Skills Success Rate	Spring 2010 Basic Skills Enrollment Count	Spring 2010 Basic Skills Retention Count	Spring 2010 Basic Skills Success Count	Spring 2010 Basic Skills Retention Rate	Spring 2010 Basic Skills Success Rate
Total	201	170	142	84.58%	70.65%	114	84	78	73.68%	68.42%
Female	111	90	76	81.08%	68.47%	56	48	46	85.71%	82.14%
Male	82	74	61	90.24%	74.39%	57	36	32	63.16%	56.14%
Unknown	8	6	5	75.00%	62.50%	1	0	0	0.00%	0.00%

	Fall 2010 Basic Skills Enrollment Count	Fall 2010 Basic Skills Retention Count	Fall 2010 Basic Skills Success Count	Fall 2010 Basic Skills Retention Rate	Fall 2010 Basic Skills Success Rate	Spring 2011 Basic Skills Enrollment Count	Spring 2011 Basic Skills Retention Count	Spring 2011 Basic Skills Success Count	Spring 2011 Basic Skills Retention Rate	Spring 2011 Basic Skills Success Rate
Total	168	125	98	74.40%	58.33%	137	88	68	64.23%	49.64%
Female	104	78	61	75.00%	58.65%	73	48	40	65.75%	54.79%
Male	54	40	30	74.07%	55.56%	62	39	27	62.90%	43.55%
Unknown	10	7	7	70.00%	70.00%	2	1	1	50.00%	50.00%

	Fall 2011 Basic Skills Enrollment Count	Fall 2011 Basic Skills Retention Count	Fall 2011 Basic Skills Success Count	Fall 2011 Basic Skills Retention Rate	Fall 2011 Basic Skills Success Rate	Spring 2012 Basic Skills Enrollment Count	Spring 2012 Basic Skills Retention Count	Spring 2012 Basic Skills Success Count	Spring 2012 Basic Skills Retention Rate	Spring 2012 Basic Skills Success Rate
Total	136	98	82	72.06%	60.29%	129	97	68	75.19%	52.71%
Female	75	55	47	73.33%	62.67%	74	51	38	68.92%	51.35%
Male	60	43	35	71.67%	58.33%	54	45	29	83.33%	53.70%
Unknown	1	0	0	0.00%	0.00%	1	1	1	100.00%	100.00%

Based on ethnicity, similar trends were observed. Due to the small numbers of sections, some ethnicities are not represented each semester. African-American students earned the highest retention rate during fall 2009. The retention rate for African American students has fluctuated from as low as 50% to as high as 80% among the 6 semesters. With the exception of the spring 2010 semester, Asian students have earned at least an 80% retention rate during each of the semesters. In the Asian student population, during spring 2010, 3 students did not continue complete the learning skills course creating such a drastic impact. Hispanic students have earned between an 88% retention rate in fall 2009 to a retention rate of 58% during spring 2012. During each of these two semesters, a similar number of students were enrolled 29-35. For students identifying as multiethnic, only 2-4 students each semester have been enrolled in learning skills courses. The retention rates have varied for multi-ethnic students from 100% in spring 2010 to a low of 50% during fall 2011. Only during the fall 2010 and spring 2012 semesters were any American Indian/Alaskan Native students enrolled in learning skills courses. During both semesters a retention rate of 100% was earned by American Indian/Alaskan Native students. Only during spring 2011 and spring 2012 were any Pacific Islander students enrolled, with a 0% retention rate for one student during spring 2011 and a retention rate of 100% for 4 students in spring 2012. Students identified as unknown earned retention rates varying from 100% to a low of 58%. With the multiethnic category becoming available for self-identification, the rates may include some multiethnic students in the data. White students earned the highest retention rates for ethnicities enrolled during all 6 semesters. White students earned a retention rate of 70% in spring 2012 to a high of 92% in spring 2010.

	Fall 2009 Basic Skills Enrollment Count	Fall 2009 Basic Skills Retention Count	Fall 2009 Basic Skills Success Count	Fall 2009 Basic Skills Retention Rate	Fall 2009 Basic Skills Success Rate				Spring 2010 Basic Skills Enrollment Count	Spring 2010 Basic Skills Retention Count	Spring 2010 Basic Skills Success Count	Spring 2010 Basic Skills Retention Rate	Spring 2010 Basic Skills Success Rate
Total	201	170	142	84.58%	70.65%		Non Distance Education Methods Total		114	84	78	73.68%	68.42%
African-American	95	76	60	80.00%	63.16%		African-American		53	38	34	71.70%	64.15%
Asian	9	9	9	100.00%	100.00%		Asian		5	2	2	40.00%	40.00%
Hispanic	35	31	24	88.57%	68.57%		Hispanic		17	11	10	64.71%	58.82%
Multi-Ethnicity	0	0	0	0.00%	0.00%		Multi-Ethnicity		2	2	2	100.00%	100.00%
Unknown	20	18	16	90.00%	80.00%		Unknown		11	7	7	63.64%	63.64%
White Non-Hispanic	42	36	33	85.71%	78.57%		White Non-Hispanic		26	24	23	92.31%	88.46%

	Fall 2010 Basic Skills Enrollment Count	Fall 2010 Basic Skills Retention Count	Fall 2010 Basic Skills Success Count	Fall 2010 Basic Skills Retention Rate	Fall 2010 Basic Skills Success Rate		Spring 2011 Basic Skills Enrollment Count	Spring 2011 Basic Skills Retention Count	Spring 2011 Basic Skills Success Count	Spring 2011 Basic Skills Retention Rate	Spring 2011 Basic Skills Success Rate
total	168	125	98	74.40%	58.33%	total	137	88	68	64.23%	49.64%
African-American	87	59	45	67.82%	51.72%	African-American	68	34	27	50.00%	39.71%
American Indian/Alaskan Native	1	1	1	100.00%	100.00%	Asian	5	4	2	80.00%	40.00%
Asian	5	4	4	80.00%	80.00%	Hispanic	27	23	18	85.19%	66.67%
Hispanic	30	23	16	76.67%	53.33%	Multi-Ethnicity	5	3	1	60.00%	20.00%
Multi-Ethnicity	3	2	2	66.67%	66.67%	Pacific Islander	1	0	0	0.00%	0.00%
Unknown	18	15	10	83.33%	55.56%	Unknown	12	7	7	58.33%	58.33%
White Non-Hispanic	24	21	20	87.50%	83.33%	White Non-Hispanic	19	17	13	89.47%	68.42%

	Fall 2011 Basic Skills Enrollment Count	Fall 2011 Basic Skills Retention Count	Fall 2011 Basic Skills Success Count	Fall 2011 Basic Skills Retention Rate	Fall 2011 Basic Skills Success Rate		Spring 2012 Basic Skills Enrollment Count	Spring 2012 Basic Skills Retention Count	Spring 2012 Basic Skills Success Count	Spring 2012 Basic Skills Retention Rate	Spring 2012 Basic Skills Success Rate
total	136	98	82	72.06%	60.29%	total	129	97	68	75.19%	52.71%
African-American	68	43	34	63.24%	50.00%	African-American	71	55	42	77.46%	59.15%
Asian	7	7	7	100.00%	100.00%	American Indian/Alaskan Native	1	1	1	100.00%	100.00%
Hispanic	30	23	19	76.67%	63.33%	Asian	2	2	1	100.00%	50.00%
Multi-Ethnicity	4	2	2	50.00%	50.00%	Hispanic	29	17	10	58.62%	34.48%
Unknown	5	3	1	60.00%	20.00%	Multi-Ethnicity	4	3	2	75.00%	50.00%
White Non-Hispanic	22	20	19	90.91%	86.36%	Pacific Islander	4	4	4	100.00%	100.00%
						Unknown	8	8	4	100.00%	50.00%
						White Non-Hispanic	10	7	4	70.00%	40.00%

When looking at age, each semester has a different age group earning the lowest retention rate. Age 18&19 has consistently earned a high retention rate during every semester.

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Los Medanos Total												
	Non Distance Education Methods Total		201	170	142	84.58%	70.65%	114	84	78	73.68%	68.42%
		1 to 17	4	4	4	100.00%	100.00%	0	0	0	0.00%	0.00%
		18 & 19	69	64	50	92.75%	72.46%	26	19	14	73.08%	53.85%
		20 to 24	44	33	24	75.00%	54.55%	35	26	26	74.29%	74.29%
		25 to 29	22	14	12	63.64%	54.55%	11	7	7	63.64%	63.64%
		30 to 34	22	22	20	100.00%	90.91%	12	9	8	75.00%	66.67%
		35 to 39	11	11	11	100.00%	100.00%	5	4	4	80.00%	80.00%
		40 to 49	16	11	10	68.75%	62.50%	13	11	11	84.62%	84.62%
		50 +	13	11	11	84.62%	84.62%	12	8	8	66.67%	66.67%

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	Non Distance Education Methods Total		168	125	98	74.40%	58.33%	137	88	68	64.23%	49.64%
		1 to 17	3	3	2	100.00%	66.67%	1	1	1	100.00%	100.00%
		18 & 19	36	24	17	66.67%	47.22%	30	25	15	83.33%	50.00%
		20 to 24	53	35	27	66.04%	50.94%	38	21	17	55.26%	44.74%
		25 to 29	15	13	10	86.67%	66.67%	10	6	5	60.00%	50.00%
		30 to 34	11	6	5	54.55%	45.45%	11	7	5	63.64%	45.45%
		35 to 39	14	10	10	71.43%	71.43%	9	6	5	66.67%	55.56%
		40 to 49	23	22	18	95.65%	78.26%	15	9	8	60.00%	53.33%
		50 +	13	12	9	92.31%	69.23%	23	13	12	56.52%	52.17%

			Fall 2011 Basic Skills Enrollment Count	Fall 2011 Basic Skills Retention Count	Fall 2011 Basic Skills Success Count	Fall 2011 Basic Skills Retention Rate	Fall 2011 Basic Skills Success Rate	Spring 2012 Basic Skills Enrollment Count	Spring 2012 Basic Skills Retention Count	Spring 2012 Basic Skills Success Count	Spring 2012 Basic Skills Retention Rate	Spring 2012 Basic Skills Success Rate
Los Medanos Total												
	Non Distance Education Methods Total		136	98	82	72.06%	60.29%	129	97	68	75.19%	52.71%
		1 to 17	8	4	3	50.00%	37.50%					
		18 & 19	29	22	17	75.86%	58.62%	30	25	14	83.33%	46.67%
		20 to 24	39	31	29	79.49%	74.36%	37	22	14	59.46%	37.84%
		25 to 29	5	5	3	100.00%	60.00%	14	12	8	85.71%	57.14%
		30 to 34	8	6	6	75.00%	75.00%	16	11	8	68.75%	50.00%
		35 to 39	12	7	5	58.33%	41.67%	9	8	7	88.89%	77.78%
		40 to 49	20	13	9	65.00%	45.00%	7	5	4	71.43%	57.14%
		50 +	15	10	10	66.67%	66.67%	16	14	13	87.50%	81.25%

When evaluating success, the majority of age groups earn at least a 60% success rate during the 2009-2010 year. Success rates dropped for all groups during the fall 2010-2011 year. Fall 2011 accounted for the lowest success rate for 18&19 year olds with 37.5% and below 50% for each 35-39 and 40-49 age groups. During the 2011-12 year, success was down in the majority of age groups for the entire year. When evaluating based on ethnicity, success was highest during the 2009-10 academic year for all ethnicities. Success has fluctuated for all ethnicities by as much as 40% when comparing individual semesters.   When evaluated by gender, spring 2011 was the least successful semester with an overall success rate of 49.64%. During every other semester, a success rate of at least 51% has been earned by either men or women. Women have been more successful during 4 of the semesters evaluated, and men during 2 semesters.

Curriculum Update

Report on the status of your curriculum including an analysis of the status of your COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, sequencing, and time to completion.

All COORS are up to date. There are no pre-requisites for LRNSK 050, 081, 082 and 070. There is an Advisory of LRNSK 081 for LRNSK 082. PE 48 has an Advisory of a Medical Release Form. PE 048 and LRNSK 070 can be repeated three times. LRNSK 050, 081 and 082 may not be repeated.
LRNSK 050 – Multimodal Strategies for Reading and Spelling54 total hours lecture, 18 total hours lab
This course is a 3 unit semester length course. This course was the first in a two-semester sequence of courses and is designed for students with learning disabilities and those who need to improve their study skills in basic reading, spelling skills as well as writing sentences and paragraphs. Focus is on learning

strategies to develop the fundamental skills of reading and spelling. Instruction is a multimodal approach. Students have P/NP option.

LRNSK 081 – Math Reasoning and Strategies I 27 total hours lecture, 27 total hours lab This course is a 2 unit semester length course designed for students with disabilities which impact math learning and retention. Students are assessed at course onset and are provided with specialized math instruction and individualized strategies based on assessment results. Topics include learning styles , strategies for learning basic math concepts including whole number skills, addition, subtraction, multiplication, division, and context based arithmetic problems. Students develop individualized strategies for learning basic math concepts. This course is the first of two self-paced courses designed for students with disabilities that impact math learning. Students have P/NP option.

LRNSK 082 – Math Reasoning and Strategies II 27 total hours lecture, 27 total hours lab This course is a 2 unit semester length course with self-paced math strategies designed for students with disabilities which impact math learning and retention. Students are assessed at the beginning of the course and are provided with specialized math instruction and individualized strategies based on assessment results. Topics include learning styles, strategies to maximize personal learning strengths, strategies for learning basic math concepts including fractions, decimals, percents, estimating, and context based arithmetic problems. Students develop individualized strategies for learning basic math concepts. This course is the second of two self-paced courses. Students have P/NP option.

LRNSK 070 – Adaptive Computer Technology 36 total hours lecture, 54 total hours lab This course is a three unit course. It is a beginning course that introduces students with disabilities to adaptive software and hardware. This course is appropriate for students with a basic knowledge of computers. As they progress in the course, they reinforce computer skills learned and explore how the adaptive computer technology can be integrated with those skills. Students have P/NP option.

PE 048 Adaptive Physical Education 27-54 total hours activity .5-1 unit Adaptive P.E. is designed to meet the needs of the physically limited student. This course has activities in three major areas: general strengthening/conditioning; hydrotherapy/swim; cardiovascular conditioning.

Curriculum Changes In October of 2009 after offering LRNSK 080 Math Strategies, a number of revisions were made to better meet student learning needs. LRNSK 080 curriculum covered a wide area of basic math topics in a self-paced setting which resulted in many small groups, often with only one or two students per group which made it difficult to provide the amount of specialized instruction each student needed. Splitting LRNSK 080 into the two new courses, LRNSK 081 (part 1) and LRNSK 82 (part 2) allows for self-paced specialized individualized instruction with larger groups of student and more instruction per student.

LRNSK 051 Applications: Reading, Spelling and Writing Strategies is the second course in a two-semester sequence. This course was inactivated in 2011 due to low enrollment and more demand for Learning Skills 50. Learning Skills 40, learning skills assessment, which included learning disabilities assessment and study skills instruction, was discontinued due to course schedule reductions.

Course Offering Analysis

Analyze your course/section offerings and trends, and report any new course or program plans.

DSP&S has offered two sections of Learning Skills 50 during most fall semesters, and until recently, one section of Learning Skills 51 and 50 during the spring semesters. Twice the evening section of Learning Skills 50 has been cancelled, either due to low enrollment or lack of an adjunct instructor. Learning Skills 51 has been inactivated due to low enrollment and lack of student preparedness when not enrolled in Learning Skills 50 the previous semester. DSP&S plans to offer two sections of Learning Skills 50 for future semesters.

One section of Learning Skills 70 has been offered during most fall and spring semesters. During spring 2013, low enrollment necessitated a cancellation. One section each of Learning Skills 81 and 82 have been offered each spring and fall semesters.

One section of PE 48 Adaptive Physical Education has been offered each semester.

If future class enrollment expansion opportunities exist, additional Learning Skills 40 would be added.

No additional courses are planned for development at this time.

For programs with advisory boards:

Advisory Board Update

Give an overview of the current purpose, structure, and effectiveness of your advisory board.

Los Medanos College is required by the State of California to hold an annual Advisory Committee meeting with community service providers. The annual meeting is held for committee members to touch base and share information about various community programs. The purpose is also to gather information and get feedback which will assist in determining how LMC can better serve the community. The high schools are especially important in the information gathering process since they send us their students.

The program has an effective advisory board which is scheduled to meet once a year. The last meeting was held on December 5, 2012. The advisory board is composed of members from all the local feeder high schools and transition programs, counselors and staff at LMC, and various community service providers including Futures Explored, Department of Rehabilitation, Regional Centers, transit organizations, and CSUEB. An email list has been developed (see Appendix A) of all these members which allows for DSP&S staff to efficiently disperse information about programs changes and upcoming events such as high school orientations and the annual DSP&S Advisory Committee meeting.

For all programs:

Customer Satisfaction

Summarize the results of your unit's "customer" service satisfaction survey(s).

DSP&S has administered a customer satisfaction survey to current DSP&S students via email. One hundred twelve students completed the survey. The results indicate a majority of students are satisfied with their DSP&S contacts and services; however, there are some students who are very dissatisfied.

How satisfied were you with DSP&S program overall?	Very satisfied	45.5%
	Satisfied	41.1%
	Unsatisfied	8%
	Very Unsatisfied	5.4%
How satisfied were you with your initial contact with DSP&S?	Very satisfied	48.2%
	Satisfied	40.2%
	Unsatisfied	8.9%
	Very Unsatisfied	2.7%
How easy was it to find the DSP&S Office and services?	Very easy	45.5%
	Easy	43.8%
	Difficult	9.8%
	Very Difficult	0.9%
How satisfied were you with the ability to get an appointment to see a DSP&S counselor in a timely manner?	Very satisfied	58.9%
	Satisfied	33.9%
	Unsatisfied	5.4%
	Very Unsatisfied	1.8%
	NA	0%
How satisfied were you with how the DSP&S staff member you saw answered your question?	Very satisfied	57.3%
	Satisfied	32.7%
	Unsatisfied	3.6%
	Very Unsatisfied	4.5%
	NA	1.8%
How satisfied were you with your DSP&S counselors knowledge of LMC policies, procedures?	Very satisfied	53.5%
	Satisfied	31.8%
	Unsatisfied	6.5%
	Very Unsatisfied	4.7%
	NA	3.7%
If you have utilized the DSP&S testing center, how satisfied with the testing environment are you?	Very satisfied	37.3%
	Satisfied	15.7%
	Unsatisfied	2.9%
	Very Unsatisfied	4.9%
	NA	39.2%
If you have utilized the DSP&S alternative media (examples: audio books, Braille, or large print documents) services, how satisfied were you?	Very satisfied	19%
	Satisfied	11%
	Unsatisfied	5%
	Very Unsatisfied	2%
	NA	63%

If you have utilized the DSP&S assistive technology services (examples: Kurzweil 3000 or Dragon Naturally Speaking), how satisfied were you?	Very satisfied	14.6%
	Satisfied	11.7%
	Unsatisfied	2.9%
	Very Unsatisfied	2.9%
	NA	68%
If you have utilized the DSP&S Learning Disability testing, how satisfied were you?	Very satisfied	33%
	Satisfied	15%
	Unsatisfied	2%
	Very Unsatisfied	2%
	NA	48%

Overall, students report that they are either satisfied or very satisfied in 86.6% of the responses. Comments were generally positive including praise for multiple staff members, friendliness of staff, and help received. There were also some negative comments including concerns about being treated rudely, not able to reach staff in DSP&S or not receiving adequate counseling. The majority of students responding were satisfied or very satisfied with their initial contact with DSP&S (89%). Again comments were generally positive. Several students expressed concerns with how they were treated either in reception, counseling or testing center. The majority of students answering (89.3%) felt the DSP&S office was easy or very easy to find. Some comments indicated difficulty finding the office. The majority of students reported either very satisfied or satisfied that they were able to get an appointment to see a DSP&S counselor in a timely manner (92.8%). Students commented that there were times available quickly and that appointments fit their schedules. Negative comments included rudeness and dissatisfaction with the quality of counselors. The majority of students reported either very satisfied or satisfied regarding the DSP&S staff member they saw for their questions (90%). The highest level of satisfaction was reported with question 6, how satisfied were you with your DSP&S counselor clearly explaining your accommodations. Students reported they were satisfied or very satisfied in 90.6% of the responses. Positive comments included praise for counselors and attentiveness to educational needs, explaining accommodations clearly, and follow up. Negative comments included students leaving confused, needing more time to process the information, feeling rushed and feeling disrespected. Students also reported satisfied or very satisfied with DSP&S counselor's knowledge of college policies and procedures (85.3%). Most comments were positive. Two students indicated they felt DSP&S counselors did not seem knowledgeable. The majority of students who have utilized the DSP&S testing center report satisfied or very satisfied responses (53%) with the testing environment. Comments included positive (quiet space that worked well) and negative (distracting or noise from other students). The majority of responding students reported they had not used either assistive technology or alternate media services (68% for both respondent groups). Students responding that they had utilized alternate media and assistive technology services were satisfied or very satisfied (30% for alternate media; 26.3% for assistive technology). Comments for alternate media services included positive comments, but

concern that the audio books were not available as soon as students needed them. Comments regarding assistive technology sounded good, but several students commenting had not yet used it. One student commented that the station for students with Dragon needs to be in a more private setting. The comments for question addressing Learning Disability testing indicated some students did not understand this accommodation was different from the DSP&S testing center, either positively commenting on testing for classes and the quiet testing center. Negative comments included feeling disrespectful and not being able to schedule assessments. Of the students who indicated they had utilized learning disability testing, 48% of the respondents felt satisfied or very satisfied.

Assessment Summary

Summarize your PSLO/CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.
DSP&S previous assessment project evaluated alternate media and the benefit to students.

In the interim, DSP&S developed additional expanded PSLOs.
1. Students attending a DSP&S orientation will demonstrate an understanding of the Web Advisor system and have the ability to use it for a variety of reasons, including enrolling, financial aid, education plans, and transcripts.
2. Students who utilize alternate media services will demonstrate a greater understanding of their course content.
3. Students with disabilities will demonstrate the ability to successfully navigate college and community support systems.
4. Students with disabilities will demonstrate the ability to make progress towards their individual educational goals such as associate degrees, certificates and transfer requirements.

In 2011, the assessment of PSLO 1 was planned after the newly restarted DSP&S orientation for incoming high school graduating seniors. DSP&S learned a number of important revisions prior to offering student orientations in spring 2013 were needed. DSP&S learned that additional planning and coordination with admissions was necessary. Developing next steps handouts and revising outreach fliers and information for feeder high schools was identified as an area for improvement. The DSP&S counselors reported needing additional time to process the disability documentation and that the groups of students were too large to successfully complete all the planned activities. Additional information for the parents of graduating seniors with disabilities is planned for a handout as well as a powerpoint presentation for DSP&S orientation attendees. DSP&S also learned that students planning to attend the DSP&S orientations needed an earlier cutoff time for submitting disability documentation and DSP&S application for preview by DSP&S counselors.

CSLOs for all currently offered learning skills courses will be completed by spring 2013. Learning Skills 40 was assessed in 2011; Learning Skills 81 & 82 during spring 2012; Learning Skills 50 in fall 2012 – report to be posted to the P drive by March 2013, and Learning Skills 70by the end of spring 2013.

Staffing Structure

Analyze your unit's staffing structure including 3 year FTE trend data.
In the past 3 years there has been approximately 850-900 students enrolled in the DSP&S program, but the number of staffing has not increased. The student and staff ratio has not adjusted to accommodate the overall growth of DSP&S students.

The DSP&S faculty consists of a faculty coordinator who is 50% coordinator and 50% LD Specialist. DSP&S funds 20 hours of counseling: one counselor who works 18 hours a weekat the Pittsburg campus and one counselor who works at the Brentwood campus for a total of 2 hours a week.   In 2012-13, DSP&S added a counseling intern which increased available counseling hours by 15-20 hours per week at no additional costs to the district. Counseling intern hours will be completed at the end of the spring 2013 semester. We also have 3 adjunct faculty who teach Learning skills classes: Learning Skills 50, 51 (Reading and Spelling), Learning Skills 70 (Adaptive Computer Tech) and Learning Skills 81 &82 (Math Reasoning Strategies).

DSP&S has three full-time classified staff. One Instructional Assistant who was assigned full time until the budget cuts to DSP&S during summer 2010-spring 2011 (during these semesters reduced to 60% assignment to DSP&S). A rap proposal resulted in full-time restoration to DSP&S of the Instructional Assistant. We have one Administrative Assistant and one Alt Media Specialist. In Fall 2009, DSP&S reduced our classified staff by one half-time Office Assistant, which has not been restored due to budget constraints.

In Fall 2009, student employees were reduced due to elimination of tutoring support services in DSP&S. Student workers are still hired on a drastically reduced basis for some accommodations. Student - volunteer note takers and tutors are used when possible. These student volunteers receive an early registration appointment as compensation. In 2012, DSP&S was able to hire one federal work study student to assist with clerical duties.

Budget Analysis

Summarize you unit's budget analysis including 3 year budget trend data.
DSP&S budget is primarily determined by a Chancellor's Office funding formula based on students served in DSP&S (each disability category is funded at a different level). The base allocation is determined by weighted count of students receiving at least 4 contacts for accommodations received from DSP&S during one school year plus allocations for access to print, deaf and hard of hearing services requests, and midyear reallocation of funds if available. DSP&S is currently on stability funding in which a guarantee of 95% of the previous year's allocation (not including DHH funding). During 2009-2010, DSP&S served the highest number of students (1097). Since then, partly due to reductions in services and other factors impacting general student enrollment, DSP&S student population has reduced.

Deaf and Hard of Hearing (DHH) funding is calculated based on a separate formula which requires a 1 to 4 college effort match. DHH funding varies based on student need and cost of DHH services such as real-time captioning and sign language interpreting and fluctuates based on the numbers of students using these services as well as the hours of instruction and lab time. Many DSP&S programs struggle with budget planning for students using DHH services due to the large funding demands. During several years, the costs to provide DHH services would be 30% or more of the entire DSP&S allocation. The costs for these services vary from $16 per interpreter per hour of interpreting to $80 per interpreter per hour (2 interpreters are required for each hour). Real time captioning costs $60 - $80 per hour, often with a 2 hour minimum per day. DHH funding is included in the total allocation column below.

In 2010-11, DSP&S allowed carryover from the previous budget year to compensate for the upcoming budget reductions.

Budget reductions of approximately 50% (total allocation in 2008-9 was $607,736, a reduction of almost 200,000) decreased classified staffing and student employees such as note takers, tutors, and clerical support . DSP&S is serving similar numbers of students from the 2008-9 levels with approximately 33% less budget resources and reduced support services and course sections.

	Total Allocation	Student count	DHH	Carryover
2009-10	414,895	1097	50,000	na
2010-11	387,583	875	11,498	32,100
2011-12	527,050	894	107,158	Na
2012-13	436,478	Approximately 800 to date	27,581	na

Facilities

Report on your unit's current and future use of facilities.

Los Medanos College is undergoing remodeling of its campus buildings. Many offices are being relocated to temporary locations during this remodeling period. The DSP&S testing center moved to the second floor of the library in summer 2011. It was located there for the fall 2011 and spring 2012 semesters. Before the beginning of the fall 2012 semester, the DSP&S offices moved into a swing space. So the student service building remodel could begin. The approximate time of the student service remodel is three years (2015-16). The DSP&S Testing center, counseling offices, coordinator office and administrative assistant were relocated to the second floor of the main campus building. This is its final swing space location. They will remain in the location until the student service remodel has been completed. Then it will move into its permanent location. While not ideal due to noise interference from nearby offices and hallways, having the majority of DSP&S services located in one office has improved service delivery and the ability among staff to collaborate more frequently.

The Alternate Media Specialist office moved from the DSP&S High Tech Center to the library during the summer 2010 semester. One of the library computer centers was loaded with all the DSP&S student adaptive software and hardware. This is where the student training for adaptive software and hardware is done. Students have access to the software and hardware during normal library hours, which is beyond what the former high-tech center hours were. The Alternate Media Specialist does the student training.

Brentwood DSP&S support services use existing offices and conference rooms to provide testing accommodations for students. The DSP&S counseling and learning disabilities assessments offered at the Brentwood Center use existing faculty or counseling offices when not in use by other faculty.

Equipment and Technology

Report on your unit's current technology and equipment infrastructure.

Due to the budget restrictions, Los Medanos has been limited in the types and amounts of equipment and technology it has purchased. The DSP&S department has worked with LMC foundation, college budget and the I.T. department to find additional funding beyond the DSP&S budget. The following have been purchased or upgraded.
Hardware: FM listening device for hard of hearing students, 6 refurbished computers for the DSP&S testing center, 3 refurbished computers for Alternate Media creation, 5 digital recorders, 5 LiveScribe Pens, Two revolabs xTag microphones for closed captioning, 4 microphone headsets for speech recognition(for student use), 1 Epson scanner (for use with K3000)
Los Medanos College has a district wide site license for Zoomtext (screen magnifier) and Jaws(screen reader) and the software maintenance agreement, so LMC receives updates automatically. The three colleges in the district pay a portion of the license fee. In 2011, LMC moved to the web version of Kurzweil 3000.

The Alternate Media Specialist coordinates with IT to ensure that campus labs have assistive technology for students to use. Both Pittsburg and Brentwood labs are included in software updates and training on the technology for students.

The computers in the DSP&S testing center are currently adequate but will need updating in the next year. DSP&S testing center computers are not updated as soon as other campus labs and should be included in that schedule.

DSP&S is still awaiting testing center cameras and software for both Brentwood Center and DSP&S Testing Center facilities.

Professional Development

Report on the past and present professional development activities of your unit/program's members, and analyze your future professional development needs.

The DSP&S staff has sufficient opportunities for professional growth through participation in education/disabilities organizations. The staff participates by attending statewide/local meetings on a regular basis. Faculty in the DSP&S program belongs to the California Association of Postsecondary Educators of the Disabled (CAPED) and California Learning Disabilities Association (CA-LDA). DSP&S faculty and staff have attended conferences and trainings including the annual CAPED convention, Learning Disabilities Field Advisory, regional trainings, and legal update, California Learning Disabilities Association Conference, CCC Chancellor's Office trainings, Galvin Group technical assistance visits, presentation at the MIND Institute, and participating in the CSU Sacramento Adult LD Certificate Program. The DSP&S faculty also participates in current updates regarding the LD Assessment instruments. This is an ongoing, professional development for all Learning Disabilities Specialists in the state of California. DSP&S Counselors also attend counseling trainings including Ensuring Transfer Success, CSU and UC conferences, and private university presentations in addition to articulation trainings on campus.

DSP&S staff attends trainings offered by the High Tech Center Training Unit for California Community Colleges, the Technology & Persons with Disabilities Conference, CCCCD training and online training offered through the Franklin Covey Company.

A future need is additional resources to send all DSP&S staff to trainings such as CAPED or AHEAD conferences to increase knowledge. DSP&S is examining moving towards electronic file systems which would also require extensive professional development for all DSP&S staff as well as IT staff.

Collaboration
Describe any current collaboration efforts that are occurring between your unit and other units and programs both inside and outside of your service area.

DSP&S routinely collaborates:
- With faculty regarding student accommodations, student referrals, and web accessibility issues
- With student services programs including counseling (for crisis intervention, group counseling sessions designed for students with disabilities, ed plans, financial aid appeals) and EOP&S (including waivers for unit requirements and ed plans).
- With Veterans and Foster Youth committees: DSP&S has representation on both newly active committees
- With the Brentwood Center: Sharen McLean provides accommodations to students at the Brentwood Center and DSP&S has counseling regularly scheduled and additional appointments when possible.
- With District DSP&S programs: for consistent policies across the district

Annual Review Update Analysis
Analyze your annual reviews (objectives and improvements) over the past 4 years and respond to the feedback from last year's review.

Objectives from 2008-2009 included increased staffing and meeting accommodation needs for technology and accessible furniture. Staffing remains behind as a unit goal due to available categorical funding. Objectives from 2009-10 included updating hardware which was not completed due to budget reductions in DSP&S allocation. Objectives from 2010-2011 included requesting additional funding to support DHH services, staff restoration to provide federally mandated accommodations, and surveying students for satisfaction with facilities changes. Staff restoration of Instruction Assistant to 100% DSP&S assignment has helped provide federally mandated services, although overall hours for DSP&S services have still been reduced. College effort supports DHH services, but no specific allocation to augment DSP&S was approved. Objectives for 2011-12 included:

- To secure a .5 classified staff to meet increasing student need and to secure a full-time DSP&S manager
- To secure an additional full-time faculty member
- To update, maintain, and increase accessible technology available at LMC
- Increase shared site licensing among district campuses
- Develop a high school orientation for graduating high school students with disabilities
- Assess first run of DSP&S high school orientation sessions

Feedback included needing more specificity regarding additional staffing, including timelines, and specific measurements.

Additional staffing needs: DSP&S does not have consistent staffing across the district. Both DVC and CCC have DSP&S management to oversee programs serving approximately 850 or more students. All DSP&S staff at the other campuses report to one single manger and the DSP&S manager advocates for DSP&S within the campus management team. Additional classified staff are needed to meet ongoing extensive documentation requirements as well as helping with test proctoring during peak times and allowing staff to meet the demands of student traffic flow in DSP&S.   Additional faculty: Currently DSP&S has adjunct counselors and adjunct instructors, but only one full-time coordinator/ld specialist. Previously, DSP&S had three full-time faculty when the program served a much smaller number of students. Timeline: when sufficient categorical and college funding is available. DSP&S is on stability funding, so categorical funding to support multiple staff members does not seem reasonable in the foreseeable future.

Technology needs: Funding restrictions do not allow for purchases of equipment to replace outdated hardware such as alphasmarts and tape recorders nor to upgrade to more current technology such as livescribe pens or laptops/tablets or digital recorders for student accommodations. DSP&S has a district-wide goal of sharing site licenses when possible to reduce the budget impact across the district. However, categorical funding is not always sufficient to meet the ongoing purchase of new software licenses at each campus. Timeline: ongoing when budget resources are available.

High school orientation: A high school orientation was implemented in 2012. An assessment tool will be implemented in the 2013 high school orientation sessions. DSP&S PSLO project was completed; however that project reflected the difficulty staff experienced and improvements implemented in

communications, longer lead time for counselors to review documentation, collaboration with admissions, and reduced numbers of students attending. Timeline: spring 2013

Strategic Priorities

Describe which strategic priorities you feel are most applicable to your unit and how your unit plans to participate in supporting these priorities.

Specific goals within DSP&S include, but are not limited to the following:
Improve the learning of students
DSP&S was awarded a grant which was used to purchase 5 Livescribe Pens.
All DSP&S staff refer students to campus support services including tutoring.
On a limited basis DSP&S provides special support tutoring.
DSP&S notifies students by email to meet with DSP&S Counselors.
Students are advised by Counselors and Staff to meet with their instructors; advocate for themselves, and make use of their accommodations.
All new students receive a DSP&S Student Handbook and the DSP&S Student Handbook is available on the DSP&S website.

Creating an educational environment in which all students have a chance to fully develop their potential and achieve their educational goals.   Specifically, DSP&S encourages students to attend DSP&S Orientations and required College Orientations. In compliance with SB1456 INCREASING ACCESS AND SUCCESS is accomplished by encouraging assessment, course placement counseling, educational planning and academic interventions. Students must meet with a DSP&S Counselor each year to develop a Student Educational Contract. Counselors recommend courses, appropriate support services, academic accommodations, and referrals as needed to on campus and off campus programs and services.   DSP&S has provided Faculty training to ensure that they have adequate knowledge of the needs of DSP&S students as well as faculty responsibilities. DSP&S has worked with the Distance Ed committee as well as CTE to review essential functions and accessibility within their respective programs.

Providing Course Offerings that meet the needs of disabled students
In a time of shrinking budgets, every effort is made to preserve Learning skills courses in Math, English, Adaptive Computer technology and Adaptive PE. Multimodal strategies are utilized to strengthen basic skills.
Training for DSP&S Faculty and StaffDSP&S staff has provided Flex day training to faculty, the DSP&S Advisory Board and Community. They have participated with the Distance Ed Committee, and CTE to review Essential Functions. The broader college community understands the specific learning needs of DSP&S students and academic accommodations. Consultations are held with instructors as needed. Faculty and Staff receive DSP&S Handbooks. DSP&S Handbooks are also located on the campus P drive and the DSP&S website.
Assessment for learning Disabilities Assessment is provided at no cost to the student on an individual basis.

Expanding Accommodations

As an incentive to get volunteers, students who volunteer to take notes for students who need this accommodation are granted an earlier registration date.

Students who could benefit from Adaptive Computer Technology are able to make individual appointments with the Alternate Media Specialist for additional assistance. An Adaptive Computer Technology class is offered Fall and Spring semesters.

Specifically Alternate media and Technology received an updated Kurzweil, we upgraded 5 new microphones for speech recognition software, and received 5 digital recorders. We purchased a new FM Transmitter System for our Hard of Hearing students. IT replaced old computers and assistive technology was upgraded on campus. DSP&S also received a grant to purchase Livescribe pens for note taking accommodations.

Create an educational environment in which all people have a chance to fully develop their potential and achieve their educational goals.

DSP&S strives to increase the collaboration between departments, faculty and staff by participating in committees and providing in-service training.

DSP&S courses includes diversity within the curriculum. (ex: races, ethnicity, gender, sexuality, class, disability, etc.)

DSP&S is evaluating electronic file systems, some of which include online access for students to accommodation letters and testing accommodation forms for students and online access for faculty to requested accommodations from students in a secure environment.

Long Term Goals

Using the above analysis, develop longer term (5 year) goals that you plan on addressing in your annual program review updates (3 – 5 goals recommended).

Consolidate DSP&S staff to DSP&S Office with single reporting relationship. Rationale: it will be easier for our students to find all DSP&S services in one location. DSP&S staff will be able to address fluctuations in student demand for services as well as collaboration and cross training. (timeline: when new facilities in student services remodel are available 2015-16)

Increase student volunteers for note taker accommodations. If the volunteer does this we can offer them an earlier registration date through admissions. The volunteer must volunteer 30 hours to receive an earlier registration date. (timeline: ongoing)

Implement electronic filing system to increase staff efficiency and increased access for students. Additional training for DSP&S staff, DSP&S students, and LMC faculty and instructional staff. (timeline 2013-15)

Restoration of DSP&S staffing and consistency of DSP&S staff within district. When categorical and college budget allow, hiring of a DSP&S manager to oversee DSP&S program and .5 classified staff

member (reduced in 2009 and not restored due to budget constraints), and at least one full-time faculty member (currently staffed with multiple adjunct counselors and learning skills instructors) to meet ongoing needs of DSP&S students. Timeline: when categorical funding is sufficient to support additional staff.

Increase professional development and training for Brentwood Center Staff providing DSP&S accommodations.

DSP&S is still awaiting testing center cameras and software for both Brentwood Center and DSP&S Testing Center facilities. The use of testing center surveillance camera and software has been delayed from June 2012 until an anticipated completion date of March 2013.