

LMC Comprehensive Program Review

Student Services Units

Fall 2017

Program: DSP&S

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

1 EVALUATION/ANALYSIS (FOR ALL PROGRAMS)

1.1 ANNUAL REVIEW UPDATE ANALYSIS

Analyze your annual reviews (objectives and improvements) over the past 3 years.

To consider: Review your data and analyze major changes that have occurred in your program over the past four years. What were the contributing factors that led to these changes (i.e. demographic changes, student needs/demands, evaluation results)? Consider available data that may support trends in gender, age, ethnic breakdowns and the populations described in the Student Equity Plan (Veterans, DSP&S, African American, ESL, low income students, Foster Youth). What are identified successes as a result of these changes? What needs to be improved upon? How has the effectiveness of your program and services been evaluated over the past four years?

DSP&S offers increased orientations sessions for incoming high school students, increased outreach to feeder high schools, welcome events each semester and priority registration events.

DSP&S offers increased disability awareness and training for LMC employees about disability issues. DSP&S also presents to nexus, department chairs, senates, and faculty departments. Ongoing training for faculty and student services regarding accommodations, universal design, and serving students with disabilities. DSP&S has partnered with Equity and instructional departments to host films and speakers.

DSP&S restarted our annual year-end celebration to recognize students who are graduating and transferring. DSP&S also has newly created an Access Star award for faculty who are recommended by DSP&S students in recognition of their support and commitment to accessible education.

DSP&S has created new marketing materials such as DSP&S brochure, sandwich boards, banner stands, priority registration banner stand, advising syllabus, and parent syllabus.

DSP&S faculty are currently creating new learning skills curriculum for education planning and additional courses such as technology short term class in progress. DSP&S Collaborated with Dean of Student Success to allow eligible students to receive Dean's list honor with an approved unit waiver accommodation.

DSP&S is currently revising the DSP&S student handbook. DSP&S is also revising student forms.

DSP&S is changing the student aide position to student coach to alleviate confusion about aide duties.

1.2 ASSESSMENT SUMMARY

Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

DSP&S is in the process of updating our PSLOs for 2018.

Previous assessments conducted for orientation sessions lead to changes in scheduling of sessions, increased orientation curriculum, partnering with Admissions to have students enroll with webadvisor during the orientation session. Previous assessment for alternate media increasing course content knowledge assessment found that students felt their understanding of content knowledge was high, that the technology such as Kurzweil supported their learning. Students did report that they wanted increased access to alternate media such as audio cds of their texts in addition to Kurzweil.

1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

DSP&S regularly sends multiple team members to CAPED, UC, CSU conferences. DSP&S also sends team members to NACADA institutes to develop additional materials and curriculum for students with disabilities. DSP&S regularly sends counselors to the Veterans Summit and partners with the Veterans Center to support professional development. DSP&S also sends team members to the High Tech Center Training Unit for training and hosted three Mental Health First Aid trainings for the LMC campus community.

With restored funding, DSP&S has encouraged all team members to participate in at least one conference outside the campus each year. DSP&S has developed an annual professional development calendar to assist in prioritizing professional development options for team members each year.

DSP&S regularly participates in the counselor trainings and mentoring. DSP&S has sent team members to the CSUN and CSU East Bay Regional Summit regularly. DSP&S has also begun sending team members to the additional professional development opportunities such as the Pacific Rim International Conference on Disability and the USAA conference. DSP&S hosted a district-wide retreat for all DSP&S programs.

1.4 COLLABORATION

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

DSP&S regularly collaborates with student services areas and instruction to support students with disabilities. DSP&S provides training for faculty members about accommodations, working with students with disabilities, and supporting student success. DSP&S collaborates with the Center for Academic Support for tutor training and hiring of tutors to work in DSP&S. DSP&S collaborates with EOP&S/Care/CalWORKs on startup events, serving shared students more effectively, sharing resources such as training, supplies for shared events, and counseling support for students receiving both services. DSP&S collaborates with the Veterans Center to share resources, training for counselors. DSP&S collaborates with the foster youth committee and formerly incarcerated students committee to support students with disability. Adults with disabilities and the Adult Education Consortium collaborates with LMC DSP&S for county wide support and transition for students with disabilities. DSP&S also collaborates with 3SP to support students with specialized orientations including the curriculum from the college orientation in a format to meet the needs of students with disabilities. DSP&S receives funding for one counseling position and plans in the future to establish a second full-time counselor with some funding from 3SP. DSP&S has increased regular SACHE (students with abilities to coordinate to help each other), a club whose current focus is to increase awareness of students with disabilities, collaboration for events and sharing resources when possible.

DSP&S has collaborated with Edrev to allow DSP&S to do outreach at past events and professional development for LMC faculty as a flex opportunity and allowing LMC students to attend the event for free.

DSP&S increased outreach to feeder schools. DSP&S regularly participates in Mustang Day, Career Focused Friday and Roadshow outreach events. DSP&S regularly participates in the High School Counselor Conference to provide workshops for the high school counselors to assist students with disabilities transfer to LMC more effectively. DSP&S also conducts outreach at Regional Center of the East Bay transition events during the year. DSP&S presents to high school and transition programs requesting to visit LMC.

DSP&S provides tutor training for tutors working in DSP&S and participates in the general tutor training offered to all tutors to work more effectively with students with disabilities. DSP&S has provided training for developmental English instructors and faculty teaching courses in the high schools. DSP&S has provided classroom presentation for ACS and some Counseling courses to increase student awareness of services for students with disabilities.

DSP&S has supported a number of equity presentations: collaboration with drama for Fixed movie showing and lecture, and disability in the media presentations; collaboration with the English department presentations on autism (Deej movie presentation and guest speaker); and a variety of departments to increase knowledge of disability accommodations, adaptive technology, disability culture and intersectionality. DSP&S also collaborated with Superfest for Fixed showing and presentation.

Future outreach is in the planning stages for learning disabilities assessment for African American male students and recruiting students of color with disabilities. Activities include connecting with BOEP and EOPS/Care/CalWORKS programs. Additional collaboration with Veterans services is also planned.

2 LONG TERM GOALS (HOW TO GET THERE)

2.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources. 	<ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Increase DSP&S Staff at Brentwood Center	3. Promote innovation, expand organizational capacity and enhance institutional effectiveness.	1. ACCESS: increase access through enrollment of students currently

		underserved in our community
Goal 2: Implement Clockwork including note taking, testing accommodations, alternate media, and faculty portal.	3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources	
Goal 3: Increasing disability awareness and inclusion and access equity for students with disabilities		1. ACCESS: increase access through enrollment of students currently underserved in our community. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 4: Maintain and increase DSP&S enrollment. Reaching all underserved populations identified in the Equity plan		1. ACCESS: increase access through enrollment of students currently underserved in our community. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 5:		

To consider: If applicable, describe how these goals are designed to increase student engagement in 3SP and equitable student outcomes.

2.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

Describe existing level of staffing for each program or service: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty

and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?

Does the existing level of staffing impact available hours of service? The ability to provide a full-level of service? If additional staff are needed, identify how your program/service would benefit (i.e. what additional services could be offered, longer business hours, etc.) and how additional staffing would support long term goals.

Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
<ol style="list-style-type: none"> Additional DSP&S hourly staff addresses DSP&S program goal #2 : Implement Clockwork including note taking, testing accommodations, alternate media, and faculty portal. Brentwood Center DSP&S Administrative Assistant positions (2) to address DSP&S program goal #1: increase staff at Brentwood Center for DSP&S. Alternate Media Specialist hiring: hiring is not yet complete despite multiple recruitments Full-time DSP&S Counselor to address DSP&S goal 4 maintain and increase DSP&S enrollment. Reaching all underserved populations identified in the Equity plan 		<ol style="list-style-type: none"> References Strategic Direction 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. Additional dedicated Brentwood Center DSP&S Administrative Assistant positions would address Strategic Direction 3. Promote innovation, expand organizational capacity and enhance institutional effectiveness and integrated planning goal ACCESS: increase access through enrollment of students currently underserved in our community. Alternate Media Specialist hiring would address Strategic Direction 3. Promote innovation, expand organizational capacity and enhance institutional effectiveness A Full-time DSP&S Counselor would address integrated planning goal ACCESS: increase access through enrollment of students currently underserved in our community. 	
Department/Unit Name		Position Name/Classification	FTE
DSP&S		<ol style="list-style-type: none"> Hourly /classified DSPS Coordinator /62 1 40 hour assignment DSPS Assistant/56 1 20 hour assignment Alternate Media Specialist/56 DSP&S Counselor/faculty 	<ol style="list-style-type: none"> depends on need 1.5 combined 1.0 1.0
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input checked="" type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input checked="" type="checkbox"/> Operations (Fund 11) <input checked="" type="checkbox"/> Other <div style="border: 1px solid black; padding: 2px; width: fit-content;">See below by positior</div>	<ol style="list-style-type: none">
Justification:			

1. DSP&S Hourly staff – proposed funding DSP&S.
Moving to Clockwork program has increased need for hourly assistants at the front counter to answer routine service questions and schedule appointments to allow permanent staff to focus on more specialized tasks. The challenges are the facilities in DSP&S. While designed for an expansion in staff and services to students, the continued growth does not have the flexibility for all staff to have a private office or time away from reception in the configuration.
2. Brentwood Center DSP&S Coordinator and Administrative Assistant positions (2). Requested funding from DSP&S allocation and general fund.

When the new Brentwood Center opens, there will be a dedicated DSP&S office. Currently, Sharen McLean and other Brentwood Admissions staff provide DSP&S testing accommodations, note taking paper, and other limited accommodations. Each time that DSP&S has improved facilities, an increase in student demand for accommodations has resulted. DSP&S already is experiencing an increased demand for testing accommodations and note taking at the Brentwood Center. In order to staff an office for DSP&S, new dedicated classified DSP&S staff positions would be needed to provide the same level of services as the Pittsburg campus. Currently DSP&S is open 8:30 am – 7 pm Monday – Thursday and 8:30 am -1 pm Fridays to allow access to DSP&S accommodations for students on campus at a variety of times.

Having space for only one staff member in the projected DPS&S office space at the Brentwood Center, the staff assigned would need to provide not just testing accommodations, but coordinate with the main DSP&S office to facilitate accommodations such as note taking, alternate media, accessible furniture, organizing events such as priority registration and welcome back for students, participating in Mustang Day Brentwood Center, student employee training and recruitment, and provide information to faculty and prospective students about DPS&S program.

Currently, DSP&S reports 50% of Sharen McLean’s salary and benefits (a total of \$60,240) as college effort for DSP&S due to the amount of time Sharen spends arranging accommodations at the Brentwood Center for DSP&S. For DSP&S testing accommodation contacts, the Brentwood center has reported 579 in 2015-16, 399 in 2016-17, and 339 from July 2017 through Jan 2018. In addition to these contacts, Brentwood Center staff check in all students to see a DSP&S counselor, provides note taking paper and resources to students eligible for DSP&S services. Funding all or part of these positions from the general fund would assist DSP&S in maintaining our allocation to fund additional positions and serve students. The DSP&S funding formula is changing in 2019-20 to incentivize college effort from 10% of the DSP&S allocation calculation to 20% of the DSP&S allocation. In the new Brentwood Center configuration, Sharen’s position will be housed far away from the DSP&S office and much less likely to provide the same level of support, thus decreasing the justification for college effort for her position. Additionally, the increased expected traffic for all students at the Brentwood Center may make it difficult for similar coverage offered currently.

3. Alternate Media Specialist – funded 100% by DSP&S.
DSP&S has experienced great difficulty recruiting and filling the Alternate Media Position. Currently, the position is open until filled and going through the third screening. DSP&S funds support this position.
4. DSP&S has had recent challenges maintaining adjunct counselors. DSP&S currently schedules more than 30 hours each week for adjunct counselors. Replacing those adjunct assignments with a full-time DSP&S counseling position with a late afternoon and evening schedule would allow DSP&S to meet evening counseling needs and have a full time counselor available for meeting with faculty and programs later in the day. This will impact veterans counseling assignment. Currently two DSP&S adjunct counselors each receive 16 hours which is split between DSP&S and Veterans to encourage stability. If a full-time DSP&S counselor is hired, the split assignments would be more difficult to continue. Within one year, DSP&S/Veterans counselors has had two assignments where the adjunct counselors were offered full-time placements at other institutions.

Funding source: DSP&S allocation and 3sp funds is requested. A Box 2A proposal would need to be completed before moving forward and confirming funding.

2.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

Describe how your program/service is structured within your existing space. For example, where is it located in relationship to other services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.

Describe the current equipment/technology needs for your program/service, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your program and/or service?

Operating Resource Request	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Goal 4: Maintain and increase DSP&S enrollment. Reaching all underserved populations identified in the Equity plan	Integrated planning 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Department/Unit Name	Resource Type
DSP&S	<input checked="" type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
1. DSP&S is currently upgrading the surveillance system originally installed in the DSP&S testing center. 2. Additional accessible furniture purchase for campus. While pod chairs meet some accessibility needs, they are not completely accessible and existing furniture needs replacements. 3. Future projects include possible furniture purchase for our DSP&S testing center tbd and charging cabinet for laptop computers.	1. \$23,000 2. \$5-7,000 3. \$15,000 est.
Justification:	

1. The current surveillance system does not adequately meet the needs of monitoring a large group of students taking exams to ensure test security. DSP&S has worked with the police to identify an appropriate system and includes additional coverage to meet growing needs. DSP&S will be funding the improvement.
2. Accessible furniture is an ongoing need as existing furniture is beginning wear out and does not match current furniture in classrooms. Need fluctuates from students.
3. Furniture for DSP&S testing center will be reevaluated after surveillance upgrade. Laptop charging cabinet has been requested through Dean of Counseling for purchase.

2.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.

Professional Development Resource Request	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

3 FOR UNITS/PROGRAMS WHO OFFER COURSES:

3.1 COURSE SUCCESS/RETENTION ANALYSIS

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	Completion rates were lowest in fall 2015-- 87.9%. All other semesters, a completion rate of at least 90.5% was earned.	Completion rates were lowest in fall 2014—87.5%. Beginning in spring 2016, success rates have stayed above 94.6% for all semesters.	Completion rates were lowest overall in fall 2014 (88.2%). All other semesters have a completion rate for all students above 90%
Success Rate (program/discipline)	Success rates have fluctuated widely for African American students. For semesters in which at least 10 students were enrolled, all success rates have ranged from 45%-78.6%. For semesters with less than 10 African American students, the success rate has been 25-28.6%. From these numbers, having a larger cohort of African American students enrolled	Success rates varied from a low of 55.2% spring 2015 spring to a high of 77.3% in spring 2017.	Success rates overall were above 50% for all semesters.

	seems to have an impact on the success rates of the whole group.		
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3.2 CURRICULUM UPDATE

Summarize 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.

DSP&S has completed CSLO assessments for all active classes except Learning Skills 82 which has been cancelled the last two times offered due to low enrollment. DSP&S will be discontinuing the current Learning Skills courses (50, 81, and 82) due to ongoing low enrollment. With changes in English and Math assessment and

DSP&S faculty are currently developing new curriculum to better meet the needs of students. Proposed courses include revised technology short-term class and study skills boot camps. DSP&S has also discussed a summer bridge program or course yet to be developed. DSP&S is in process of converting orientation workshops into courses for incoming students.

3.3 CSLO UPDATE

Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.

CSLO assessments showed that the majority of students were meeting the learning objectives of Learning Skills 50 and 81 during this assessment period. Learning Skills 82 was not able to be assessed due to cancellations for lack of enrollment.

3.4 COURSE OFFERING ANALYSIS

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

DSP&S has been able to offer only one section of Learning Skills 50 and 81 for the past year with very low enrollments, sometimes resulting in cancellation of Learning Skills 81. DSP&S has determined that spring 2018 is the final semester Learning Skills 50, 81 and 82 were to be offered based on enrollment information.

New curriculum will be developed and offered to better meet students with disabilities needs in future semesters.

4 FOR PROGRAMS WITH ADVISORY BOARDS:

4.1 ADVISORY BOARD UPDATE

Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.

DSP&S Advisory Board “is a mechanism to (1) improve communication; (2) solicit the confidence of the public; (3) obtain valuable input on the programs and services available to students with disabilities; (4) include the students’ voice in the process of maintaining a strong DSP&S program. ...

The focus and priorities of the committee will be determined locally, however a non-exhaustive list of the types of important aspects of the advisory committee are to: a) Review current DSP&S services and provide recommendations for enhancements. b) Assist in new DSP&S program development. c) Maintain liaison with various agencies. d) Cooperation in supporting DSP&S activities and campus events. e) Assist in the recruitment and outreach of students who may benefit from DSP&S. f) Provide consultation on campus committees representing DSP&S” (Title 5 Implementation Guidelines for DSP&S)

The DSP&S Advisory Board includes students with disabilities, representatives from all feeder high school special education programs, LMC student services programs such as Admissions, Veterans Resource Center, and EOP&S, DSP&S staff members, and community agencies including Department of Rehabilitation, Regional Center of the East Bay, Futures Explored, and Tri-Delta Transit.

The DSP&S Advisory Board meets annually to facilitate effective community with local agencies and schools serving students with disabilities. DSP&S Advisory Board has received valuable input from the community leading to changes in our orientations targeting high school students with disabilities transitioning to LMC, increasing services to students such as restarting tutoring services, and providing the community information on changes in regulations impacting DSP&S such as repeatability, new construction projects at LMC, new degrees and certificates offered at LMC, and overall DSP&S data such as numbers of students served.

The DSP&S Advisory Board invites a wide variety of attendees to the annual meeting; however, more even participation from all feeder high schools would be ideal. While Department of Rehabilitation is always invited, DOR counselors don’t regularly attend. Finding replacements after retirements continues to be a challenge when many state agency budgets have not been restored.