

LMC Program Review Year 3 Update 2019-2020 Student Services Units

DISABLED STUDENTS PROGRAM AND SERVICES

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan (CCCD Strategic Plan)* adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

- a. **Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.**

DSPS provides academic accommodations to allow students with disabilities a fair and equal chance to demonstrate their knowledge and skills in the educational environment. Essential functions include: assisting students with disabilities (SWD) to navigate college processes, counseling support specific to the disability impact on individuals, alternate media production, accessible furniture, testing accommodations, campus liaison with college programs and faculty, classroom accommodations (scribe, captioning, ASL interpreting, note taking, etc.) and outreach to feeder high school special education programs and community based organizations (CBOs) serving adults with disabilities. Additional support offered to students include individual tutoring support in English, Math, and some science subjects to assist students in successful course completion and AB 705 mandates; coach support for students with autism; and learning disabilities assessments to students. AB 705 legislation has required students to be placed no more than one step below college transfer level English and Math courses. Previously, students with disabilities regularly needed more financial aid appeals due to excess units because they were required to take developmental education English and/or Math courses to meet past prerequisite requirements. Students in special education may not have had adequate preparation in English and/or Math to have prepared them for assessment tests.

Trends within DSPS include a shift in student population. Students with mental health disabilities have more than doubled over the past 5 years. Students with autism are recently tracked under new Title 5 requirements and have increased each year since. Reduced numbers of students with intellectual disabilities and mobility impairments are reflected in our student population. Overall, DSPS students served continues to increase. Students with intellectual disabilities has decreased over time, possibly due to reduced funding available from the state to CBOs serving this population. Additionally, reduced funding and legislative changes decreasing the numbers of adults that can be placed at each sheltered work and home placements for individuals with intellectual disabilities may mean that less support is available in the community for those interested in college. DSPS continues a close relationship with CBOs serving adults with

intellectual disabilities. Requests from CBOs serving adults with intellectual disabilities include dorms on LMC's campus and specialized career certificates. While many colleges receive these requests, there are no plans for requesting dorms on campus in future facilities plans nor any plan to apply for College2Career grant funding for specialized career certificates nor Workability III grants due to staffing demands and cost to the college.

Curriculum development to meet trends: Gaps analysis completed through Contra Costa County Adult Education Consortium (CCCAEC) identified life skills instruction and other courses designed to support adults with disabilities as a request from county residents with disabilities. Feeder high schools have requested specialized curriculum to assist students in transitioning to LMC. Assessment results from past orientations and student requests indicate an interest in a first-year experience type of class with disability strategies would be a potential student retention strategy. As these classes are not currently offered, impact cannot be assessed at this time. DSPS faculty are exploring both credit and noncredit curriculum as possibilities for future curriculum. DSPS faculty are also testing topics during workshops held beginning in 2019. These workshops on topics including time management, advocacy, using your accommodations effectively, planning for transfer to university disability programs among others will continue as an engagement strategy for current students.

Additional requests for transition information from feeder high schools: During 2019, more requests from feeder high school districts for staff training and presentations to student populations have been noted. DSPS has presented to Liberty and Pittsburg High School and Adult School programs. Presentations have been offered to Antioch and Deer Valley High Schools; however, no presentations have been scheduled for the staff. DSPS will continue to reach out to Antioch School District for training. Classroom presentations to students in special education have continued at all feeder high schools.

- b. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.**

Internal collaborations:

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 Admissions to support students with jump start sessions selected curriculum from the college orientation in a format to meet the needs of students with disabilities and small group counseling including education planning and establishing accommodations for students. DSPS also provides a parent information session in conjunction with these jump start sessions. DSP&S continues to collaborate with 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 provides training to effectively work with students with disabilities and universal design strategies to instructional departments regularly during flex and department meetings. DSPS also provides classroom presentations as requested to increase student awareness of services for students with disabilities and presents during EOPS study slam events during each semester.

DSP&S regularly collaborates with SEAP including equity presentations such as this year's movies for mental health event and universal design trainings.

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.

External collaborations:

DSP&S regularly collaborates with Department of Rehabilitation, Regional Center of the East Bay, Futures Explored, Mt. Diablo TOPS program, and other local programs supporting students with disabilities for training and connecting students with support at LMC. DSPS also established district-wide forms for DSPS/DSS programs to make student transition among the colleges less cumbersome for students as well as establishing district standards for several accommodations for consistency.

DSP&S has maintained increased outreach to feeder schools and now includes adult education sites. DSP&S regularly participates in Mustang Day, Going to College Conference, CAPED, Regional Center of the East Bay transition fairs, and other 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.

c. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

In anticipation of AB 705 implementation, DSPS began providing English and Math tutoring support beyond campus services available. Students may utilize 1 additional hour per subject of individual tutoring weekly in addition to other campus tutoring. As a further request from students, science tutoring was added to additional tutoring available from DSPS. Students continue to request more subject specific tutoring available; however, English, Math and Science subjects continue to be the most requested overall from students.

For CBOs serving adults with intellectual disabilities, legislation reducing the numbers of individuals at each living and sheltered work placements is having a large impact, often reducing the number of placements by up to 40%. While DSPS collaboration with CBOs continues, requests for specialized curriculum, housing and dedicated program exclusively for adults with intellectual disabilities is not currently in the plans. With a decreasing intellectual disabilities population, dedicating large amounts of resources is not a best practice. Requests from CBOs serving adults with intellectual disabilities include dorms on LMC's campus and specialized career certificates. While many colleges receive these requests, there are no plans for requesting dorms on campus in future facilities plans nor any plan to

apply for College2Career grant funding for specialized career certificates nor Workability III grants due to staffing demands and cost to the college.

Based on advisory board recommendations, feeder high school requests, and gaps analysis reported to CCCAEC, DSPS faculty are designing new learning skills curriculum for future offerings. High school resource special education programs regularly request a first year experience or developing college skills course for their students to take either as a high school senior or during their first year enrolled at LMC. Programs serving students with intellectual disabilities often request life skills courses from DSPS.

Coach services were created in response to increase in students with autism on campus and requests from faculty. Coach services were started to assist students with focusing in class and managing executive functioning in the classroom. Additional benefits included less need for DSPS counseling in response to student outburst or reported crisis in autistic students and less reports of classroom disruption for students with coaches.

d. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

Classified staffing:

Permanent staffing – 5; Hourly 6

Permanent staff include: Pittsburg campus: Sylvia Benzler, Administrative Assistant III; Jennifer Garcia, Instructional Assistant; Eden Olsen, DSPS Program Assistant; Frankie Chavez, Alternative Media Specialist. All are full-time except Eden Olsen. Eden’s position was originally hired at 50%, however, increasing student needs generated a request for expanding her position to 75% which has been submitted to SGC for consideration. Brentwood: Lawrence Punsalang, DSPS Program Assistant. Hourly staff: Currently DSPS utilizes hourly staff to fill in classroom accommodations positions like scribe and coach for student accommodation requests when no student workers can be found to fill vacancies. DSPS also has electronic files which require hourly staff to be able to access software with confidential student data. The hourly positions vary in the amount of hours due to student accommodation requests. Hourly staff also assist with scanning documents for student files, reception in DSPS office, and event support for DSPS activities (workshops, priority registration events, jump start sessions, access star awards, and office trainings).

Faculty:

Full-time faculty: 2. Adjunct faculty: 4. Faculty Intern: 1.

Full-time: Haydee Lindgren has 100% of her assignment in DSPS at Pittsburg. Nina Ghiselli has 50% of her assignment dedicated to DSPS at Brentwood. Adjunct faculty: 1 adjunct Learning Disability Specialist Shawn Usha; 3 adjunct DSPS counselors: Jessica Owyong, Kirsti Broyles, and Carrie Bennett. Jessica and Carrie also are both Veteran's Counselors. Faculty intern: Amber Khan.

Administrator: 1.

Manager of Disability Support Services, Ginny Richards.

Student employees: 10-25 annually

DSPS student worker positions regularly include 3-6 tutors, 10-15 scribe and/or coach employees. Each semester, students request classroom accommodations. Prior to the 16 week semester schedule, finding student employees to cover classroom accommodations encountered less conflict with student employee class schedules. Over the past year, increases in vacancies during M-TH morning and early afternoon classes has necessitated increases in hourly coverage. Vacancies for classroom accommodation requests are presented to student employees first due to cost of services. DSPS also partners with Financial Aid and CalWORKS for student workers receiving federal work study funding and CalWORKS funding respectively to also defray costs when possible.

e. How does your department ensure that students are aware of learning support outcomes?

DSPS learning support outcomes are published in the LMC catalog and have been posted in the DSPS office. DSPS faculty present the learning support outcomes during intake and learning disabilities eligibility conferences to students on an individual basis. DSPS faculty also present the learning support outcomes during workshops on using your accommodations effectively and advocacy topics. DSPS faculty also present learning support outcomes during past DSPS orientations and will present at the newly rebranded jump start sessions later in 2020. The learning support outcomes are aligned with the DSPS mission for students to use accommodations to

facilitate their educational success at Los Medanos College. Future learning skills curriculum will also feature the learning support outcomes in the CSLOs and topics presented during the classes.

2. Engagement

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

DSPS team members regularly present during a variety of opportunities to educate the campus community about disability support services. DSPS manager and faculty present workshops during flex week, the High School Counselor Conference, training for dual enrollment instructors, and student-facing workshops. DSPS faculty also present during Counseling Department trainings each year and have often taught sections of Counseling 34.

DSPS classified staff also regularly participate in campus activities. The alternative media specialist has presented to the campus both in department trainings for student services and individual faculty members this year as well as presenting during flex week. DSPS classified staff also regularly engage with individual faculty and student services departments to support individual students and campus staff with referring students to DSPS or resolving concerns or issues with individual students.

Committee participation includes: Equity (Benzler), WAC (Chavez), Classified Senate (Benzler, Chavez), Student Services SLO (Lindgren/Ghiselli, Richards), Student Services Leadership Team (Richards), General Education (Lindgren), TLC (Ghiselli), Safety (Richards), BIT (Richards), Crisis response team (Lindgren, Ghiselli), Veterans regional meetings (Bennett, Owyong), Region 2/3 trainings (Richards), CCCAEC Steering (Richards), Adults with disabilities adult education work group (Richards), SEM (Richards), District DSPS meetings (Richards), Counseling Department meetings (Lindgren, Ghiselli).

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

DSPS regularly engages with Department of Rehabilitation, mutually referring students between the programs as well as including DOR referral information in Orientation/Jump Start sessions for students. DOR information is also available from DSPS faculty and in the DSPS lobby. DSPS also regularly connects with feeder high schools, local adult schools, and other educational institutions to transition students to LMC and assist students using DSPS services to transfer to further educational opportunities. DSPS also regularly refers

students to CBOs including Regional Center of the East Bay, Project Second Chance, TOPS at Mt. Diablo Adult, and the Center for Independent Living.

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

Adjunct faculty are included in DSPS staff meetings and trainings each year including program review, creating new forms and handbooks, and have flex requirements usually completed on campus. Adjunct faculty regularly attend professional development opportunities off campus and share back their training with the larger DSPS team. Hourly classified professionals receive training from DSPS. Hourly staff assist with office coverage during staff meetings and trainings; however, hourly classified are often invited to Advisory meetings and regularly give feedback about form updates and general office concerns. Feedback from hourly staff has led to changes in both forms and suggestions that resulted in a more efficient front desk in DSPS.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

DSPS advisory board meets annually during December on the first Monday of the month. Regular attendees include feeder high school special education professionals, adult school adults with disabilities professionals, campus student services representatives, CBOs such as Department of Rehabilitation and Futures Explored. DSPS advisory meetings often include at least 20 representatives from the constituents. Popular topics continue to be changes in LMC degree and certificate options, learning skills curriculum for incoming students, and construction.

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program’s strategies to increase success for populations identified in LMC’s Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Strategies to increase success for students in DSPS include adequate and quickly accessible DSPS counseling support, developing learning skills curriculum and/or workshops to engage students, specialized transition from high school support workshops, ongoing outreach to instructional departments for universal design teaching and tools to support students with disabilities, and tutoring support from DSPS.

DSPS provides a variety of DSPS counseling available so that students can quickly meet with a DSPS counselor to address educational and disability needs within 1 week, often much sooner. Having a variety of counseling has assisted with addressing crisis and disability concerns in a much more timely manner. Workshops have been very engaging for the students attending and DSPS is continuing to improve marketing to current DSPS students to increase attendance. Transition from high school workshops (orientation/jump start sessions) have been regularly attended by students and follow up support to students attending is a focus of future curriculum development. Tutoring support is often the most requested support from students and DSPS plans to continue to offer the top 3 most requested subjects: English, Math and Science tutoring.

Current comprehensive program review goals: 1. Quality DSPS services offered to students and campus community. 2. Students will effectively use accommodations. 3. Students will complete courses, degrees, certificates, and transfer at rates similar to their non-disabled peers.

Past comprehensive program review goals: 1. Increase DSP&S staff at Brentwood Center. 2. Implement clockwork including note taking, testing accommodations, alternate media, and faculty portal. 3. Increasing disability awareness and inclusion and access equity for students with disabilities.

Link to LMC Equity Plan: <https://www.losmedanos.edu/equity/plan.aspx>

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
VFS1: Increase by 20 percent the number of CCC	CPR Goal 3: Students will complete	Student engagement & success	PSLO assessment is planned	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	Partner with research to gain access to	Annual assessment	Ginny Richards, Nina

<p>students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p>	<p>courses, degrees, certificates and transfer at rates similar to their non-disabled peers</p>		<p>annually for student education plans. Currently 100% of students in DSPS have education plans. Additional measures of CPR will include annual assessment of course completion rates, graduation rates and transfer rates.</p>	<p>☐ New Goal</p>	<p>comprehensive education plan data. (Currently, DSPS has access to see that students have education plan, but that data is not disaggregated to brief ed plan and comprehensive ed plan data). Analyze data to see % of comprehensive ed plan and design outreach and intervention to increase comprehensive ed plan percentage.</p> <p>Continue to offer specialized tutoring in DSPS to assist student success in English, Math, and limited Science courses each semester.</p>	<p>each spring semester.</p>	<p>Ghiselli, Haydee Lindgren are leads.</p>
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					<p>Continue to offer Workshop series marketed to DSPS students with topics including transfer preparation, using accommodations, advocacy, test taking strategies, etc.</p> <p>Continue to develop learning skills curriculum including first year experience to support student retention and success.</p>		
VFS2: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the	CPR Goal 3: Students will complete courses, degrees, certificates and transfer at rates similar to their non-disabled peers			<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Goal	<p>DSPS Counselors already work closely with students to place them with the best class & instructor to meet their educational needs.</p> <p>As above, use research data to</p>	Annual assessment during spring semesters.	DSPS counselors

<p>average among the quintile of colleges showing the strongest performance on this measure.</p>					<p>create comprehensive ed plan intervention.</p> <p>Continue offering English, Math and Science tutoring in DSPS.</p>		
<p>VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.</p>				<ul style="list-style-type: none"> <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal 			
<p>VSF4: Increase the percent of exiting CTE students who</p>				<ul style="list-style-type: none"> <input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Goal 			

<p>report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.</p>							
<p>VFSS: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p>	<p>CPR goal 1: Quality services offered to students and campus community</p> <p>CPR goal 2: Students will effectively use accommodations</p>	<p>Equity & inclusion</p>	<p>Annual student satisfaction survey will be sent to DSPS students.</p> <p>DSPS faculty will continue to conduct, develop and assess workshops, learning skills curriculum,</p>	<p><input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Goal</p>	<p>Administer annual satisfaction survey.</p> <p>Assess success rates for specific accommodations like coach services, tutoring, etc. as a part of PSLO assessment to determine if</p>	<p>Annual analysis and design of interventions.</p>	<p>Nina Ghiselli, Haydee Lindgren, Ginny Richards</p>

			<p>jump start sessions designed to increase engagement with students.</p>		<p>students are using accommodations and how effective those accommodations are annually.</p> <p>New learning skills curriculum is currently being designed by DSPS faculty to increase retention of DSPS students. DSPS faculty are observing that students are needing additional support especially during the first year to effectively transition from K-12 services where the school makes arrangements for accommodations. At the college, students now have the</p>		
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					responsibility to make requests for accommodations. Additionally, many students transitioning from special education have gaps in academic strategies to manage college workloads and expectations. First year experience learning skills curriculum is one of the courses under development for future offerings to provide more ongoing support to students.		
	Previous CPR goal: Increase DSP&S staff at Brentwood Center	Equity and inclusion	Previously requested DSPS program assistant hire has been completed. Requested	<input checked="" type="checkbox"/> Completed	Lawrence Punsalang was hired November 2019. Ongoing staffing needs analysis.	Completed. Staffing needs assessment is evaluated annually.	Ginny Richards.

			funding for position was not awarded.		Additional staffing will likely be needed in the future if student demand for DSPS services at Brentwood expands.		
	Previous CPR goal: Implement Clockwork including note taking, testing accommodations, alternate media, and faculty portal.	Equity and inclusion	DSP&S has implemented electronic file system Clockwork as a student filing system; however technical challenges have plagued the Clockwork software and the implementation. DSP&S has partnered with district it to assist in resolving the issues; however, the technical issues with the Clockwork module software have	<input type="checkbox"/> Abandoned	Discontinue Clockwork after extracting all student data. Collaborate with District IT for end date for Clockwork. Purchase SAM software. Training for DSP&S staff on new software. Create transition plan for transitioning student data from Clockwork to file for SAM upload. Partner with DVC and District IT for data upload files	2020 Training for staff will continue as needed for replacement software	Ginny Richards, District IT

			necessitated a transition to a different software for electronic filing. DSP&S will be purchasing and implementing a different electronic file software SAM beginning in 2020.		and programming for new software SAM.		
	Previous CPR goal: Increasing disability awareness and inclusion and access equity for students with disabilities.	Professional Development of staff	DSP&S continues to offer disability awareness activities including campus speakers, department trainings, individual staff and faculty training and outreach. Hosting training for DSP&S staff from other campus	<input type="checkbox"/> In progress	Continue to offer disability awareness activities for the campus community. Activities will include: guest speakers such as movies for mental health, department trainings, individual faculty training, flex workshop presentations.	Ongoing each semester.	Ginny Richards and DSP&S team

			programs and CBOs will also continue to increase staff knowledge and effectiveness on behalf of students.		DSPS monthly staff trainings are also ongoing where DSPS staff receive training from other campus programs to more effectively serve students with disabilities.		
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4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

DSPS has used student feedback when revising DSPS accommodation forms both locally and in collaboration with district DSPS colleagues for district accommodation forms. Forms revised include testing accommodation agreement, alternative media request, note taking request, and coach request forms. DSPS has also used student suggestions, advisory committee recommendations, and community requests to begin creating curriculum to meet requests and student feedback. Student requests also led to individual English and Math tutoring appointments offered in DSPS and the expansion to include Science tutoring. DSPS funding also limits the activities allowed as well as the challenge for DSPS is each student's accommodations are specialized and voluntary. Students may use some accommodations during fall and others during spring.

DSPS has also added services including coach services for students with autism, workshops to help students utilize priority registration, and a year-end student success celebration. Students reported that they wanted to be recognized by DSPS as achieving a goal – graduation, transfer, and course completion. DSPS restarted a success celebration for students and added an Access Star awards to recognize campus faculty and staff who had assisted students. Events have increased DSPS student usage of priority registration and supported ongoing coach services.

DSPS staffing has changed in response to electronic file needs and accreditation recommendations. Previously, DSPS used paper files housed at the Pittsburg campus only. Student files were physically transported to the Brentwood Center when students had appointments; however, last minute appointments created challenges to get the DSPS counselor the information in a timely manner. DSPS implemented the Clockwork software, making the student file information accessible to DSPS staff at Brentwood. By moving to electronic files, student workers were no longer able to access the file data due to security. DSPS also revised the staffing in our campus orientation/jump start has also changed to better meet student and DSPS counseling needs in the sessions. With the new compressed calendar pattern, DSPS has had to hire additional hourly staff to fill classroom accommodation requests for scribe and coach during popular class times. Student workers are not as available during M-TH morning request times as they themselves are in class.

LEARNING SUPPORT OUTCOMES UPDATE					
LEARNING SUPPORT OUTCOME	Previous assessment: Students using alternative media services will more effectively understand course material. (this pslo was abandoned after improvements were implemented)	New: Students will make progress towards their educational goals		New: Increase professional development for DSPS staff	Example: Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).
TARGET	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Employee <input type="checkbox"/> Service
MEASURE	Students eligible for alternative media accommodations were surveyed by Alt. Media Specialist. Students responded that the alt media had assisted them in their understanding of the material. Alt Media Specialist could view number of hours students utilized alt media materials.	100% of students in DSPS have education plans. DSPS counselors will conduct sample study of students to measure progress towards educational goal as stated on ed plan		Monthly staff trainings. DSPS staff will be surveyed about increased knowledge of campus programs	Example: Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.

	Feedback from students assisted DSPS in revising alt media request form and reminders to use accommodation sent by Alternative Media Specialist.				
STATUS	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/> New Outcome	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input checked="" type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/> New Outcome	<input type="checkbox"/> Abandoned <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed <input type="checkbox"/> New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT					
NEXT STEPS	PSLO completed.	Assess LSO during spring semester		Assess LSO during summer	Example: Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.
RESPONSIBLE PARTIES	Alt Media Specialist	Virginia Richards			Example: Jennifer Ma, Financial Aid Office

ALIGNED STUDENT SERVICES THEME	Equity & inclusion	Equity and inclusion			Example: SS Theme #1: Demonstrate proficiency in the use of college online services.
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Students will effectively use accommodations	Quality services offered to students and campus community			Example: Increase the FAFSA filing and completion rate for currently enrolled students.

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

DSPS had previously requested support to increase DSPS staffing; however, no general funds were provided to support those staffing needs. DSPS program assistant at Brentwood was hired with DSPS allocation to provide dedicated DSPS support at the Brentwood campus for 40 hours per week. At Pittsburg, DSPS program assistant position was expanded from 50% to 75% to better meet increasing student traffic in the DSPS office and increased note taking accommodations requests from students.

Impact: DSPS has been able to serve an expanded number of students without creating delays in accommodations. DSPS has also been able to have dedicated staff support at both campus locations for the campus communities. DSPS has also been able to expand services including workshops to support students using accommodations and skill building, increased outreach at both campus locations and improving retention in their classes with the additional staff support.

Additional budget resources will continue to be needed to provide continuing level of accommodations from staff, counseling services specific to students with disabilities, and tutoring and other accommodations. DSPS funding is currently undergoing a revision from the state Chancellor's office and may create additional budget needs.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

<u>Faculty/Staff Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
<u>Operating Resource Request</u>	
<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
<input type="checkbox"/> Classified	<input checked="" type="checkbox"/> On-going/Permanent
Department/Unit Name	Resource Type
<input type="checkbox"/> Manager	<input type="checkbox"/> Conference/Meeting
<input type="checkbox"/> Student	<input type="checkbox"/> Materials/Supplies
General Description	<input type="checkbox"/> Online Learning
	<input type="checkbox"/> IT Hardware/Software
	<input type="checkbox"/> Other
	Est. Expense
General Description	Est. Expense
DSPS full time counselor at the Pittsburg campus.	
Justification:	
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DSPS student population is increased over past years. Additionally, within the DSPS student population, more students with mental health and Autism diagnoses are attending LMC. Students with those disabilities often require more ongoing counseling support from DSPS compared to students with other disabilities. Having an additional full time DSPS counselor will also help support evening faculty and students, giving the same level of support available for daytime students.	