

Student Services Units Program Review Year Five Update - DSP&S Latest Version

This cycle is for Student Services Units to complete the Year Five Update of the Program Review cycle.

Program Overview, Engagement, VfS Goal Setting, and Assessment Update

1. Overview : Version by Richards, Virginia on 02/03/2022 19:01

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 (when funding permits) 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. During 20-21, only math tutoring was available and limited learning disability assessment due to remote services.

One of the trends in DSPS has been implementing completely remote services to support students in the online environment. DSPS created and implemented dynamic forms for all accommodation requests during 20-21. DSPS has also been providing remote counseling appointments, scribe accommodations and limited tutoring. Some accommodations have been delivered in hybrid formats to meet student need including testing accommodations, captioning and ASL interpreting, scribe accommodations and note taking support. During the Fall 2021 semester, limited coaching support for students with autism was resumed for in person classes as well as limited counseling support. Students have continued to request on campus testing accommodations in increasing numbers compared to fall 2020. Students are also utilizing in person services to assist with zoom and canvas support as well as assistance updating their applications to the college.

DSPS has implemented Ocelot for chat questions on the DSPS website. DSPS is continuing to offer a canvas support shell for students to reference how to access accommodations and connect with DSPS faculty. DSPS is also re-envisioning support workshops to better meet the flexibility of remote services. Currently DSPS faculty are designing asynchronous canvas supports to be short term workshops and skill building sessions for students during 2022. DSPS continues to offer training sessions as needed for canvas general questions and supporting students who need assistance updating their LMC application to be able to enroll.

Overall, total students served in DSPS has decreased compared to pre-pandemic levels. Less total unduplicated students are participating in DSPS and less overall contacts with the students enrolled. In 2019, DSPS served 1,086 students. In 2020, DSPS served 992 students. In 2021, DSPS served 740 students. We have observed summer students staying constant at approximately 250 students in DSPS. DSPS also observed decreases in the percentages of Intellectual Disabled students and students with Other Health disabilities. DSPS observed small percentage increases in students with Acquired Brain Injuries and Autism.

We are finding that students who need technical assistance do require lengthy support to resolve issues like updating the college application and understanding canvas. LD assessment requests have decreased significantly. Testing accommodations requests are increasing compared to 2020 with on campus regular service hours. During fall 2021, regular on campus counseling appointments resumed on Tuesdays at Pittsburg and Mondays at Brentwood. Students have provided positive feedback to return to campus support services from DSPS.

DSPS established a new relationship with CSU Sacramento as an option for rehabilitation counseling faculty interns beginning fall 2021. The first DSPS counseling internship from CSU Sacramento is in progress for 2021-22.

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 both at a department level and an individual consultation level 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 has collaborated for in person events with EOP&S/CARE/CalWORKs, 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 and ensuring student veterans have access to counseling appointments at critical times such as priority registration and immediately before the semester start. DSP&S collaborates with the foster youth committee and formerly incarcerated students committee to support students with disability. DSP&S is also working with other student services to align with guided pathways support for students.

DSP&S provides training to effectively work with students with disabilities and universal design strategies to instructional departments regularly during flex and department meetings as well as collaborations with Distance Education at LMC and at the District level. DSPS also provides classroom presentations as requested to increase student awareness of services for students with disabilities. DSP&S regularly collaborates with SEAP for shared initiatives and presenters that have included movies for mental health events and universal design.

DSPS faculty also present trainings to counselors for referrals and best practices for education planning for students with disabilities. Additional collaboration with Veterans services is continuing. DSPS is developing video tutorials for regularly requested topics including strategies for success in online learning, universal design, and 508 compliance.

External collaborations:

DSP&S regularly collaborates with Department of Rehabilitation, Regional Center of the East Bay, 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. DSPS classified professionals have been experts in training other DSPS/DSS professionals on topics such as MIS and Sars exports and dynamic form development. 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.

With implementation of AB 705, student needs connected to taking English and Math courses changed dramatically. When funds allow, DSPS offers additional tutoring in Math and English to support student success. However, as funds are not consistently available to support tutoring, DSPS cannot always offer this support. During fall 2021, DSPS has limited math tutoring available but no English tutoring available at this time.

DSPS regularly includes training from disability organizations such as CAPED and AHEAD related to legal requirements of Section 504 and 508 of the Rehabilitation Act, ADA, and Title 5 disability requirements. DSPS hosted a Title 5 regulations refresh during fall 2021 for all team members.

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

Current level of staffing: currently fully staffed.

Manager of Disability Support Services: Ginny Richards

Faculty – 2 full time faculty (Haydee Lindgren & Nina Ghiselli DSPS assignment 50%), 3 adjunct faculty (2 counselors at 6 hours weekly, 1 LD Specialist 14 hours weekly), and one DSPS counseling intern (15 hours weekly)

Classified – 5 permanent classified: Jennifer Garcia, Instructional Assistant – lead for testing accommodations at Pittsburg campus/online testing accommodations; Sylvia Benzler, Administrative Assistant III – lead for MIS contact uploads, Sars grid, tutoring, and colleague for DSPS; Lawrence Punsalang, DSPS Program Assistant at Brentwood – lead for Brentwood testing accommodations and information at Brentwood Center; Eden Olsen (50% assignment) – lead for note taking, scribe and coach support for students, and Frankie Chavez, Alternative Media Specialist, lead for creating alternate instructional materials for students including texts, exams, and handouts as needed for students and accessible furniture. DSPS also employs student workers as tutors, coaches, scribes and when funds available, additional clerical office support. DSPS also uses classified hourly when student workers are not available at the times needed for scribe, coach and office support.

Challenges include finding student employees to fill vacancies like scribe, coach and tutor jobs. Increased demand for coach support in in person classes; however, demand exceeds available coach employees and applicants. With remote services and on campus services at 2 locations, covering all student requests can be challenging. Priorities for some services depend on staffing like coach and tutor. Required accommodations like scribe and testing accommodations are staffed first.

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

LSOs are posted in the Catalog, DSPS Website and DSPS Canvas shell.

2. Engagement : Version by Richards, Virginia on 02/03/2022 19:01

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

Classified professionals participated in institutional efforts including:

Lawrence -- classified senate, caring campus, high school parent nights presentation, data coach, AAPI

Jennifer -- Tag, collaboration with faculty and testing accommodations support and training

Frankie -- wag, flex presentations, zoom and accessibility training with faculty

Faculty participated in institutional efforts including:

Haydee -- grade appeal, foster youth, TOPPS advisory committee, flex presentations, AAPI, DSPS Jump start presentation to high school students

Nina -- LSO committee, TLC, Counseling Dept Chair, DSPS jump start presentation to high school students

Carrie B -- veterans region meetings, counseling trainings, DSPS jump start presentation to high school students

Jessica -- veterans region meetings, counseling trainings, DSPS jump start presentation to high school students

Shawn -- flex presentations

Management:

Ginny provided training to the counseling department chairs and regularly participates in the Safety committee, BIT, SEM, CCCAEC Steering committee

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

DSPS team members also participate in community activities:

Haydee: Movies for Mental Health

Shawn: CAPED and LD Representative Council

Nina: Palo Alto Center for Arts, ADA Lead On, British Stammering Association

Ginny: Ahead, CAPED, ACCCA, DSPS state and regional activities

Sylvia: outreach to local high schools and CBOs

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

DSPS adjunct faculty and counseling interns are expected to attend 2 monthly trainings with DSPS. At these monthly DSPS meetings/trainings, topics include guided pathways, legal training on topics like Office of Civil Rights, Title 5, AB 705, and program review.

DSPS adjunct faculty are also expected to attend monthly counseling trainings from the Counseling Department.

DSPS has weekly classified meetings including trainings and feedback for decision making.

DSPS student workers attend specific trainings from DSPS faculty and classified specific to their role as tutor, scribe, coach or clerical office. DSPS classified hourly employees receive regular updates of procedures and initiatives impacting their assignment.

Feedback from DSPS team was instrumental in decisions such as selecting file software and DSPS canvas support shell content.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

DSPS advisory board meets annually the first Monday in December. (Past meetings: Dec. 2, 2019 and Dec. 7, 2020).

DSPS Advisory Board topics include updates to degrees & certificates offered by LMC, any revisions to DSPTS support offered to students, budget updates, new initiatives in DSPTS such as dynamic forms and accessing accommodations remotely, service hours available in DSPTS, new student transitions from high schools and CBOs, assessment results from LSOs and course success rates from students in DSPTS. New DSPTS staff are also introduced at advisory committee meetings.

Advisory Board recommendations include: new curriculum. Advisory Board members working with individuals with Autism and Intellectual Disabilities have requested educational assistance classes after AB 705 to boost skills in English, Math and other basic skills for their referred students. Providing educational assistance classes to very small numbers of potential students has been challenging. While DSPTS faculty are supportive of offering learning skills courses, educational assistance classes may not have a large enough audience to make them viable offerings given the smaller numbers of students in the autistic and intellectual disability populations currently at LMC. Also, required accommodations must be prioritized compared to optional supports like educational assistance classes. This challenge of services compared to accommodations is also a regular Advisory Board topic. Our Advisory Board has also been very interested in updates to remote services and support to referred students from the community navigating remote services and connecting with DSPTS.

Upcoming meeting December 6, 2021 Agenda includes:

New curriculum in development update, DSPTS Canvas shell demo, Brentwood Center update, Guided pathways/jump start schedule/theme

New degrees/certificates Social Justice, African American Studies, Cert in transit electrical technology, Flow cert, Drone pilot cert -- appliance repair no longer offered. (Career magazine handout with new programs). Noncredit certifications.

Ethnic studies requirement

3. Vision for Success Goals Update : Version by Richards, Virginia on 02/03/2022 19:01

a. 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 DSPTS.*

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

DSPTS has partnered with the Center for Academic Support to increase training for all campus tutors about strategies for working with students with disabilities. DSPTS has also provided additional tutoring in English, Sciences and Math courses in the past. During 20-21, some of those supports were suspended due to remote services. Students had access to nettutor and remote tutoring offered through the Center for Academic Support and other campus offices. DSPTS was not able to offer the in person tutoring due to remote services. During the fall 2021 semester, DSPTS is again offering some limited tutoring support in Math; however, funds are not sufficient to offer English and/or Science tutoring in DSPTS at this time. It is likely that funding will not be available in DSPTS to support the same level of tutoring support to increase course success as in the past. DSPTS will need to develop additional strategies to support students in their goals of course completion.

DSPTS has provided training in canvas, additional counseling, and learning strategies support during the past year to support course success. DSPTS also implemented a canvas support shell during 2021. Students have reported positive feedback about the canvas trainings and DSPTS canvas shell in learning about accommodations and how to more effectively utilize canvas for their classes.

b. Please align your goals from Program Review Year Three with the accreditation and Vision for Success indicators below.

**Please copy the table below into your response and complete accordingly*

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS <i>(Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)</i>	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
<i>VFS1: 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.</i>							
<i>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 average among the quintile of colleges showing the strongest performance on this measure.</i>							
<i>VFS3: 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.</i>							
VSF4: <i>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.</i>							
<i>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</i>							

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Accreditation: Course Success							

<p>VFS1: 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.</p>	<p>CPR goal 1: Quality services offered to students and campus community - DSPS counseling and accommodations support students completing their courses successfully to reduce units</p>	<p>Equity and Inclusion</p>	<p>Annual counseling requirement for DSPS eligibility. DSPS also offers workshops on canvas support, advocacy with faculty supporting accommodations. DSPS faculty participate in counseling trainings for effective ed plan advising. DSPS will also be designating counselors aligned with guided pathways to increase ed plan advising effectiveness for students.</p>	<p>in progress</p>			
<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 average among the quintile of colleges showing the strongest performance on this measure.</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>	<p>CPR Goal 3: Students will complete courses, degrees, certificates and transfer at rates similar to their non-disabled peers</p>	<p>Student engagement and success</p>	<p>DSPS assesses a cohort of new students to measure progress towards their individual educational goal. We are in year 3 of this cohort model. Of the students continuing, the majority are making progress towards their educational goal.</p>	<p>Ongoing annually</p>	<p>Students continuing at LMC are required to meet annually with a DSPS counselor to maintain their DSPS eligibility.</p>	<p>Annual assessment in Fall semesters</p>	<p>DSPS faculty</p>

<p>VSF4: <i>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.</i></p>							
<p>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p>	<p>Develop new learning skills curriculum.</p>	<p>Student engagement and success</p>	<p>Completion of COOR approval process and offering learning skills courses</p>	<p>abandoned</p>	<p>DSPS faculty have developed proposed coor, consulted with related departments and curriculum committee; however; with AB 705, smaller population of DSPS students and lack of campus support for educational assistance courses, the learning skills courses don't seem to meet a demand large enough to sustain the classes long term. Alternative is create workshops/canvas learning opportunities to support skill development</p>	<p>2021-22</p>	<p>DSPS faculty: Lindgren, Ghiselli and Usha primarily</p>

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

4. Assessment Update and Effectiveness : Version by Richards, Virginia on 02/03/2022 19:01

***PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY**

LEARNING SUPPORT OUTCOMES UPDATE	
LEARNING SUPPORT OUTCOME	<i>Example:</i> 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* <i>*Indicate at least one of the following in your response:</i>	
<ul style="list-style-type: none"> • Student • Employee • Service 	
MEASURE	<i>Example:</i> Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.
STATUS* <i>*Please indicate a status from the following options:</i>	
<ul style="list-style-type: none"> • Abandoned • In Progress • Completed • New Outcome 	
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	
NEXT STEPS	<i>Example:</i> 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	<i>Example:</i> Jennifer Ma, Financial Aid Office
ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	<i>Example:</i> SS Theme #1: Demonstrate proficiency in the use of college online services.
ALIGNED PROGRAM REVIEW YEAR THREE GOALS	<i>Example:</i> Increase the FAFSA filing and completion rate for currently enrolled students.

4. Assessment Update and Effectiveness

***PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY**

LEARNING SUPPORT OUTCOMES UPDATE	
LEARNING SUPPORT OUTCOME	Students with disabilities will demonstrate the ability to successfully navigate college and community support systems.

TARGET* <i>*Indicate at least one of the following in your response:</i> Student Employee Service	Student.
MEASURE	Survey to students.
STATUS* <i>*Please indicate a status from the following options:</i> Abandoned In Progress Completed New Outcome	In Progress.
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	
NEXT STEPS	SLO is ongoing and being assessed in Fall 2021-Spring 2022
RESPONSIBLE PARTIES	
ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	
ALIGNED PROGRAM REVIEW YEAR THREE GOALS	

4. Assessment Update and Effectiveness

***PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY**

LEARNING SUPPORT OUTCOMES UPDATE	
LEARNING SUPPORT OUTCOME	Students eligible for DSP&S will demonstrate the ability to successfully utilize accommodations and services effectively.
TARGET* <i>*Indicate at least one of the following in your response:</i> Student Employee Service	Student.
MEASURE	Rates of students who request test accommodations, rates of students who request test accommodations at least one week in advance or more, rates of students who submit auxiliary services and alternative media requests at the beginning of the semester.
STATUS* <i>*Please indicate a status from the following options:</i> Abandoned In Progress Completed New Outcome	In Progress.
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	
NEXT STEPS	Assessment began fall 2019 and will follow up in Spring 2022.
RESPONSIBLE PARTIES	
ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	

ALIGNED PROGRAM REVIEW YEAR THREE GOALS	
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Impact of Resource Allocation