

# LOS MEDANOS COLLEGE STUDENT SERVICES PROGRAM REVIEW AND PLANNING

## INTRODUCTION/RATIONALE

Program Review uses both quantitative and qualitative data to assess programs and services. Based on standards described by the Council for the Advancement of Standards and outlined in Assessment Practice in Student Affairs (Schuh & Upcraft, 2001), program review allows us to measure the extent to which institutional goals are being met, understand how we are meeting students' needs, measure the quality of services, define goals and objectives, highlight areas that need to be resolved to help the college fulfill its mission, and respond to student needs. Thus, a primary purpose of the program review and unit planning processes is to provide a guide for the evaluation of program effectiveness and use the results as a basis for improvement.

Fall 2006 marks the beginning of the next three-year cycle when all departments and services are required to engage in program review and unit planning. Program Review and Unit Planning are linked together in a cohesive process, not only to satisfy district and accreditation requirements, but to also generate a comprehensive departmental review relative to student learning outcomes, the college vision, mission, values, goals, as well as budgeting, facilities plans, equipment needs and staffing processes.

The attached outlines are provided as tools for reviewing the past, to assess current status, and to develop action plans for the future:

- Program Review (Sections I – V): Each unit will be provided appropriate data from the Research Office and/or has access to existing departmental data that should assist in assessing past performance and developing trends. Units are expected to provide: an accurate analysis of their programs, provide observations, identify trends, provide information about internal and external impacts that have effected the unit, and provide an evaluation of progress towards achieving previously established goals. In addition, building on our work since 2003, each program will identify program level student learning outcomes.
- Unit Planning (Sections V – IX): In conjunction with the program review, each unit will develop a plan that builds on the review. The plan describes new and continuing goals that meet unit and institutional needs, and identifies resources needed to maintain and grow the program. Unit planning is intended to be a look forward.

## PROGRAM REVIEW: RELATED ACCREDITATION STANDARDS STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages

personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students. (Page 3; Introduction to Accreditation Standards – ACCJC)

Name of Program: **Disabled Students Program & Services**

Submitted on \_\_\_\_\_ by the following program members:  
(date)

Program lead	<b><u>Dorrie Fisher</u></b>	
	(printed)	(signed)
Member	<b><u>Frances Moy</u></b>	
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Reviewed and Approved by:

Program Manager

**Art Alatorre**  
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Senior Dean

**Dan Henry**  
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## **LOS MEDANOS COLLEGE GOALS**

As you review and prepare plans for your program keep in mind the goals and initiatives of the college. These were developed for the Master Plan of the college.

### **COLLEGE GOALS**

1. Offer high quality programs that meet the needs of the students and the community.
2. Ensure the fiscal well-being of the college.
3. Enhance a culture of innovation, inclusiveness and collaboration.
4. Improve student learning and achievement of their educational goals.
5. Establish a culture of planning, implementing, assessing and improving.

### **STRATEGIC INITIATIVES**

1. Grow enrollments productively.
2. Improve the image of the college.
3. Increase the number of transfers, degrees and certificates.

### **STUDENT SERVICES INSTITUTION-LEVEL LEARNING OUTCOMES**

1. Students will demonstrate proficiency in the use of on-line services.
2. Students will demonstrate proficiency in self-advocacy.

## **I. PROGRAM MANAGER'S ANALYSIS AND QUESTIONS OF THE PROGRAM**

NOTE: The manager's review is completed before the program review team begins its work.

Program review begins with the collection and analysis of program data by the research office and program managers. The managers will pose questions based on an analysis of services provided, enrollments, productivity, success/retention, curriculum, college and community participation and program resources and development.

In your program review, please include a plan to address the recommendations of your advisory committee.

### **PLAN**

Write planning objectives that address the manager's review. (NOTE: The program review team completes this section.)

The program review includes the requested plan regarding the recommendations of the DSPS advisory committee. Our objective is to fully implement these recommendations into the DSPS program operations.

## II. ADVISORY BOARD'S RECOMMENDATIONS (DSPS, EOPS, & Transfer Center)

DSPS, EOPS, and the Transfer Center are required to have an advisory board and need to complete this section. Other programs may also have advisory boards & are encouraged to complete this section.

1. Does the program have an active and effective advisory board? How often is it scheduled to meet? When did it last meet? Who are the members?

The program has an effective advisory board which is scheduled to meet once a year. The last meeting was held on December 5, 2005. There are 14 external committee members and 9 LMC staff members. (See Appendix A.)

2. What advice has the board given to the program? Did the program follow through on recommendations by the board?

The DSP&S Advisory Board has most recently requested additional appointments for groups of students to visit LMC and an expanded handout for students new to LMC. An expanded "Steps to Getting Started" brochure was developed and sent to the community earlier than requested. DSP&S provided additional days for visits from groups of students in February and in May. Outreach to feeder schools was also increased.

### PLAN

Write planning objectives to address the advice/recommendations of the advisory board.

At the next DSP&S Advisory Board meeting, we will continue to ask for feedback from the Advisory Board. DSP&S is also planning to develop an email list for committee members to facilitate more efficient information dispersal. Additional visits to feeder schools and/or high school class visits to LMC will be a topic for the upcoming Advisory Board meeting.

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### III. STUDENT LEARNING OUTCOMES

The underlying purpose of student learning outcomes is to improve teaching and learning, the heart of the community college. Accreditation standards require evidence that the institution “demonstrates a conscious effort to produce and support student learning, measures that learning assesses how well learning is occurring, and makes changes to improve student learning.”

#### PROGRAM LEVEL STUDENT LEARNING OUTCOMES

List 3-5 broad program level student learning outcomes. In other words, what do you expect students to know and be able to do as a result of their engagement with your program? Please describe how these program level learning outcomes relate to the institution level outcomes for student services.

As a result of interacting with this program/completing this program, students will be able to:

- **Students who utilize alternate media services will demonstrate a greater understanding of their course subject matter.**
- **Students in the DSP&S program 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, Ed plans, and transcripts.**

#### REVIEW

How will you use assessment results from your last program review cycle to improve programs, services teaching and learning? (Note: This question is not applicable for most programs *for this cycle* because you have not yet identified or assessed student learning outcomes for your program.)

## **PLAN**

Write planning objectives that indicate which program level student learning outcomes you will assess in the short-term. Describe the college support you will need to complete the assessment.

## **INTERNAL DSP&S**

- **Check with the Alternate Media Specialist and DSP&S Student to determine how many books were put on CD.**
- **of the students using alternate media services, how many were successful in their classes? How many passed their classes with a C or better?**

## **WEB ADVISOR**

- **Check with the Alternate Media Specialist and DSP&S Student Survey to research how many DSP&S students utilized the priority registration (WebAdvisor) with assistance.**
- **Determine how many DSP&S students used WebAdvisor without any assistance, and/or with assistance. Were they successful obtaining their objective, grades, registration date & time, class schedule, registering for classes, etc.?**
- **DSPS will determine if additional training on WebAdvisor is necessary.**

## **IV. CURRICULUM (Counseling, DSPS, EOPS, and Student Activities)**

Accreditation and Title V require that program curriculum is current and meets student needs regardless of credit awarded, delivery mode or location.

### **REVIEW**

1. Accreditation standard II.A.2.c states that “High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.” Explain how the program meets this standard, evaluating the extent to which it is coherent, comprehensive, and also meets the needs of the students and the community.

Three new Learning Skills classes were developed within the past 5 years to meet the needs of the DSPS students. An assessment class was developed so students could earn units while completing their learning disability assessments. The assessment class was written to accommodate large groups of students beginning the learning disabilities assessment process. DSP&S found that students were unavailable at the scheduled class meetings. A small group format (more like the Registered Nursing 1 seminar class) with one group meeting followed by individual testing appointments and conference may be a better fit for student availability.

A math reasoning class and an adaptive computer class were written to address the basic skills issues facing DSPS students. These classes are aimed to improve retention and persistence. Students who may not want to pursue a certificate or degree will often enroll in these classes to improve their basic skills so they may increase their quality of life and/or chances of employment.

2. How does the program ensure that its curriculum is up-to-date with new discoveries and changes in the discipline?

The authors of the classes attend professional conferences which address issues related to the classes such as improving student math outcomes, improving reading comprehension and retention, and the latest computer technology for students with disabilities. There is collaboration with other instructors in the district who teach similar classes. Professional development is spent on researching the most up-to-date strategies and programs related to the courses taught.

3. Title V regulations require that all course outlines be updated at least every five years. Have all course outlines been updated within the last 5 years? [link to course outline last date of revision].

All Learning Skills classes were reviewed and updated within the past 5 years. The COOR for each class was presented to the curriculum committee for their approval.

## **PLAN**

Write planning objectives for addressing issues raised in the curriculum review. (Please note the catalog deadlines for curriculum updates.) All Learning Skills classes will be edited to include upcoming Student Learning Outcomes (SLO).

## V. PROGRAM RESOURCES AND DEVELOPMENT

Program review and planning must be integrated with other planning processes such as the master plan, box 2A (faculty allocation process), staff allocation processes, and the financial planning model. It is important that the institution effectively and efficiently uses its full array of resources to achieve its educational purposes including stated student learning outcomes and improvement of institutional effectiveness.

### REVIEW

1. Refer to the staffing trends for your program. How does the program's current staff/faculty arrangement support/impact the success of the program?

Over the past 5 years, there has been a steady increase in students enrolled in the DSPS program, but the number of staffing has not increased. The student and staff ratio has not adjusted to accommodate the increase of DSPS students. The need for tutoring has grown significantly in the past two years. The staff in the tutoring lab is not sufficient to attend to all the needs of the students. We constantly are using innovative ways to support this need. We have recently been requested by the Nursing instructors to proctor the exams for the DSPS students, which has grown to approximately 13 students this semester. The Alternate Media Specialist is finding that there is a huge increase in students requesting books put in audio format on CD. Since our High Tech Center Specialist/Alternate Media Specialist is one person it has become more apparent that he is over utilized. We need to look at possibly hiring a separate HTC Specialist or Alternative Media Specialist. This person currently has to assist the Tutoring Coordinator with test proctoring.

The trend in growth for the DSPS program has also affected the program office. There is a need to hire a part-time assistant to enable the current Administrative Assistant to keep up with the increase of work, MIS reporting, file management and constant student requests, etc.

2. Please describe participation by the program faculty and staff in department, college, district or statewide committees; include the number of faculty/staff and number and type (department, college, district or state) of committees.

Matriculation Committee, Counseling Advisory Committee. Distance Ed, Technical Advisory Group (TAG), Region 3 HTC Chancellors Advisory Committee, Alternate Text Production Center Advisory Committee, Region 3 LD Field Advisory, CAPEL LD Cig Chair, District Governance Council (DGC), Faculty Senate Coordinating Council (FSCC), Student Services SLO Committee, Academic Senate, Campus Space & Student Services Renovation Committee, DSPS Advisory Committee, Counseling Co.- Department Chair, Representative for Student Services Accreditation Committee, Student

Services Advisory Committee, Program Review and Planning Sub-Committee, Sabbatical Leave Committee, Scholarship Committee, Curriculum Committee, Teaching & Learning Project, and Library & Learning Support Services.

3. Are there sufficient opportunities for professional development? Please describe the level of program faculty/staff participation in professional development activities. What additional professional development activities are needed to improve the program?

The DSPS staff has sufficient opportunities for professional growth through participation in educational/disabilities organizations. The staff participates by attending statewide/local meetings on a regular basis. Faculty in the DSPS 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, Regional trainings offered by CAPED, California Learning Disabilities Association conference, presentations at the MIND Institute, and participating in the CSU Sacramento Adult LD Certificate Program. DSP&S staff attends trainings offered by the High Tech Center Training Unit for California Community Colleges and attend the Technology & Persons with Disabilities Conference. The DSPS faculty participates in current updates regarding the LD Assessment instrument. This is an ongoing professional development for all Learning Disabilities Specialists in the state of California.

Additional professional development opportunities could include attending the AHEAD conference offered annually in July and often meets outside of California. Because this conference occurs each year during July, which is at the beginning of the fiscal year, it would be difficult for DSP&S faculty and staff to attend. Student accommodations such as interpreters or scribes would have a higher budget priority than the high cost for attending an out-of-state national conference.

4. Does the program possess adequate facilities and equipment to maintain the effectiveness of its programs and services? If not, what additional facilities and equipment are needed? How would these additional facilities and equipment impact the success of the program?

The DSPS program is currently struggling with inadequate facilities in the High Tech/Tutoring center. The HTC center is crowded with students at any given time; there is not enough room to increase the number of computers for student use. There is not enough room to tutor students, and when proctoring tests, the staff has to find a quiet space on campus to facilitate these students.

The DSPS program has out grown the space allocated to them by the college. The DSPS program office is located in the Academic Counseling area, the High Tech Center and the Alternate Media are located at the area called the "Little Theater". This has caused confusion for both students and staff. The distance between the HTC and the program office is significant. The DSPS Coordinator has issues relating to supervision of the staff in the HTC and student issues.

Because of the increase in students enrolled in DSPS, the program has outgrown their current space. There is not enough space for students to work with their tutors in the High Tech Center. Often students are turned away in the High Tech Center because there aren't enough computers to accommodate all the students who want to use them. The center closes to tutoring during finals week when students need to take their final exams. The quiet area for students to take their exams is the office of the instructional assistant. The instructional assistant simultaneously uses her office while student take their exams which does not insure optimal testing with reduced distractions. Often students are requested to use other facilities on campus due to lack of space and equipment to meet student demands.

5. Based on recent program changes and program plans from above, what budget changes will your program require to accomplish your plans/meet your goals?

The DSPS program is a categorical program which means we can only use our funds for student use. We have to rely on the college's general fund for all staff equipment. Our space allocation is also dependent on the college. This is a universal issue on the LMC campus; all programs and departments are requesting more space. I have been on the New Facilities committee for planning and space allocations. We have developed a plan for the number of square feet required by the DSPS program and other student services to sufficiently run their programs. Hopefully, when the new buildings are occupied, Student Services will find an appropriate home with lots of space to adequately serve students.

## **PLAN**

Write planning objectives for addressing the review of staff development, human, facilities and financial resources.

We are planning to buy new computers and desks for our HTC and new equipment for Alternate Media, including new software and hardware. We will also buy desks and chairs to put into classrooms for disabled students to use.

The new building will include accessible furniture. DSPS will collaborate with management regarding remodeling and accessible furniture for the new buildings.

## VI. COLLABORATION ACROSS THE ACADEMIC COMMUNITY

1. Describe partnerships you have created with other programs. What are the benefits of these partnerships? How have these partnerships improved student success?

We are in partnerships with our sister colleges in our District. When a college is in need of advisement or possibly to share equipment, or funding, we will ask our sister college if they can assist. We also have a partnership with the Department of Rehab; we share accommodations and services with concurrent students. We also have a partnership with our local high schools; we share information that will help to ensure success for recent high school graduates that need DSPS services.

Partnership with the college tutoring committee to improve tutoring services to students. Various computer labs on campus to ensure all DSPS students have access and support from all the labs on campus. A partnership with the Tutor training courses includes a guest lecture from DSP&S to educate new tutors about working with students with disabilities.

The DSP&S program works effectively with faculty and staff at LMC to ensure student needs are met. We also provide Flex workshops every semester to inform LMC faculty about the latest hardware/software, and current issues facing DSPS students.

2. What future partnerships do you envision developing to strengthen your program and contribute to the creation of a student support system? What potential barriers might impact the development of these partnerships? How can you overcome these barriers?

The DSPS Counselors would like to strengthen their relationship with the Hispanic Serving Institute, Developmental Ed. program, we also envision a program that works with the African American students on campus. Lack of space and DSPS staff/counselors prevent the DSPS program from strengthening these partnerships.

DSPS services will partner with Brentwood Center to ensure all DSPS students receive services regardless of where their classes are. A designed office must be available for the DSPS staff to meet with students and to lock up confidential student files. There may be limited space in the Brentwood center. DSPS will also be required to provide ongoing training for lab coordinators and staff.

## **VII. OTHER PROGRAM ISSUES**

Please describe any other issues or items not listed in the previous categories that the program wants to identify and address.

### **REVIEW**

Identify any other items program faculty/staff determine to be significant.

### **PLAN**

Write planning objectives that address the items address above.

During the last five years, the DSPS program has doubled in the number of students served. The program would like to hire additional staff to meet that growth

## **VIII. PROGRAM PRIORITIES**

What changes does the program need to make based on the 2006 program review? What are the program's plans for implementing these changes? Please describe the extent to which the program's plans contribute to college goals and initiatives.

- Develop an email list for distribution of information in a more effective manner to DSP&S Advisory Committee
- Continue to develop outreach options to meet community demand
- Track alternate media production and use
- Implement student learning outcome assessment projects in spring 2007
- Track Webadvisor use by DSP&S students
- Develop Webadvisor trainings for students to meet possible student need
- Purchase new equipment, computers and accessible furniture to meet student needs
- Collaborate with management to ensure new facilities are accessible
- Hire additional DSP&S staff to meet increased demands of growing DSP&S program

### **REVIEW**

Carefully review the planning objectives generated in the previous six sections. Identify them as either operational (not requiring funding or other resources) or new initiatives (requiring funding or other resources). Prioritize each set of objectives.

**PROGRAM ACTION PLAN**

**OPERATIONAL PLAN**

<b>Objectives</b>	<b>Activities</b>	<b>Desired Outcomes</b>	<b>Lead</b>	<b>Timeline</b>
Better communication with advisory committee.	Get e-mail address's from advisory committee members	More effective communication with advisory committee members and local high schools	DSPS Staff	December 2006 and ongoing
Student information for SLO	Student survey about using web-advisor	DSPS Staff will gain more information about student use and training needs for web-advisor	DSPS Staff	Spring 2007
Student information for SLO	Stats. from Alt. Media Specialist regarding Books on CD's	Technology needs and student demand will be more accurately assessed	Jim Kolthoff	Spring 2007

**NEW INITIATIVE PLAN**

<b>Objectives</b>	<b>Activities</b>	<b>Desired Outcomes</b>	<b>Lead</b>	<b>Timeline</b>
Staffing	Collaborate with management to meet staffing needs	DSPS will be able to hire needed staff	Dorrie Fisher	To be determined
High Tech Center equipment software/hardware	Assess equipment, software, and hardware needs in High Tech Center	High Tech Center equipment will more effectively meet student need	Jim Kolthoff	Spring 2007
Alternate media software/hardware	Assess alternate media equipment needs	Alternate media production will be increased	Jim Kolthoff	Spring 2007
Furniture for students	Assess accessible furniture needs for students with disabilities	Additional accessible furniture will be available on campus		Spring 2007

## **IX. PROGRAM REVIEW AND PLANNING: ANNUAL PROGRESS**

NOTE: Progress reports will be appended to this document each fall beginning in the academic year following the program review.

### FALL 2007

1. What is the status of the objectives identified in the 2006 Program Action Plan?
2. Please describe how the changes your program has implemented led to improved program effectiveness.
3. How have you improved student engagement with the program, student learning, or other aspects of program quality?
4. If some objectives were not attained, what were the impediments? Do you still believe these objectives will lead to program improvements? How will you overcome the barriers you encountered during the last year?
5. What have you learned from this process that would inform future attempts to change and improve your program?

**LOS MEDANOS COLLEGE**  
**PLANNING AND RESEARCH COMMITTEE**

Humberto Sale, chair, College Research Coordinator

Gil Rodriguez, co-chair, Dean, Liberal Arts and Sciences

Ramón Coria, member, President, Associated Students

Curtis Corlew, member, Faculty, Art and Journalism

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