

Program Overview

Program	DISABL STU CTR Disabl Stu Ctr
Does this program have a CTE component?	Yes
Academic Year	2017/2018
Review Period	6 Year
Service Areas	

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

Disabled Students Programs and Services (DSPS) is designed to ensure that students with disabilities, so they may have equal access to all programs and activities on campus. Our primary goal is to encourage and promote independence in students so they may achieve their full potential. We strive to provide the highest quality programs and services to our students.

DSPS supports the mission of Santa Monica College. The first college mission statement reflects the desire to create a learning environment that both challenges students and supports them in achieving their educational goals. This is in line with the mission of DSPS which is to provide access to all programs and activities for students with disabilities while supporting them in achieving their educational goals. This, in turn, contributes to the diversity of the campus population at SMC.

To be eligible for services, a DSPS student must be enrolled at SMC, have a verifiable disability, be unable to benefit from the regular programs and services offered by the college due to the current educational functional limitations of a disability, and need accommodations to mitigate these disability-related educational limitations.

DSPS was established in 1975 with less than 65 students. Today, DSPS serves over 1,800 students. Over the last forty years, for funding purposes, the Chancellor's Office required a student as someone who had at least four contacts with the DSPS program, provided documentation of disability, and completed an educational contract/plan. Each year several hundred students did not meet the criteria, so our official count reflected a smaller number than the actual number of those we served. Effective July 1, 2016 the revised DSPS Title 5 has changed the funding criteria which requires at least one contact per year, verification of a disability, and completes an Academic Accommodation Plan (AAP), and must be activated in the program and/or enrolled in classes. Hence the new criterion reflects a more accurate number of the students served.

Official Student Count Arranged by Primary Disability Group – 2016-2017

Deaf/Hard of Hearing	55
Acquired Brain Injury	128
Learning Disability	631
Other Health	184
Psychological Disability	282

Physical Disability	78
Blind/ Low Vision	35
Intellectual Disability	24
ADHD	242
Autism	161
Speech	4

DSPS is divided into seven different areas: Counseling, High Tech Training Center, Alt Media, Learning Disability Program, Acquired Brain Injury Program/Pathfinders, Deaf and Hard of Hearing Program, and ADA/504 Compliance.

Counseling

DSPS counselors provide comprehensive educational, vocational, and personal counseling support services to all Santa Monica College students with documented disabilities. DSPS counselors utilize their expertise in Rehabilitation counseling to facilitate and authorize reasonable accommodations, based on each student’s disability and educational limitations. The law mandates that reasonable accommodations are determined through an interactive process to include the student, the instructor and DSPS. At Santa Monica College, this interactive process is generally facilitated by a DSPS counselor. DSPS Counselors serve as the primary faculty contact for students and instructors to discuss reasonable accommodations for their courses, while maintaining the fundamental requirements of the course. DSPS counselors take part in extensive academic counseling and training, to assist students in identifying educational goals, development of educational plans, and selecting appropriate coursework to meet their academic or personal goals. Due to their expertise in disability, DSPS counselors are best prepared to advise students with disabilities in the proper selection of classes that meet their disability-related needs. DSPS counselors collaborate with District faculty and staff to support students and instructors whenever disability-related issues or concerns arise. DSPS counselors provide in service training to district faculty and staff.

High Tech Training Center (HTTC)

The High Tech Training Center’s (HTTC) primary mission is to ensure that Santa Monica College students with disabilities access the most effective technology available for achieving their academic and vocational goals. The HTTC provides accommodations to DSPS students using technology to compensate for educational limitations resulting from their disabilities. The HTTC also offers computer classes as a support to help students prepare for their academic classes. In addition, the HTTC’s staff serves as a campus resource on all issues related to universal technology access including captioning and accessible web design.

Alternate Media (Alt Media)

Alternate Media refers to the acquisition of instructional materials in a format different than which is being provided to other students. Once the certificated staff and the student determine that alt media is an appropriate accommodation based on the student’s disability, the student is referred to the HTTC faculty who will determine the appropriate format and what technology is needed to access that format. The request is then forwarded to our alternate media specialist who will convert the instructional materials in an accessible format.

Learning Disability Program (LD)

The Learning Disability (LD) Program assists students in achieving their academic goals by identifying their learning strengths and weaknesses and encouraging them to become independent learners. This is accomplished by offering

appropriate accommodations and teaching compensatory study strategies. In addition, the LD program assesses and certifies eligible students under the California Chancellor's Office Learning Disability Eligibility and Services Model. This one of the most important services we offer to students as the cost of an assessment is well beyond the means of most students. Major components of the program include teaching eight study strategy classes, numerous Counseling 921 sections and academic support, such as; specialized tutoring, arranging academic accommodations, academic guidance, study lab, and referral to Alternate Media and other support services.

Acquired Brain Injury (ABI) and Pathfinders Program

The Acquired Brain Injury Program (ABI) serves students who have had traumatic or acquired brain injuries or other non-progressive brain disorders after the age of 13 and wish to enroll in classes at Santa Monica College.

The overall goal is to provide educational opportunities for students with ABI, by matching their current abilities with appropriate support services and beneficial instruction. The ABI program also assesses students twice a year, during the Spring and Fall semesters, to determine functional deficits that can impact learning, the feasibility of compensatory strategies, and reasonable accommodations for mainstream classes.

The Pathfinders program is a segment of the ABI program and is housed at the Emeritus College. It provides support services to students following a stroke. This is achieved through three non-credit adult education courses: two communication courses and one physical exercise course.

Deaf and Hard of Hearing Program (DHH)

The Deaf and Hard of Hearing program (DHH) serves students who are deaf or hard of hearing. The goal of DHH is to ensure that deaf and hard of hearing students at Santa Monica College have access to effective communication in academic activities, campus events, and college community lectures. The services provided are Sign Language Interpreting, Communication Access Real-time Translation (CART) captioning, and assistive listening devices (ALD's). Services are determined through a cooperative discussion between the student, DSPS counselor, and Deaf and Hard of Hearing Supervisor based on the disability and the student's preferred mode of communication.

The DHH supervisor interacts with SMC faculty and staff to ensure that all multi-media used in the classroom is accessible. Support from the Alternate Media department and Distance Education Multimedia Specialist work in concert to assure that the campus remains in compliance with federal and state mandates.

ADA/504 Compliance Office

The ADA/Compliance Officer is held by Steve Hunt, a faculty member who has a 20% assignment dedicated to this role. Disability-related laws constantly evolve, emerge, and require institutional responsiveness in a timely manner. The ADA/504 Compliance Officer role requires direct access to the entire campus community including students, faculty, managers and administrators to expedite the necessary remedies whenever an accommodation is challenged.

Summary of Services Provided by the Seven Programs

The dedicated DSPS faculty/staff provide a broad array of services to support student access to education and assist campus faculty and staff with concerns and needs related to students with disabilities. Services provided by of the DSPS programs include, but not limited to:

- test accommodations
- educational materials in an alternate format
- note-taking services
- classroom aide (scribe/reader)
- assistive technology
- priority registration
- academic and personal counseling
- sign language interpreters
- real time captioning
- Learning Disability assessment
- Acquired Brain Injury assessment
- special equipment
- liaison with SMC faculty and off-campus agencies
 - educational assistance classes including;
 - Study Skills Strategies
 - Independent Living Skills
 - Career Planning
 - Job Seeking Skills
 - Personal and Social Awareness
 - Adapted Computer Technology
 - Acquired Brain Injury Problem Solving Skills
 - ABI Connections
 - Pathfinders Body Conditioning and Communication Skills

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

DSPS operates under both federal and state laws, particularly Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Recently, the ADA has been revised as the American with Disabilities Act Amendment Act of 2008 (ADAAA). The changes broaden the definition of disability and increase our responsibilities. Per these state and federal laws, institutions receiving public funding are required to provide access to all programs and activities for all qualified students with disabilities. The main responsibility of DSPS is to comply with this legal obligation imposed on the college. DSPS works closely with the ADA/504 Compliance Officer to ensure that disability- related accommodations are provided in a timely manner. No students are kept from classes because of a disability. When complaints do occur, they are dealt with immediately. Disability law is extremely complex and frequently re-interpreted based on new legal decisions. All DSPS faculty must be up-to-date on recent Office of Civil Rights (OCR) findings to ensure that the college remains in compliance.

Ultimately, while ensuring that the college meets its legal obligation, we also assist our students in becoming confident learners by encouraging self-advocacy and by giving them access to all aspects of the college experience through disability-related accommodations.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

DSPS integrates the Institutional Learning Outcomes (ILOs) and Supporting Goals into both the instructional and non-instructional aspects of the program. Of the four ILOS, the first two are the most in line with the mission and goals of

DSPS.

These ILOs are:

1. Santa Monica College students will acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
2. Santa Monica College students will obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

DSPS strongly supports confidence and self-advocacy among our students with disabilities by providing them access to all aspects of the college experience through disability related academic adjustments. Our ultimate goal is to maximize their full potential so they may have the ability to understand and articulate their disability related needs, to problem- solve, and to think critically in order to reach their educational and personal goals.

The two Supportive Goals that most reflect the services we provide to our students are:

1. Supportive Learning Environment

Santa Monica College will provide access to comprehensive student learning resources such as library, tutoring, and technology.

2. Supportive Collegial Environment

Santa Monica College will improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community.

DSPS provides a whole array of services including, but not limited to, tutoring, testing accommodation, specialized classes, academic and personal counseling, scribes/readers, and assistive technology that support the academic success of the students with disabilities. The college recognizes that these specialized services are part of the strength of the program and reaffirms its commitment to support the success of the students with disabilities who also contribute to the diversity of the campus.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

DSPS is a categorical program that receives funding from the state. Our state allocation does not cover the costs of the program so each year there must be a district contribution. Historically, DSPS has been guaranteed each year to receive from the state at least 95% of the previous year's allocation. From 2009-2013 the state fiscal crisis resulted in our reduced

allocation by nearly 55% from the previous years, and this resulted in a large increase in the college contribution. In 2013-14 most of the DSPS funding was restored. However, program costs are a constant issue, not only at SMC but state-wide. A few years ago, the state allocation formula was changed to include specific funding to reimburse colleges for a portion of the expenses for deaf students. Less than 3% of our students are deaf or hard of hearing, yet they consume approximately 25% of our total program cost due to the high cost of interpreting and real time captioning services.

Each year, our funding begins on July 1 and ends on June 30. However, DSPS receives 95% of its allocation in August followed by an augmentation in December. For 2013-14, due to the economic recovery, DSPS on a state-wide level received a modest increase of \$15 million. For 2014-15, DSPS received an additional \$30 million state-wide which translated in an augmentation of approximately \$900,000 for SMC. In, 2015-2016, DSPS qualified for additional funding in the amount of \$653,252 increasing the award from \$1,696,232 to \$2,349,484. DSPS applied for funds from the Chancellor's Office Mid -Year Reallocation and was awarded additional \$17,734 revenue. This year, 2016-2017 DSPS preliminary allocation was \$2,232, 010 but was adjusted to \$2,192, 372 in February of 2017. The allocation formula is based on the number of prior fiscal year weighted student contacts. The final DSPS expenditures for 2016-17 totaled \$3,558,548 which decreased from \$3,696,766 for 2015-16. The 3.7% decrease in total expenditures was mainly in the area of Deaf and Hard of Hearing contracted services for sign language interpreters and closed captioning. The program happened to serve fewer DHH students requesting these services this past year. The college is required to match 25% of DHH expenditures and it is difficult to predict how many DHH students will need services. Overall, the college provides over \$1.5 M dollars to ensure students with disabilities receive the support and services required.

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Saved Information For Populations Served

Area/Discipline Information Pertains To

All Disciplines (answered once)

Instructional

1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes.

Student & Instructional Services

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

Traditionally, the disability categories included the following: Acquired Brain Injury, Developmentally Delayed, Hearing Impaired, Learning Disabled, Mobility Impaired, Other Disability, Psychological Disability, Speech and Language Impaired, and Visually Impaired. In July 2016, Title V changes changed the disability categories and separated two distinct disabilities from the "other" category. The following are current categories and names: Acquired Brain Injury, Intellectual Disability, Deaf and Hard of Hearing, Learning Disability, Physical Disability, Other Health Conditions and Disabilities, Autism Spectrum, Attention Deficit Hyperactivity Disorder, Mental Health, Blind and Low Vision. The largest number of students is currently Learning Disabilities followed by Mental Health (Psychological). In addition to the new categories, Title V changes loosened the criteria for disability verification allowing more students to qualify for services. Many students now qualify for Learning Disability who previously would be categorized in "Other". When

reviewing the past six years, the number of female students gradually increased from 49.1% in fall 2011 to 54.4% in fall 2016. The largest ethnic group is White (43.1%), followed by Hispanic (27.6%) and African American (14.2%). The ethnicity breakdown of DSPS students differs from the SMC general population. For example, the percentage of African Americans and Whites is higher in DSPS compared to the SMC population. There are fewer Asians and Hispanics in DSPS. The percentage of Hispanic DSPS students is increasing over time but the other groups remain stable. The top three age groups of DSPS students are 20-24 (32.3%), 19 or younger (24.4%), and 50 or older (13.9%). Close to 56% of DSPS students are traditional college-age students (18-24) with the remaining 44% being outside of the traditional college-age limit (25 and older or less than 19). The percentage of college-age students is lower in DSPS than their percentage at the SMC level. The opposite is true for the non-traditional college age group with the percentage higher in DSPS than at SMC level.

Instructional

2. Compare your student population with the college demographic. Are your students different from the college population?

Student & Instructional Services and Administrative Services

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

The six years of data collected on DSPS students reflects the majority (66.5%) being part-time status and full-time accounted for 24.6%. The remaining 8.8% are non-credit students. The percentage of credit students show a slight decline to 7.5% in fall 2016 from 9.9% in fall 2011. In comparison to the general SMC full-time students, the percentage of DSPS is lower. Students with disabilities often take less than a full time course load as an accommodation due to their educational limitations.

DSPS students account for 3.4% of the degrees and 1.4% of the certificates awarded to SMC students. DSPS students cumulative GPA varies and the following comparisons reflect fall 2016:

Less than 2.0 - DSPS 14% vs. SMC 16.3%

2.0-2.49 -18.5% vs.17%

2.5-2.99 - 23.1% vs. 20.5%

3.0-3.49 - 21.8% vs 22.4%

3.5-4.0- 22.6% vs. 23.9%.

3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.

DSPS students exceed the general SMC level of basic skills students. Nearly 32% of DSPS students are enrolled in basic skills which has remained consistent over the years with a modest increase in fall 2016.

When comparing DSPS students for course retention and success rates, DSPS students outperformed the general population in several categories. DSPS students had the following success rates compared to the general SMC population: Basic Skills 69.4% vs. SMC 68.1%, Credit 70.9% vs. 67.7%, transferable 72.6% vs. 69.6%, and non-transferable 60.4% vs. 59.7%, CTE 72.8% vs 71.7%, Non-CTE 69.1% vs. 67%. Overall, DSPS students have a relatively higher success rates in English (72% vs, 70.4%), the data reflects that students with hearing impairments and intellectual disabilities have a lower success rates. When comparing Math Course success rates, DSPS students are equivalent to the SMC population (48.3%). Success rates in Math for DSPS students is similar to success rates at the SMC level (48.3%). Learning Disabled and students with Visual Impairments have a relatively higher success rate than other disability categories.

The English 1 progression rate for basic skills English DSPS students is 41.4%. DSPS students have lower progression rate compared to the SMC average (45.1%) especially when they start at lower levels. Transfer math progression rate for basic math students is 12.9%. Only 13 of 100 students who started their math course below transfer level made it to transfer level math within two years.

It is imperative that we continue to offer Educational Assistance Classes such as Counseling 58, Math Strategies. In addition, it is important to assess a student with a learning disability in math to determine if he or she is eligible for a math course substitution for degree completion.

Due to a large number of DSPS students enrolled in basic skills courses, we offer a variety of Education Assistance Classes in our program. Students need to have support courses to teach them how to be more successful in college. In addition, DSPS offers tutoring for English, Math, and Science through the Learning Disability Program. Demand remains high for tutoring services and students are occasionally provided extra tutoring as an accommodation .

4. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

While comparing the current six year review with the last six year review fall 2011, several trends amongst the DSPS student population categories. There is a significant increase in Learning Disabled, Autistic, and Psychological Disabilities noted. The ratio of females to males has increased but the top age category (20-24) has decreased. While the lower (19 or younger) and upper (50+) populations remain static, the scatter in the age categories above 24 and below 50 have increased. This may be due to more students coming back to school due to employment goals.

The transferable course success rates for DSPS students increased from 67.2% to 72.6%. For non-transferable courses the success rate slightly increased from 59.9% to the current six year average of 60.4%. The success rate measured in CTE courses measured 66.3% in 2006-2010 and 72.8% in 2011-2016 . A similar positive trend is seen in non-CTE courses with DSPS student success averaging 64.5% in 2006-2010 and 69.1% 2011-2016..

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Saved Information For Program Evaluation

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

SLOs are specific, measurable statements of 'what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

This year DSPS has chosen to focus on the following SLOs for discussion of program improvement:

SLO # 1:

As a result of participating in a counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated academic goal.

- What classes are you planning to enroll next semester?
- What are the most important classes you should take?
- Please name two resources that you can use which will help guide you with selecting (or picking) courses for future terms.

SLO # 2:

Using assessment or transcript evaluation results, students will identify their eligibility for, and the proper sequencing of English/ESL, and math courses leading to their educational goal.

- Which classes are you eligible to take this semester based on your educational goal?
- What classes are you eligible to take next semester based on your current English/Math level?
- Based on your educational goal/major, which math sequence are you going to follow?

SLO # 3:

As a result of the counseling session, student will report feeling more confident in understanding their disability related educational needs.

- What is your understanding of your disability related needs?
- What accommodations do you need for your classes?
- How are the accommodations related to your functional limitations?

2. Describe how the program assesses SLOs and uses the results for program improvement including:

- **how outcomes are assessed and how often**
- **how and when the program or discipline reviews the results and engages program/discipline faculty in the process**

SLOs # 1 and 2 are assessed by all areas of Student Services that house academic counselors such as DSPS. DSPS faculty have actively participated in the development of these SLOs in the general Counseling Department discussions during flex day under the leadership of our Department Chair.

In addition, the DSPS faculty has recognized the need for an SLO specific to DSPS due to our unique role on campus.

Program SLOs are primarily assessed by the counselors who meet with the majority of the students. DSPS counselors provide both academic and disability related accommodations to students. This has been a successful model since DSPS counselors have the unique expertise to understand the specific academic needs of the students related to their disabilities.

The SLOs are measured by feedback received from students at the end of their interactive process with a DSPS counselor. Counselors enter the students' feedback on the Go page in ISIS whether the SLOs are met. SLOs are assessed when it is appropriate depending on the direction of each counseling session.

SLOs are discussed twice a year at our DSPS department meetings. At the end of Fall'16, the DSPS faculty realized the need to be more consistent in assessing all three SLOs.

Results of SLOs:

Fall'16

SLO # 1: 136 students were assessed with 99% success

SLO# 1: 130 students were assessed with 98% success

SLO# 3: 160 students were assessed with 95% success

Spring'17

SLO # 1: 314 students were assessed with 100% success

SLO # 2: 331 students were assessed with 100% success

SLO # 3: 484 students were assessed with 100% success

The results indicated that we were successful in both terms with a larger sample in Spring'17.

After much discussion in our last meeting, the DSPS faculty concluded that we will continue to specially assess SLO # 3 since it meets the goal of all areas of the program. By understanding their disability, students increase their level of confidence and are better able to articulate their needs and to seek out the whole array of services provided by the various areas of the program and other parts of the campus. As a result, the latest statistical data reported in this report shows little or no equity gap in most categories for our DSPS students.

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.

N/A

4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

5. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*

- *Client/customer satisfaction with services*

The following lists the current SLOs for the different DSPTS areas and/or their respective courses. In, addition there is program information about the ADA Compliance Office and the DHH Program.

Counseling

- **Program SLOs 2016-17**

SLO# 1: As a result of participating in a counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated academic goal.

SLO # 2: Using assessment or transcript evaluation results, students will identify their eligibility for, and the proper sequencing of, English/ESL, and math courses leading to their educational goal.

SLO #3: As a result of the counseling session, students will report feeling more confident in their understanding their disability related educational needs.

- **Instructional SLOs for Counseling 12H Career Planning**

SLO #1: Upon completion of this course students will be able to demonstrate knowledge of how to effectively conduct one face-to-face informational interview with a career professional as assessed by their on-time completion of the informational interview worksheet.

- SLO #2: Upon completion of this course students will be able to demonstrate knowledge of how to effectively research and compile findings concerning one specific career choice as assessed during final presentations.
- **Instructional SLOs for Counseling 13H - Personal and Social Awareness**

SLO #1: Upon completion of this course students will learn and demonstrate two meditation techniques.

- **Instructional SLOs for Counseling 15H Job Search Skills**

SLO #1: Upon completion of this course, students will demonstrate knowledge of how to effectively produce a useful resume as assessed during the 2-step resume critique process including the on-time submission of both rough draft and final resume.

SLO #2: Upon completion of this course students will exhibit understanding of how to effectively interview and dress for a job position as assessed during the mock panel job interview.

HTTC

- **Instructional SLOs for Counseling 21H - Adapted Computer Technology**

SLO#1: Student will understand how to save a Word document to a specified location, and open a Word document from a specified location.

SLO#2: Student will understand how to format an academic paper using MLA guidelines. (centered title, first page heading, left justified header with last name and page number).

- **Instructional SLOs for Counseling 22H - Adapted Computer Technology, Internet**

SLO#1: Students will know how to copy text from a web page and paste it into another document.

SLO#2: Students will know how to write an MLA citation for web-based information.

- **Instructional SLOs for Counseling 25H - Technology Tools for Academic Success**

SLO#1: Students will further demonstrate proficiency in a selected software as learned in Counseling 25H

- **Instructional SLOs for Counseling 26 - Technology Literacy**

SLO#1: Students will write a two page research paper relevant to their academic coursework and/or learning strategies including the following features: MLA format (double spacing, centered title, first page heading, right justified header with last name and page number, works cited page), a reference from an online source, a reference from a non-online source.

SLO#2: Students will create an organized, multimedia, five slide+ PowerPoint presentation relevant to their academic coursework and/or learning strategies including the following features: design template, images, sound, at least two slide layouts.

Learning Disability Program

- **Instructional SLOs for Counseling 51 – Test Taking and Memory**

SLO #1: Upon completion of this course, students will apply specific strategies for responding to essay test prompts and objective test questions.

SLO #2: Upon completion of this course, students will implement the steps for test preparation including planning, creating study tools, and predicting questions.

- **Instructional SLOs for Counseling 52 – Textbook Reading and Memory**

SLO #1: Upon completion of this course, students will be able to preview, annotate, and outline a textbook chapter.

SLO #2: Upon completion of this course, students will be able to identify the main idea of a paragraph and the pattern of organization.

SLO #2: Upon completion of this course, students will create at least 3 different study tools related to a textbook chapter.

- **Instructional SLOs for Counseling 53 – Phonics, Spelling and Vocabulary**

SLO #1: Upon completion of this course students will utilize 3 phonemic and/or spelling strategies to pronounce and spell words.

SLO #2: Upon completion of this course students will demonstrate reading ability and word knowledge at the 6th grade level.

- **Instructional SLOs for Counseling 54 – Organization and Time Management**

SLO #1: Upon completion of this course students will critique classmates' presentations of their weekly schedule to determine if the study time is optimal for their class load and outside responsibilities.

SLO #2: Upon completion of this course the students will research a career plan and relate it to the results of two previously administered personality tests.

- **Instructional SLOs for Counseling 56 – Written Language Strategies**

SLO #1: Upon completion of this course students will be able to dictate an essay from an outline or prompt.

SLO #2: Upon completion of this course students will be able to identify and correct individual grammatical construction errors through the use of text-to-speech software.

- **Instructional SLOs for Counseling 57 – Listening, Note Taking and Memory**

SLO #1: Upon completion of this course students will demonstrate three different methods of note taking they have been taught.

SLO #2: Upon completion of this course students will be able to demonstrate three different memory techniques they have learned.

- **Instructional SLOs for Counseling 58- Math Strategies**

SLO #1: Upon completion of this course students will utilize review techniques to retain previously learned information.

SLO #2: When confused by a math problem, students will verbalize possible solutions, draw diagrams and use positive affirmations to work through problems.

SLO #3: Upon completion of this course, students will be able to employ a strategy to minimize test anxiety.

- **Instructional SLOs for Counseling 59 – Textbook Strategies Using Technology**

SLO #1: Upon completion of this course, students will apply textbook comprehension strategies using technology.

SLO #2: Upon completion of this course, students will use technology to produce study tools for their textbook chapter

- **Instructional SLOs for Counseling 41H – Independent Living Skills**

SLO #1: Upon completion of this course students will demonstrate knowledge of how to effectively research and compile findings concerning one independent living topic of choice as assessed during the final class presentations

SLO #2: Upon completion of this course students will demonstrate knowledge of how to effectively describe at least 3 time-management strategies as assessed during the final quiz.

SLO #3: Upon completion of this course, students will increase self-awareness and acquire skills in daily living activities through a variety of self-discovery assessments and written exercises.

SLO#4: Upon completion of this course, students will identify and practice setting short and long term S.M.A.R.T. goals for success in academic and life pursuits.

SLO #5: Upon completion of this course, students will employ strategies for improving organizational skills.

Acquired Brain Injury/Pathfinders

- **Instructional SLOs for Counseling 910-ABI Connections**

SLO #1: Upon completion of this course, each student will participate in at least three new community activities each semester.

- **Instructional SLOs for Counseling 921—ABI Assessment/Orientation**

SLO #1: Upon completion of this course, students will propose at least one academic adjustment and/or support needed to be successful with a credit course.

SLO #2: Upon completion of this course, students will demonstrate at least five times the ability to independently use a planning calendar as measured by completion of assignments.

- **Instructional SLOs for Counseling 921----ABI Problem Solving Group**

SLO #1: Upon completion of this course, students will propose at least one academic adjustment and/or support needed to be successful with a credit course as measured by their academic planning.

SLO #2: Upon completion of this course, the student will participate in the development of an appropriate educational plan for the upcoming semester.

- **Instructional SLOs for Hum Dev E28: Communication After a Stroke (Computer Based)**

Upon completion of this course, the student will answer affirmatively to the following questions:

SLO #1: Upon completion of this course, student will be able to have knowledge of how a person with aphasia can reconstruct language comprehension and communication skills by using a computer software program that helps improve

comprehension, memory, verbal reasoning skills, and attention span.

SLO #2: Upon completion of this course, student will have the confidence in my ability to make effective use of computer software that helps aphasics reconstruct language comprehension and communication skills.

- **Instructional SLOs for Hum Dev E50: Communication After a Stroke**

SLO #1: Upon completion of this course, student has knowledge of how to improve daily speech functions after a stroke through clear articulation, breathing methods, voice quality and volume, sign language, body language, gestures, expressions, and pictures.

SLO #2: Upon completion of this course, student has confidence in ability to improve daily speech functions after a stroke through clear articulation, breathing methods, voice quality and volume, sign language, body language, gestures, expressions, and pictures.

- **Instructional SLOs for Health E63 Body Conditioning After a Stroke**

SLO #1: Upon completion of this course, student has knowledge of how to improve mobility, independence, and physical endurance after a stroke through various exercises focusing on range of motion, strength training, balance, and posture stability.

SLO #2: Upon completion of this course, student has confidence in their ability to improve mobility, independence, and physical endurance after a stroke through various exercises focusing on range of motion, strength training, balance, and posture stability.

ADA/504 Compliance Office

The following lists give a count of the type of activity managed by the ADA/504 Compliance Officer each of two semesters. Please note that numerous items required many hours for the coordination of resources and the appropriate interventions by multiple agents of the college including Academic Affairs, Enrollment Services, Student Services, Academic Department Chairs and Facilities.

In addition, the Officer is a regular member of the monthly Emergency Planning and Safety Committee meetings.

Fall 2016

Policy recommendations 1

Student Academic adjustments 14

Physical and technology access 3

Faculty/Staff with a Disability 1

Training 0

Spring 2017

Policy recommendations 5

Student Academic adjustments 6

Physical and technology access 3

Faculty/Staff with a Disability 0

Training 1

Deaf and Hard of Hearing Program

DHH provides sign language interpreting, real time captioning, and assistive listening devices to students to assure access to effective communication in academic activities.

Volume of unit activity:

200 - 261 interpreting hours/wk.

5-18 captioning hours/wk.

Efficiency:

In 2016-2017, the DHH program provided interpreting and captioning services to 2 - 12 Deaf and Hard of Hearing students. Students must request services at least three days in advance to be guaranteed services for classroom support, tutoring appointments, and campus events. Students must request at least ten days in advance for off-campus events such as weekend field trips.

Effectiveness of service in accomplishing intended outcomes:

DHH maintains continuous staffing as needed with support from outside agencies and limited term employees.

Compliance with external standards/regulations

DHH operates in compliance with federal mandated ADA guidelines by providing qualified sign language interpreters and real time captionists who have the ability to convey communication effectively, accurately, and impartially using any necessary specialized vocabulary.

Students, faculty and staff are able to meet directly with DHH Services supervisor to discuss concerns regarding quality of service.

6. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

Instructional SLOs for Counseling

- **Instructional SLOs for Counseling 12H Career Planning**

SLO #1: Upon completion of this course students will be able to demonstrate knowledge of how to effectively conduct one face-to-face informational interview with a career professional as assessed by their on-time completion of the informational interview worksheet.

Who gets assessed: Students enrolled in the Counseling 12H class.

Assessment tool: Informational Interview Assignment

Result: Students enrolled in Coun 12H are required to complete the assignment which allow them to have better understanding of specific career of interest from an individual who is currently in the profession.

How and when the program reviews the results: Students submit Informational Interview Assignment to instructor. Students provide an oral presentation to the class about their findings.

SLO #2: Upon completion of this course students will be able to demonstrate knowledge of how to effectively research and compile findings concerning one specific career choice as assessed during final presentations.

Who gets assessed: Students enrolled in the Counseling 12H class.

Assessment tool: Career Research Assignment

Result: Student acquires statistical information regarding skills and education requirement, as well as potential employment growth prospective career.

How and when the program reviews the results: Students submit Career Research Assignment to instructor. Student conducts oral presentation to the class about their findings.

Counseling 13H – Personal and Social Awareness

SLO #1: Students will be able to demonstrate two meditation techniques.

When and how are outcomes assessed: Students practice two meditation techniques in class and discuss their experiences as a group by the end of the semester.

Who gets assessed: DSPS students enrolled in the class.

Assessment tool: Meditation exercises

When and how are results reviewed: Students met 100% of the SLO as assessed by feedback received from the students in class.

- **Counseling 15H – Job Search Techniques**

SLO #1: Upon completion of this course, students will demonstrate knowledge of how to effectively produce a useful resume as assessed during the 2-step resume critique process including the on-time submission of both rough draft and final resume.

Who gets assessed: Students enrolled in the Counseling 15H class for students with disabilities.

Assessment tool: An instructor assigns two resume assignments over the course of three weeks.

Requirement to meet SLO standard: Students are required to submit a rough draft of a resume and a final resume by their pre-set admissions dates.

SLO #2: Upon completion of this course students will exhibit understanding of how to effectively interview and dress for a job position as assessed during the mock panel job interview.

Who gets assessed: Students enrolled in the Counseling 15H class for students with disabilities.

Assessment tool: Instructor rates students' performance in a mock interview using a Likert item assessment tool.

Requirement to meet SLO standard: Students are required to participate in mock interview and wear interview ready attire.

Instructional SLOs for HTTC

- **Counseling 21H – Adapted Computer Technology**

SLO#1: Student will understand how to save a Word document to a specified location, and open a Word document from a specified location.

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in semester.

Who gets assessed: Students enrolled in Counseling 21H class for student with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 21H class

Required score of 70% of correct answers on test.

When and how are results reviewed: Students are review task instructions in handouts and take a final exam at end of semester.

SLO#2: Student will understand how to format an academic paper using MLA guidelines. (Centered title, first page heading, left justified header with last name and page number).

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in semester.

Who gets assessed: Students enrolled in Counseling 21H class for student with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 21H class
Required score of 70% of correct answers on test.

When and how are results reviewed: Students are review task instructions in handouts and take a final exam at end of semester.

- **Counseling 22H – Adapted Computer Technology, Internet Skills**

SLO#1: Students will know how to copy text from a web page and paste it into another document.

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in semester.

Who gets assessed: Students enrolled in Counseling 21H class for student with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 22H class -
Required score of 70% of correct answers on test.

When and how are results reviewed: Students are to review task instructions in handouts and take an exam at end of semester.

SLO#2: Students will know how to write an MLA citation for web-based information.

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in

semester.

Who gets assessed: Students enrolled in Counseling 21H class for student with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 22H class
Required score of 70% of correct answers on test.

When and how are results reviewed: Students are to review task instructions in handouts and take an exam at end of the semester.

- **Counseling 25H – Adapted Computer Technology, Technology Tools**

SLO#1: Students will further demonstrate proficiency in selected software as learned in Counseling 25H.

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in semester.

Who gets assessed: Students enrolled in Counseling 25H class for student with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 25H class -
Required score of 70% of correct answers on test.

When and how are results reviewed: Students are to review task instructions in handouts and take a test at the end of the semester.

- **Counseling 26 – Technology Literacy for Academic Success**

SLO#1: Students will write a two page research paper relevant to their academic coursework and/or learning strategies including the following features: MLA format (double spacing, centered title, first page heading, right justified header with last name and page number, works cited page), a reference from an online source, a reference from a non-online source.

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in semester.

Who gets assessed: Students enrolled in Counseling 26 class for student with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 26 class -

Required score of 70% of correct answers on test.

When and how are results reviewed: Students are to review task instructions in handouts and take a final exam at end of semester.

SLO#2: Students will create an organized, multimedia, five slide+ PowerPoint presentation relevant to their academic coursework and/or learning strategies including the following features: design template, images, sound, at least two slide layouts.

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in semester.

Who gets assessed: Students enrolled in Counseling 26 class for students with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 26 class -
Required score of 70% of correct answers on test.

When and how are results reviewed: Students are to review task instructions in handouts and take a final exam at end of the semester.

Instructional SLOs - Acquired Brain Injury/Pathfinders

- **Counseling 41H – Independent Living Skills**

SLO #1: Upon completion of this course students will demonstrate knowledge of how to effectively research and compile findings concerning one independent living topic of choice as assessed during the final class presentations

Who gets assessed: all DSPS students with current enrollment.

Assessment Tool: Final presentation in class.

Result & program review: 100% of students achieved this SLO.

SLO #2: Upon completion of this course students will demonstrate knowledge of how to effectively describe at least 3 time-management strategies as assessed during the final quiz.

Who gets assessed: All students with current enrollment record.

Assessment Tool: a quiz in class

Results & program review: 75% of students achieved this SLO. Test taking skills were impacted by student's

disability/skill level.

SLO #3: Upon completion of this course students will increase self-awareness and acquire skills in daily living activities through a variety of self-discovery assessments and written exercises.

Who gets assessed: all DSPS students with current enrollment.

Assessment Tool: In-class participation, completion of homework assignments.

Results & program review: 75% of students achieved this SLO.

SLO #4: Upon completion of this course students will identify and practice setting short and long term S.M.A.R.T goals for success in academic and life pursuits.

Who gets assessed: all DSPS students with current enrollment.

Assessment Tool: in-class assignment, homework assignment and quiz

Results & program review: 75% of students achieved this SLO. Implementing open class review time to improve comprehension of this SLO.

SLO #5: Upon completion of this course students will employ strategies for improving organizational skills.

Who gets assessed: all DSPS students with current enrollment.

Assessment Tool: Quiz, final presentation in class

Results & program review: 100% of students achieved this SLO.

- **Counseling 910-ABI Connections**

SLO #1: Each student will participate in at least three new community activities each semester.

Who gets assessed: All DSPS students who participate in outings.

Assessment Tool: Attendance to community outings.

Results & program review: Students were not assessed on this SLO.

SLO #2: Students will increase their awareness of time management and memory strategies by being on time to class and field trips.

Who gets assessed: All students with current enrollment record.

Assessment Tool: Instructor tracking of attendance

Results & program review: Students were not assessed on this SLO

SLO #3: Students will increase awareness of how to apply organizational skills strategies in the daily life activities.

Who gets assessed: all DSPP students with current enrollment.

Assessment Tool: Student self-evaluation, in class participation

Results & program review: Students were not assessed on this SLO

- **Counseling 921—ABI Assessment/Orientation**

SLO #1: Upon completion of this course, students will propose at least one academic adjustment and/or support needed to be successful with a credit course.

Who gets assessed: All DSPP students who complete the assessment process.

Assessment Tool: One to one final meeting during which student identifies accommodations for academic class they will be enrolling in.

Results & program review: 92% of students achieved this SLO. Not all students who completed the assessment attended a final meeting to determine academic planning. Students will be encouraged throughout assessment to participate in final session. Ongoing review of assessment protocols are done to insure data obtained is relevant to academic planning.

SLO #2: Upon completion of this course, students will demonstrate at least five times the ability to independently use a planning calendar.

Who gets assessed: All DSPP students who complete the assessment process.

Assessment Tool: Instructor made calendar in session notebook with weekly checks.

Results & program review: 77% of students achieved this SLO. Instructor guided practice to be incorporated into weekly sessions.

- **Counseling 921---ABI Problem Solving Group**

SLO #1: Upon completion of this course, students will propose at least one academic adjustment and/or support needed to be successful with a credit course.

Who gets assessed: All students with current enrollment record.

Assessment Tool: student completes at least 1 individual meeting with instructor for academic planning and selection of appropriate academic accommodations; completion of end of semester skills survey (instructor

derived).

Results & program review: 93% of students achieved this SLO. Incorporation of mid-term check of understanding of academic adjustments (via survey) was incorporated during Spring 2017 and resulted in improved SLO attainment.

SLO #2: Upon completion of this course, the student will participate in the development of an appropriate educational plan for the upcoming semester.

Who gets assessed: DSPS students who intend to enroll in class for next semester.

Assessment Tool: student completes at least 1 individual meeting with instructor for academic planning of upcoming semester.

Results & program review: 86% of students achieved this SLO. Pre-determined meeting slots will be offered to students prior to early enrollment cycle to encourage academic planning.

- **Hum Dev E28: Communication After a Stroke (Computer Based)**

Upon completion of this course, the student will answer affirmatively to the following questions:

SLO #1: Student will improve knowledge of how a person with aphasia can reconstruct language comprehension and communication skills by using a computer software program that helps improve comprehension, memory, verbal reasoning skills, and attention span.

Who gets assessed: All DSPS students with current enrollment record.

Assessment Tool: Emeritus College Pre- and Post-Assessment Likert Scale, faculty observation.

Results & program review: 55% of students achieved this SLO in Fall 2016 and 70% of students achieved this in Spring 2017. Class activities are tailored based on the computer experience and language levels of the current students.

SLO #2: Student will demonstrate confidence in ability to make effective use of computer software that helps a person with aphasia reconstruct language comprehension and communication skills.

Who gets assessed: all DSPS students with current enrollment.

Assessment Tool: Emeritus College Pre- and Post-Assessment Likert Scale, faculty observation

Results & program review: 50% of students achieved this SLO in Fall 2016 and 65% achieved this in Spring 2017. Class activities are tailored based on the computer experience and language levels of the current students.

- **E50: Communication After a Stroke**

SLO #1: Student will have knowledge of how to improve daily speech functions after a stroke through clear

articulation, breathing methods, voice quality and volume, sign language, body language, gestures, expressions, and pictures.

Who gets assessed: all DSPS students with current enrollment record.

Assessment Tool: Emeritus College Pre- and Post-Assessment Likert Scale, faculty observation

Results & program review: 80% and 83% of students achieved this SLO in the Fall 2016 and Spring 2017 semesters respectively. Class activities are tailored based on communication levels of the current students.

SLO #2: Student will have confidence in his/her ability to improve daily speech functions after a stroke through clear articulation, breathing methods, voice quality and volume, sign language, body language, gestures, expressions, and pictures.

Who gets assessed: all DSPS students with current enrollment record.

Assessment Tool: Emeritus College Pre- and Post-Assessment Likert Scale, faculty observation.

Results & program review: 80% and 75% of students achieved this SLO in the Fall 2016 and Spring 2017 semesters respectively. Class activities are tailored based on communication levels of the current students.

- **E63 Body Conditioning After a Stroke**

SLO #1: Increase knowledge of improving mobility, independence, and physical endurance after a brain injury through various exercises.

Who gets assessed: All students with current enrollment record.

Assessment Tool: Emeritus College Pre- and Post-Assessment Likert Scale, faculty observation

Results & program review: 70% of students met this SLO at pre-assessment and 80% met at post-assessment. Incorporation of best practices is used to update exercises and individual tailoring is done each semester to safely meet student's physical needs.

SLO #2: Improve confidence to safely move within the home and community, and complete exercises to increase strength, endurance, balance and posture.

Who gets assessed: all DSPS students with current enrollment

Assessment Tool: Emeritus College Pre- and Post-Assessment Likert Scale, faculty observation

Results & program review: 90% of students met this SLP at pre-assessment and 80% at post-assessment. Student encouragement to expand their community engagement from a physical standpoint may contribute to less confidence, given the amount of time needed to develop these new skills as they are presented. Student retention in successive semesters allows for ongoing improvement.

Instructional SLOs – Learning Disability Program

- **Counseling 51 – Test Taking and Memory**

SLO #1: Upon completion of this course, students will apply specific strategies for responding to essay test prompts and objective test questions.

Who gets assessed: Students enrolled in the Counseling 51 class.

Assessment tool: Instructor administers a final exam at the end of the Counseling 51 class.

Required score to meet SLO standard: 50% on the final exam

How and when the program reviews the results: Results are reviewed every semester as part of the grading process.

SLO #2: Upon completion of this course, students will implement the steps for test preparation including planning, creating study tools, and predicting questions.

Who gets assessed: Students enrolled in the Counseling 51 class

Assessment tool: Students complete a final project including an exam preparation schedule, study tool, and predicted questions.

Result: Instructor has individual conferences with Counseling 51 students to review final project.

How and when the program reviews the results: Results are reviewed every semester as part of the grading process.

- **Counseling 52 – Textbook Reading and Memory**

SLO #1: Upon completion of this course, students will be able to preview, annotate, and outline a textbook chapter.

Who gets assessed: Students enrolled in the Counseling 52 class.

Assessment tool: Students complete a final project in which they annotate and outline a textbook chapter.

Result: Instructor has individual conferences with Counseling 52 students to review final project.

How and when the program reviews the results: Results are reviewed every semester as part of the grading process.

SLO #2: Upon completion of this course, students will be able to identify the main idea of a paragraph.

Who gets assessed: Students enrolled in the Counseling 52 class.

Assessment tool: Instructor administers a final exam at the end of the Counseling 52 class.

Required score to meet SLO standard: 50% on the final exam

How and when the program reviews the results: Results are reviewed every semester as part of the grading process

SLO #3: Upon completion of this course, students will create a study tool related to a textbook chapter.

Who gets assessed: Students enrolled in the Counseling 52 class

Assessment tool: Students complete a final project in which they create a study tool related to a textbook chapter.

Result: Instructor has individual conferences with Counseling 52 students to review final project.

How and when the program reviews the results: Results are reviewed every semester as part of the grading process.

- **Counseling 54 – Organization and Time Management**

SLO #1: Upon completion of this course, students will have presented their weekly schedule to the class and determined if the study time is optimal for their class load and outside responsibilities.

Who gets assessed: Students enrolled in the Counseling 54 class.

Assessment tool: Instructor observation of presentations.

Required score to meet SLO standard: Individual presentation

How and when the program reviews the results: Results are reviewed every semester as part of the grading calculation.

SLO #2: Upon completion of this course, students will have researched a career plan and relate it to the results of two previously administered personality tests.

Who gets assessed: Students enrolled in the Counseling 54 class.

Assessment tool: Instructor evaluation of each student's project.

Required score to meet SLO standard: Satisfactory completion of project.

How and when the program reviews the results: Results are reviewed every semester as part of the grading.

- **Counseling 56 – Written Language Strategies**

SLO #1: Upon completion of this course, students will become familiar with voice recognition software utilizing a remote microphone.

Who gets assessed: Students enrolled in the Counseling 56 class.

Assessment tool: Student essay dictated into remote microphone and subsequently edited.

Required score to meet SLO standard: Printed organized essay

SLO #2: Student will be able to produce an organized biographical statement.

Who gets assessed: Students enrolled in the Counseling 56 class.

Assessment tool: Job Application Resume Statement, Scholarship Application Essay or LinkedIn Profile.

Required score to meet SLO standard: Satisfactory completion of an appropriate biographical statement.

- **Counseling 57 – Listening, Note Taking and Memory**

SLO #1: Upon completion of this course students will demonstrate three different methods of note taking they have been taught.

Who gets assessed: Students enrolled in the Counseling 57.

Assessment tool: Completion of homework assignments and a final test at the end of the Counseling 57 class.

Required score to meet SLO standard: 65% of correct answers on the final test.

Results are reviewed at the end of the eight week course

SLO #2: Upon completion of this course students will be able to demonstrate three different memory techniques they have learned.

Who gets assessed: Students enrolled in the Counseling 57.

Assessment tool: ACompletion of homework assignments and a final test at the end of the Counseling 57 class.

Required score to meet SLO standard: 65% of correct answers on the final test.

Results are reviewed at the end of the eight week course.

- **Counseling 58- Math Strategies**

SLO #1: Upon completion of this course students will utilize review techniques to retain previously learned inform.

Who gets assessed: Students enrolled in the Counseling 58.

Assessment tool: Instructors observations during guided practice.

Required score to meet SLO standard: Results vary by semester 75% success rate on average.

Results are reviewed every semester as part of the grading process.

SLO #2: When confused by a math problem, students will verbalize possible solutions, draw diagrams and use positive affirmations to work through problems.

Who gets assessed: Students enrolled in the Counseling 58.

Assessment tool: Instructors observations during guided practice.

Required score to meet SLO standard: Results vary by semester 70% success rate on average.

Results are reviewed every semester as part of the grading process.

- **Counseling 59 – Textbook Strategies Using Technology**

SLO #1: Upon completion of this course, students will apply textbook comprehension strategies using technology.

Who gets assessed: Student enrolled in Counseling 59.

Assessment tool: Instructor observation and completion of assignments

Assessment tool: Students will use technology to produce study tools for their textbook chapters. Student's class participation.

Who gets assessed: Student enrolled in Counseling 59.

Assessment tool: Instructor observation and completion of assignments

Students will demonstrate the use of technology learned in class.

Required Score: Evaluation of assignments and class participation.

Results are reviewed every semester as part of the grading process.

SLO #2: Students will apply comprehension strategies to their own text book.

Who gets assessed: Student enrolled in Counseling 59.

Assessment tool: Instructor observation and completion of assignments

Students will produce a study guide of what they have learned in class.

Required Score: Evaluation of study guide

Results are reviewed every semester as part of the grading process.

7. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

The MIS and Department of Institutional Research data is used to evaluate program effectiveness and modification needs. This data contributes to decisions regarding service effectiveness, appointment length and scheduling, primary disability group trends that may require increased technology and/or staff training regarding best practices in accommodations for specific disability groups.

We also consider direct feedback from students through teacher evaluations, one to one meetings and daily interaction with our students. Much of our interaction with students is individualized or through small group instruction which affords us many opportunities to solicit student feedback.

HTTC

The HTTC faculty have on-going dialog with students about which computers and mobile devices they are purchasing which drives our purchasing decisions and how we provide alternate media. Goals, objectives, and planning decisions are based on SLO assessments, campus technology changes, and trends.

Learning Disability Program

We consider direct feedback from students through teacher evaluations, one to one meetings and daily interaction with our students. Much of our interaction with students is individualized or through small group instruction which affords us many opportunities to solicit student feedback.

8. If applicable, discuss achievement rates on state licensure exams.

N/A

9. Career Technical Education (CTE) programs are required to have active industry advisory boards which meet at least once a year. (Attach minutes from each meeting since the last program review report). List advisory board

membership, how often it meets, and indicate involvement with the program.

10. Describe any program response to advisory board recommendations. Give specific examples.

The DSPS hosted a formal Advisory Board Meeting on April 21, 2017. The Advisory Board consists of representatives from the Department of Rehabilitation, Edelman Center, Los Angeles Department of Mental Health, UCLA Disability Office, Santa Monica and Palisades High Schools, and other local agencies. SMC EOP&S, DSPS students, counselors, the Faculty Coordinator, Director, and the Veteran Affairs Director all participated in the meeting. The agenda included description of our current program, challenges, and solicitation for building better practices and strengthening our community relations. Due to retirements, many of the contacts in Special Education are no longer coordinating with SMC DSPS for orientations, tours, and information. It was suggested that SMC provide orientations at Santa Monica High School on a regular basis. More rigorous training is needed for the high school counselors to understand what the process is for receiving accommodations at the post-secondary institutions. The faculty coordinator is coordinating with the part-time SMC counselor who is stationed at SMHS on a regular basis to schedule in-service training and orientation with the counselors. Furthermore, updated SMC DSPS brochures were provided to our feeder high schools and plans for more on-site visits were discussed.

D.Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

D1.Objectives

<p><u>Objective:</u> Implement Title V changes in the DSPS Program. Update forms, policy, processes, and MIS student contact data to reflect the new disability categories.</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u></p>	
<p><u>Objective:</u> Train, and mentor the new High Tech Training Center Faculty Specialist and ABI Faculty.</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u></p>	
<p><u>Objective:</u> 508 Training for Faculty, IT, Faculty and Staff.</p>	

<p><u>Status:</u> In Progress</p> <p><u>Comments:</u> On-going</p>	
<p><u>Objective:</u> Archive inactive student files. Convert active and new student files to digital files and portfolios</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u></p>	
<p><u>Objective:</u> Update DSPS Administrative Regulations</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u> All</p>	
<p><u>Objective:</u> Assess DSPS Instructional SLOs effectiveness more consistently</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u> Certificated Staff</p>	

D1. Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

1. The HHTC received commendation from the Accreditation team for ensuring that students have access to assistive technologies campus-wide.
2. DSPS total student counts increased by 30 % from 2015-16 to 2016-17 which attest to the highest standard quality of service delivery. Students have continuously provided positive feedback to the staff for the quality of our services and the timeliness of service delivery.
3. DSPS statistical data shows little or insignificant equity gap in all areas which demonstrates the success of the program attributed to the caliber of the faculty and staff and the comprehensive support services available to the students.
4. DSPS counselor presented in a state- wide webinar and at the annual California Association for Post-secondary Education in Disability (CAPED) in Fall'16 concerning best practices to accommodate students in the Spectrum.

5. In light of the completion of the latest update of Section 508 of the Rehabilitation Act of 1973 in January 2017, DSPS immediately educated the institution on the urgency to be in compliance with Federal Law. In other words, the federal government is basically saying that the excuse of “we didn’t know of this update” will no longer apply effective January 18, 2018. In spring’17, DSPS met with the department chairs and the VP of Academic Affairs to advocate for additional support to the faculty since the use of technology is now the norm campus-wide. The proposal to train one or two designated faculty within each academic department, depending on the size of the department, to be a support and a resource for their colleagues, resulted from a special assignment completed by one of the HTTC Specialists in spring’16. This fall, the college agreed to start a pilot program with five academic departments (Math, Earth Science, Art, English, and Media/Communication). The identified faculty will receive a stipend to participate in this pilot program. Understanding the challenges of the unique needs of each department and learning how to convert Word and PDF into an accessible format are just the first of several trainings throughout the semester. At present time, these trainings are led by one of the HTTC Specialists in collaboration with Gaeir Dietrich, Director of the High Tech Center Training Unit (HTCTU). It is our hope that the college will continue to support such effort to ensure full compliance with federal law by hiring a full-time 508 Compliance Officer or an Accessibility Technology Compliance Coordinator in the near future.
6. Due to the changes over the last four years, a consultant was brought in this past August for team building and further improving our customer services in all areas of the program. Most faculty and staff who attended, provided positive feedback and requested a follow-up visit in the near future. This training uplifted the moral of the department.

Meeting the counseling appointments demand for the students has been a constant challenge. Every term, we experiment with different approaches to schedule student appointments. This past year, in addition to the regular appointments that students are able to schedule two weeks ahead of time, we have implemented a same day appointment system. This system allows students to make a same day appointment with a counselor for thirty minutes. Although it has been well received by both the counselors and the students, the reality persists that there will always be a shortage of counselors to meet the needs of students. There is also no doubt that the addition of a full-time counselor since Spring 2015 has increased the availability of appointments as evidenced by the following counseling contacts data:

2012-13: 3404

2013-14: 4232

2014-15: 4776

2015-16: 5229

2016-17: 5544

Section 508

The HTTC faculty presented the latest Section 508 standards during the Fall 2017 Flex Day Workshops and provided information in three separate workshops during the Spring 2017 Flex Day. The HTTC faculty provided inservice training for the Communication Studies’ Department, Counseling 20 instructors and attended a Chairs meeting on the latest Section 508 standards. In August, 2016 a workshop was held for faculty, "Accessible Syllabi in Microsoft Word". Additionally, and through our committee work, continue to educate our colleagues about Section 508 the new “refresh” to

raise the standards to WCAG 2.0 Level AA.

In-service trainings for the DSPS classified staff

Classified staff is encouraged to participate in Classified Professional Development Committee Workshops and Professional Development Days throughout the year. Several staff members attended these workshops and training offered on March 23rd and June 30th 2017.

Emergency Evacuation Plan Update

The emergency evacuation plan was updated on our website to inform DSPS students, especially those with a physical disability on what to do, in case of an emergency. This information will also assist faculty and staff on the best way to safely help a DSPS student in their classroom or offices. The ADA Coordinator distributed the Emergency Evacuation Plan video to Building Coordinators and Monitors.

HTTC

HTTC faculty attended Accessing Higher Ground Conference and Math Accessibility Conference in 2016. HTTC faculty also attended Math Accessibility Conference and CSUN Assistive Technology Conference in Spring 2017.

Learning Disability

The most notable achievement of the LD Program is providing services for 652 students this year. Last year’s student count was 486.

Year	Number of Students Served
2016	486
2015	356
2014	350
2013	328
2012	263

This year the large increase can be attributed to a change in Title V regulations where students with an IEP for a LD are automatically granted accommodations without having to meet the CCC eligibility model of testing and documentation. In the past if a student didn’t have the prescribed documentation or documentation that was not current she would be tested at the LD Program using adult norms. While not all of these students qualified under the CCC model, now with more inclusive criteria, there is a rise in the number of students who are eligible for services.

Another positive outcome was documented by the Program Review of DSPS which statistically analyzed of the success and retention rates of students in our program. The study indicated that the LD students served have a higher than the average success and retention level compared to the general school population.

We hired a part time learning disabilities specialist for Fall 2017. She comes to us from UCLA where she was Coordinator of the LD Program at the Center for Accessible Education.

Although the Chancellor’s Office has ended official representation for the Learning Disabilities Programs, we will continue

to serve as the informal representative for the Region 7 LD programs in the CCC system. The community colleges have traditionally held meetings with several schools in designated areas. They have been extremely helpful in discussing developments in the field, problem solving, and sharing policies, procedures, and teaching techniques.

We are offering more Assessment Workshops and more flexible opportunities for individual testing outside of the assessment classes. This has been possible due to new LD Specialists' capabilities.

A laptop was acquired and is used to have students sign in on. This has helped with accuracy and efficiency of documenting students' visits to our office.

ABI

During the 2016-17 academic year, ABI faculty members completed community in-services which included presentation at a Brain Injury Conference, DSPS counselors, Rancho Los Amigos Outpatient Rehab program, Stroke Support group and Crisis Prevention Team. The full-time ABI faculty member also completed a series of training sessions for new tutors and instructional assistants in working with students with disabilities. Two of the ABI faculty members completed Mental Health First Aid Training.

Committee membership/participation among the ABI faculty includes Digital Task force (for converting paper files to electronic form), DSPS Advisory Board and Supplemental Instruction Committee (sub group of the Academic Senate).

During the 2016-17 academic year, enrollment in the ABI programs remained stable, despite the retirement of the lead faculty member. Approximately 7 new students per semester completed the formal assessment process and 34 students were served in specialized support classes for ABI. During this time, the number of new consultations for ABI students increased from 27 students in the Fall to 31 students in the Spring.

Emeritus College houses our Pathfinders Exercise and Communication courses for Post-Stroke and ABI students. These classes provide a unique community for this population, creating a strong sense of belonging and self-confidence that students might not obtain otherwise. During the 2016-17 academic year, enrollment increased from 39 students in the Fall to 45 students for Spring.

DHH

During the 2016-2017 year the DHH department continued to work with staff reductions. One full-time staff interpreter continued a reduced work schedule due to FMLA. One interpreter continued to need additional time off work for surgery and post-op appointments. Despite reduced staff and available hours, the use of provisional hourly employees and agency interpreters has remained minimal.

Students have continued to improve in making timely requests. Communication is also improving in regards to notifying the DHH Supervisor when arriving late to class.

With support of sign language interpreter services, DHH students were able to participate in non-instructional campus events, off-campus field trips, programs, volunteer hours related to coursework, and workshops. The students were also able to utilize department tutoring services and instructor's office hours.

The DHH program hosted a DHH student orientation workshop at SMC's Fall 2016 VIP Day. The orientation's purpose is

to educate and empower DHH students on their role and responsibilities in our program.

The DHH program facilitated a DHH student gathering in Spring 2017 semester where SMC deaf students could meet one another to help reduce feelings of isolation on a hearing campus.

The DHH Supervisor led and facilitated professional development workshops with SMC staff interpreters.

The DHH Supervisor retrained the staff Sign Language Interpreters on how to test, use, and check out the various Assistive Listening Device systems to students.

A policies and procedures document was created and sent to the agencies the DHH department contracts with. This will ensure consistency in procedures between both SMC staff service providers and contractors.

One staff sign language interpreter was chosen and attended the CSEA Conference during the first week of August 2017.

ADA/504 Compliance Office

The following lists give a count of the type of activity managed by the ADA/504 Compliance Officer each of two semesters. Please note that numerous items required many hours for the coordination of resources and the appropriate interventions by multiple agents of the college including Academic Affairs, Enrollment Services, Student Services, Academic Department Chairs and Facilities.

In addition, the Officer is a regular member of the monthly Emergency Planning and Safety Committee meetings.

Fall 2016

Policy recommendations 1

Student Academic adjustments 14

Physical and technology access 3

Faculty/Staff with a Disability 1

Training 0

Spring 2017

Policy recommendations 5

Student Academic adjustments 6

Physical and technology access 3

Faculty/Staff with a Disability 0

The ADA/504 Compliance Officer Steve Hunt attended the AHEAD Conference and will be attending the CAPED conference this month. He works closely with DSPS regarding appeals and upholding Administrative Regulations regarding students with disabilities.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

The recommendations for program strengthening were as follows:

1. Increase effort to provide in-service training to all faculty

In-service trainings were provided to the following departments:

2012-13

Art, Social Science, ESL, English

2013-14

Physical/Life Science, Math, English lab tutors, Department Chairs, Adjunct faculty

Orientation, Student Affairs managers, EOPS faculty/classified staff.

2014-15

Welcome Center faculty and staff, International Education faculty and administrators,

Computer lab supervisors, New faculty orientation, ECE.

2015-16

Tutor coordinators, History, Social Science

2016-17

Modern Languages, Physical/Life Science

2017-18

Media Studies/Communication, Dance, Music, Counseling Department, Counseling 20 Instructors.

The DSPS Director and Coordinator primarily assume the responsibility of the departments' in-service trainings concerning general DSPS information whereas the High Tech Training Faculty Specialists engage in 508 trainings. We are mindful that continuous trainings to the campus community are critical to best ensure that the college is in compliance with the laws and understands the best practices to accommodate students with disabilities, especially with the new faculty and staff. In addition, in-service trainings are provided on an individual level when faculty, staff and administrator reach out to the center nearly on a daily basis for disability related information and/ or students concerns.

2. Expand strategies and implementation of the DSPS staffing succession plan.

From spring 2013 to fall 2016, DSPS faced multiple retirements and resignations as well as a change of leadership. A total of 6 full-time faculty (including the coordinator and the co-coordinator) and 3 adjunct faculty retired from the college. In addition, four classified employees (DSPS assistants and LD instructional assistant) resigned and the DHH supervisor also retired. DSPS was under the same leadership since its beginning in 1975. Due to federal and state laws, DSPS is a critical area of Student Services. Because DSPS is a large and complex program, the former coordinator and co-coordinator announced their retirements nearly two years in advance to allow the college ample time to take the necessary steps to select a new coordinator. As a result, the senior counselor was appointed to assume the sole leadership of DSPS to ensure a seamless transition. For the same reasons, the other faculty members also gave advance notice of their retirements so they may participate in the hiring and training of their replacements due to the specialized and complex nature of their work. Disability is such a specialized area that the pool of applicants is limited. Consequently, it is hard to hire faculty that has the disability expertise while at the same time, is a good fit for the program and the college.

In addition, no other areas of Student Services have a large classified staff (18) as DSPS. They provide the accommodations authorized by a certificated staff. Classified staff can only be supervised by a manager or administrator. As a result, the college decided to re-structure DSPS with the hiring of a Director in January 2016 who shares the leadership of DSPS with the Coordinator. The reality is that DSPS is such a complex area that one person cannot single-handedly manage the program.

3. Expand efforts to address changing needs generated by changes in the student population (such as increase in students with Autism).

A DSPS counselor received a sabbatical in Spring '15 to study the best practices to accommodate students in the Spectrum. This counselor presented her findings at a statewide webinar, at CAPEd (California Association of Post-Secondary Education in Disability) and also at our institutional flex day in August 2016. She also shared resources with the DSPS counselors during our bi-weekly DSPS counseling meetings. Due to her trainings, the DSPS faculty have been well versed not only in counseling and accommodating students in the Spectrum but also in providing support to the instructional faculty. Our newly hired Director also received extensive training in working with this population.

In addition, we have been working closely with an outside agency (FACTS) who provides personal attendants to each student. The services of this agency are paid for by the Westside Regional Center or by the parents themselves. Each semester, FACTS sends us a list of students that they are working with. Services include helping students to regulate their behaviors on campus and tutoring services.

We are unable to offer a specialized program for students in the Spectrum due to a lack of funding and staffing. Many semesters ago, we started a mentoring program for this population which proved unsuccessful because students indicated that they wanted to be integrated with the rest of the students and have an authentic college experience. They said that they wanted to make friends with non-disabled people. As for other disabilities, our model of stressing the importance of the interactive process on a case by case basis continues to be the best practice.

4. Create a web page to help college programs address web accessibility issues. DSPS collaborated with the campus web-designers to provide online resources on developing guidelines to purchase and use accessible technology. This Web page, found on the DSPS website, contains the following comprehensive information: legal requirements, creating accessible resources, Distance Education, Captioning, sitemap, purchasing contacts and support. Creating this web page was one of the many actions taken by DSPS to support the institution to be in compliance with Section 508. Other

supportive actions included the following:

- In Fall 2014, Jared Smith from WebAim of the University of Utah was hired as a consultant to provide training to selected members of the campus community including senior staff, IT/MIS/CIS/chairs concerning the AA level of the Web Content, and Accessibility Guidelines (WCAG) 2.0. He also reviewed some pages of our SMC website to ensure compliance.
- In spring 2015 Gaier Dietrich, Director of the High Tech Training Center Uni, provided 508 training to the fiscal department concerning purchasing accessible equipment and instructional materials.
- In spring 2015, Paul Grossman, retired chief counsel of the Office of Civil Rights provided ADA/504/508 training to the DSPS faculty and staff, department chairs, members of the Crisis Prevention Team (CPT), and administrators.
- In spring 2016, Ellen Cutler, retired High Tech Training Center Specialist, was on special assignment for recommendation on best practice to proceed with 508.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

Effective July 1, 2016 the revised DSPS Title 5 has changed the funding criteria which requires at least one contact per year, verification of a disability, and completes an Academic Accommodation Plan (AAP), and must be activated in the program and/or enrolled in classes. Hence the new criterion reflects a more accurate number of the students served.

Historically, the disability categories included the following: Acquired Brain Injury, Developmentally Delayed, Hearing Impaired, Learning Disabled, Mobility Impaired, Other Disability, Psychological Disability, Speech and Language Impaired, and Visually Impaired. In July 2016, Title V changes changed the disability categories and separated two distinct disabilities from the "other" category. The following are current categories and names: Acquired Brain Injury, Intellectual Disability, Deaf and Hard of Hearing, Learning Disability, Physical Disability, Other Health Conditions and Disabilities, Autism Spectrum, Attention Deficit Hyperactivity Disorder, Mental Health, Blind and Low Vision. The largest number of students is currently Learning Disabilities followed by Mental Health (Psychological). In addition to the new categories, Title V changes loosened the criteria for disability verification allowing more students to qualify for services. Many students now qualify for Learning Disability who previously would be categorized in "Other". The implementation of the Title V changes may benefit the program as we anticipate additional apportionment for an increased number of student we now can qualify.

DSPS faculty and staff often collaborate with each other as well as with faculty and staff from other Student Services programs where the students are also member of to effectively support their academic success.

Similarly, we also have a strong relationship with instructional faculty on campus to address appropriate accommodations for the students with disabilities.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

Certificated staff awarded with Professional Development funding attended the California Association of Postsecondary Education and Disability (CAPED) conferences where they participated in trainings regarding updates on legal issues and best practices. An equity proposal award funded the Director to attend CAPED as well.

5. Describe departmental efforts to improve the teaching and learning environment.

HTTC's Counseling 22H course was fully integrated into college's Online Canvas LMS to help our students learn to work within the online interface more efficiently.

Professional Development – Faculty members have attended conferences including California Association for Postsecondary Education and Disability (CAPED), Learning & the Brain Institute, and the California Community College Chancellor's Office Trainings which instruct on how to become more effective teachers and diagnosticians for students with learning disabilities. Attending conferences in the field of learning disabilities and continuing to be active in different organizations that serve students with disabilities remains an ongoing commitment by all of our faculty members.

Distance Learning- We support students enrolled in online classes. We have changed our procedures for accommodating students in online classes as needed to meet the changing platforms these classes are offered through. Recently the College switched from eCollege to Canvas requiring us to arrange accommodations directly through the instructor instead of working through a program manager. We have standardized the process so students can easily request accommodation remotely and receive their accommodations quickly. These accommodations include extra exam time and E-Text.

Incorporating Technology- We continue to increase our emphasis on assistive technology in our study strategy workshops and through our individual guidance with students. Our classroom has been updated with a laptop and projector system to demonstrate how to use assistive technology as part of our study strategy course offerings. The campus Hi-Tech Center also works closely with our students providing additional technology support. This is evidence by our increasing number of students who are using E-text and voice recognition program like Dragon Naturally Speaking.

Collaborating with Student Support Services Campus Wide- We increased our outreach to other student support services on campus. We have presented at the Counseling Department flex day meeting, sent emails to faculty marketing our services and generated a newsletter that is emailed directly to remind students of our services. We also actively collaborate with the Veterans Center, EOPS, Black Collegians and the Adelante program including the campus wide effort to improve equity. We also actively participate on hiring and faculty evaluation committees to network with other departments.

Safe Learning Space- We provide a safe learning environment where students feel comfortable coming to the office to study and use the student computers. We achieve this by designing our office so students are not met with a counter but an open space with tables, chairs and a comfortable, friendly environment to study and seek assistance. We seek to offer students positive experiences when they come to the LD Program so that they are more likely to use our services moving forward. We are committed to offering excellent student support which includes the physical layout of our office space.

The ABI program revised the course content for a weekly problem solving class, to better match the unique needs of the population as they engage in academic classes. To insure continuity of the program, the class instruction remained a co-teaching effort so that the new faculty lead would have the guidance and experience of faculty who were long-standing instructors. Individual student accommodations are also provided by ABI faculties, who have the unique perspective of assessing students and recommending tailored adaptations to fit their learning styles. ABI faculty actively communicate with academic faculty for support of student needs.

6. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.

As part of Title V, DSPP programs can use their categorical funding to support specialized instruction. This is different than traditional tutoring programs because the instruction must be specialized and not the same as can be accessed through

traditional tutoring programs available on campus. The Learning Disabilities Program provides specialized tutoring as resources allow. We have both Instructional Assistants who are Classified Staff. One full-time assistant and one 20 hour per work part-time assistant for which we are in the process of hiring. We also hire and train student tutors as available. Finding and hiring student tutors is problematic as they must be full-time students and have time available to tutor. However, we do our best to find tutors so that we can provide this much needed service. We don't have much data to measure the effectiveness of our tutoring efforts but we do have evidence of our overall program success. As provided by campus institutional research, students with LD have course success rates of 74.1% compared to a campus wide course success rate of 68.1%. We assume our tutoring program is partly responsible for this impressive course success rate statistic especially when you consider student with learning disabilities are traditionally an at-risk population that has equity gaps statewide.

On average we have 120 students request tutoring each semester some for multiple classes. On average we provide 30 to 75 hours a week, depending on the point in the semester, of student tutoring and another 30 hours, when fully staffed, of staff Instructional Assistant tutoring. The demand far exceeds the supply of tutoring.

The ABI program created a pilot project to provide supplemental instruction for students enrolled in academic classes. The project included a rehabilitation specialist who worked one to one with students for subject specific guidance as well as general recommendations for improving skills such as organization, time management and study techniques. The project concluded in Fall 2016.

7. Describe any grants, VTEA, or other funding received since the last review [in the past year] and how it was used to improve the program.

For the 2016-2017 academic year, DSPS requested funding for three large monitors for low vision students, three electric adjustable table for the proctoring room for better access for all our students, two Enhanced Vision Magnifiers for classroom use for our low vision students and ten Chromebooks and fifteen Livescribe 3 Smart Pens. These electronic devices help support assistive technology and for note taking/digital recording of lectures for students with disabilities.

8. Describe faculty engagement in activities, training, or professional development to remain current with industry trends.

Several counselors attended California Association of Postsecondary Educators and Disabilities annual conference. The Learning Disability Specialist attending training for administering the new WJ Achievement testing. The HTC certificated staff also went to an assistive technology conference at CSUN, Accessing Higher Ground Conference, and Math Accessibility Conference. The ABI faculty attended professional workshops for Veterans including continuum of care best practices and management of repetitive concussions, as well as other discipline specific conferences related to Cognitive Rehabilitation.

D2.Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

- **HTTC**

Goals, objectives and planning decisions are based on SLO assessments, on-going discussions with HTTC students about their assistive technology needs, and campus technology changes and trends. Additionally, objectives are based on maintaining currency in assistive technology through listservs, conferences, etc. Our objective to create a web site about campus-wide technology is in response to feedback from students, faculty, and staff who want an overview of where assistive technology is located on campus.

- **LD**

The two most pressing goals for the next school year are to fill the LD specialist part-time position and to serve the increasing numbers of students who are now part of our program.

We need to conduct another student survey next year to inform our goals for planning future improvements.

Our assessment class census has dropped, in part due to the new inclusion criteria. We will need to encourage more of the LD IEP students to enroll in the class so they can learn what are their strengths and weaknesses are and for transfer purposes. Accepting an IEP as documentation is not a standard practice at most four year institutions.

- **ABI**

Review of course SLO results for Emeritus classes E64/E50/E28, Counseling 921 and Counseling 41H indicates student satisfaction, progress in meeting course objectives, as well as student self-awareness and confidence. This leads to successful outcomes, as evidenced by their course success rates in relation to all SMC students and other DSPS students. Revisions of these SLO's for the aforementioned courses are necessary so that course material is relevant to current student's needs.

- **ADA/504 Compliance Office**

Ensuring timely and effective interventions for individual cases requires open communication with all faculty and administrative channels. Numerous retirements and new full-time hires in DSPS and throughout the District heighten the need for continuous training.

D2. Objectives (Moving Forward)

Objective #1

Objective: 508 Training for Faculty, IT, Faculty and Staff.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

SMC Master Plan for Education

Timeline and activities to accomplish the objective: Workgroup to discuss and update Administrative Regulations pertaining to DSPS

Describe how objective will be assessed/measured: Approval

Comments: N/A

Objective #2

Objective:

Update DSPS Administrative Regulations

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

SMC Master Plan for Education

Timeline and activities to accomplish the objective: Spring 2018

Describe how objective will be assessed/measured: Approval of Student Affairs Committee and ultimately Academic Senate

Comments: All

Objective #3

Objective:

Assess DSPS Instructional SLOs effectiveness more consistently

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

SMC Master Plan for Education

Timeline and activities to accomplish the objective: Fall 2018

Describe how objective will be assessed/measured: Survey

Comments: Certificated Staff

E. Curriculum Review

To comply with accreditation standards, programs are required to update their curriculum outlines of record (CORs) every six years. Be sure to submit your updated outlines to the Academic Senate Joint Curriculum Committee in time for them to be reviewed prior to or at the Curriculum Committee's last scheduled meeting of the year (check the committee's submittal

deadlines at ([click here for dates and deadlines](#)). The Program Review annual report will note whether course outlines are up to date.

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- The process by which department members participate in the review and revision of curriculum.
- How program goals and SLOS are integrated into course design and curriculum planning.
- The relationship of program courses to other college programs (cross-listing, overlapping content)
- The rationale for any changes to pre-requisites, co-requisites and advisories.
- How the department ensures course syllabi are aligned with the course outline of record.

DSPS offers both credit and non-credit specialized classes to support students with disabilities in their academic classes. Both instructional and non-instructional faculty meet twice a year (Fall/Spring) at our department flex meetings to discuss and review the program and instructional SLOs. SLOs results of previous years are reviewed based on the students’ challenges and disability related needs before deciding if a larger sample is needed the following term. Some instructors have adjusted their SLOs as assignments or course content are modified to accommodate the students’ specific disability needs.

The coordinator ensures that any SLOs changes are tied to the Institutional Learning outcomes (ILOs) before inputted into ISIS. At the beginning of each term, instructors and counselors are reminded to assess their classes’ SLOs and the program SLOs. Last Spring’17, all instructors are given a copy of the course outline of record for their classes for review. Any changes were inputted in CurricUNET to be approved by the curriculum committee and the Academic Senate.

2. Discuss the role of the advisory board and other industry bodies or input in updating curriculum to meet industry standards and the needs of students.

One of the suggestions from the Advisory Board was to establish a stronger connection or relationship with the Santa Monica High School resources or transition specialists in order to facilitate the students’ transition to Santa Monica College. High school students and their counselors are not familiar with the college’s enrollment process and the various students services and/or academic programs.

F. Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

SMC Committee Memberships

- Distance Education Committee
- Technology Planning Committee
- CTE Committee
- Distance Education and Information Services Committees
- DPAC-Technology Planning Subcommittee
- DSPS assistant hiring committees
- LD Instructional Assistant hiring committee
- EOPS Advisory Board
- Crisis Prevention Team
- Enrollment Barriers Committee

- Mental Health Committee
- Veterans Center Advisory Board
- Online Orientation/Accessibility Committee
- MyEdPlan Committee
- Online Orientation Committee
- VIP Welcome day Committee
- Student Services Awards Committee
- Faculty Association Representative
- Faculty Association Executive Committee
- Faculty Association Political Director
- Chairperson of the Faculty Association Retirement Committee
- Taskforce on Instructional Materials Adoption
- Region 7 DSPS Coordinator Representative
- Participants, ADA Training for DSPS Staff
- Participants, Student Equity Funding workshops.
- Participants, Webinar DSPS Weights and Allocation Study
- Participants, Webinar Title V
- Participant, CCCC Title V Training Cerritos College
- Participant, Flex Training Title V Implementation for DSPS Faculty/Staff
Presented at SMC Institutional Flex – Autism
- Presented at CAPED – Autism and Best Practices
- Fall Institutional Flex regarding Universal Design

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

DSPS faculty and staff are fully committed to remaining current in best practices for their areas of expertise. DSPS faculty are leaders and trend setters in disability services for their areas. Faculty and staff maintain their level of proficiency through professional affiliations and engagement in related community and industry activities.

Counseling

- Chair of Region 7 of DSPS Directors and Coordinators
- Member, California Association for Postsecondary Education and Disability
- Collaboration with the State Department of Rehabilitation to support students who are DOR clients and receive educational services
- Outreach and campus tours for feeder high schools including Beverly Hills, Hamilton, North Hills Prep, Palisades Charter, University, Venice and Westchester
- Participants, California Association for Postsecondary Education and Disability conferences
- Participant, University of California, Counselors Conference
- Member of California Community Counseling Association and American Counseling Association

HTTC

- Member of the California Association of Post-secondary Educators of the Disabled (CAPED) AT CIG
- Member of the Access Technology Higher Education Network

- Member International Association of Accessibility Professionals (IAAP)

Learning Disabilities

- Current and founding member of the Rudy Almeida Memorial Glasses 4 Classes Program
- Member, CA Chancellor’s Office –Title V rewrite workgroup
- Member, Chancellor’s Office Disability Policy Workgroup
- Region 7 LDFA representative
- Member, CHADD - Attended 2016 Annual Conference
- Member, International Neuropsychological Society
- Member, Attention Deficit Disorder Association
- Member, Learning Disability Association
- Member, CA Chancellor’s Office –Title V rewrite workgroup
- Member, Chancellor’s Office Disability Policy Workgroup
- Member, Chancellor’s Office Committee on Weighted Student Count
- Member, American Psychological Association
- Member, Attention Deficit Disorder Association
- Member, International Dyslexia Association
- Member, UCLA Committee on Disabilities
- Chair of the CAPED LD Special Interest Group

Deaf and Hard of Hearing Services

- Member, Registry of Interpreters of the Deaf
- Member, Southern California Registry of Interpreters for the Deaf
- Member, Coordinator’s Advisory Network (CAN)

ADA/504 Compliance Officer and ABI

- The Compliance Officer attends Statewide and National training sessions to remain current in all aspects of the ADA/508
- The ABI Program engages with a network of regional medical rehabilitation professionals, including the Veterans Administration, who refer their patients to the program
- Planning Committee California ABI Association Conference, Spring 2016

Instructional

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

Student & Instructional Services

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

Due to the nature of what we do, DSPS faculty and staff consistently work closely together as a team to best ensure that students with disabilities are accommodated in a timely manner. The DSPS faculty authorize the accommodations which are in turn implemented by the classified staff. For example, a DSPS assistant serves as a note-taker or a scribe to a student in the classroom after it is authorized by a counselor. That same student may be authorized to receive E-text provided by

the Alt Media Specialist. Should any issues or concerns arise, the classified will inform the appropriate certificated staff to mitigate the situation.

G1.Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

For the first time in the history of DSPS, the leadership is restructured with the hiring of a new Director due to the large classified staff and the size of the program. The reality is that DSPS is such a complex area that one person cannot single-handedly manage the program. The Director is responsible for the daily operations and the supervision of the classified staff as well as the planning, development and implementation of the program. The Director and Faculty Coordinator work in tandem managing the department, providing training, refining policy and procedures, supervising faculty, staff, and develop curriculum development. Additional areas of concern include accommodation requests, the new DSPS allocation funding model, and updating the administrative regulation.

This past year, the certificated staff received more accommodation requests which require additional analysis to determine if the accommodation is a fundamental alteration to the course curriculum. In these cases, many of the essential functions and technical standards of the courses are not readily available and requires additional consultation with faculty and the academic department chairs. Additional training and accessibility to the essential functions and technical standards is recommended to assist in the interactive process. Furthermore, guidance and protocol for atypical accommodation requests needs to be strengthened within the department. The observed trends regarding academic adjustments should be discussed on a regular basis with the academic department chairs to prepare and identify how faculty can assist in the interactive process to determine accommodations.

The CCCO DSPS Weights and Allocation Funding formula incorporates a coordinator funding guarantee (\$150,000), a weighted/decile ranked College Effort component, a new split of the state funding with 80% based on Weighted Student Count (WSC) and 20% based on college effort. Furthermore the new formula guarantees that no college will receive less than 90% of their previous year's allocation. It is difficult to determine how the new disability category and new weights for each disability category will affect the future allocations. The new formula will only consider primary disability and the data collection for a secondary disability beginning with the 2017-8 academic year.

The Administrative Regulations for Student Services (4000) pertaining to students with disabilities have not been updated for several years. The language in some of the regulations is not current. Furthermore, with the appointment of a new 504 Compliance Officer and new position of a Compliance Administrator/Title IX Coordinator further definition of responsibilities related to 504 compliance issues (accommodation requests, access issues, and appeals) is required.

- MIS support for more efficiency in connecting all areas of the program to recording student contacts.
- Update AR's
- Update policies and procedures

Provide trainings to the campus community about recent 508 update and how it will affect the college.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes]

but does not supplant the need to request resources through established channels and processes].

Effective January 2017 the proctoring room moved to the former financial aid location. This new location is much larger than the former location with an increase of 27 seats for a total of 47 seats and three private rooms. However, there is potential for insufficient space during high volume testing such as mid-terms and finals. In addition, increasing concerns from faculty regarding academic dishonesty has led to some policy changes such as having students sign in and out for breaks, supplying the scratch paper, and adding additional signage regarding the policies. In addition, DSPS is currently investigating camera surveillance as an additional security measure.

The Learning Disability Program is currently located across campus, making it difficult to collaborate and share resources. Senior Management explored closer and alternative office space including Financial Aide and Drescher Hall but neither offered sufficient space. It was decided that the LD Program remain in the Math Complex until the completion of the new Student Services building in We are recommending that the program improves communication with the rest of the DSPS staff and align policy, practices, and procedures in sync with the main office.

The HTTC is requesting new technology and license upgrades from CTE funds and Academic Computing funds. HTTC will review the current system of collecting MIS data and look for a more efficient way to track and enter contacts.

The HTTC gained 50 additional licenses of the Audio Notetaking software (Sonocent) for DSPS students and Vets for notetaking. Students are receiving individual training for this assistive technology as well as workshop format trainings.

The HTTC Project to digitize all DSPS student files and archives is proceeding well. Over 85% of the archived student records have been digitized eliminating the need for four large file cabinets. The next phase is a test phase using Viatron to store digital files, forms, and portfolios. The Digital Task Force meets regularly to discuss progress, goals, training, and implementation for this large scale project. Currently, identification of the indexes and forms are being shared with the Viatron consultant to create a platform for beta testing.

The HTTC continues to provide training and equipment loans to students with disabilities. The equipment loan items include: Digital Recorders, Smart Pens, iPads, Surface Pros, noise cancellation headphones, assistive listening devices, and other software and apps. The HTTC will continue to offer workshops and trainings to promote use and skills effectively using technology in the classroom and as accommodations.

Another area DSPS is exploring is utilizing RegisterBlast which is a scheduling software. The SMC Assessment Center is currently using this tool and has demonstrated its capabilities to our department. The number of appointments for the high volume of tests DSPS proctors per semester (Fall 2016 -2,000 tests) requires many steps including the student scheduling their appointment, receiving and delivering the tests to the faculty, receiving directions from the faculty regarding the test parameters, and ensuring space is available for students to take the tests during our business hours. RegisterBlast has many promising features to help streamline this process and keep records of the tests proctored. Additionally, students can remotely notify DSPS, check availability, and secure a seat without having to fill out a request form in the DSPS office.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Currently proctoring duties are shared among the DSPS Specialists and DSPS Assistants. The DSPS Assistants rotate to cover the proctor room as needed while also working in the main office and in the classroom taking notes. Due to the increasing demand for extended proctoring services such as extended evening hours, DSPS may need to use the Student Services Assistants more readily in the proctoring area rather than in the classroom taking notes. To continue providing note taking services, DSPS will incentivize volunteer note takers with a scholarship using the DSPS Foundation funds upon

successfully completing a semester of service.

In the Learning Disabilities Program, the increase of students being served for tutoring has significantly increased and thus the need for additional tutors or instructional assistants. Considering the budget limitations, we may need to look at alternative funding sources such as equity, the Foundation account, or volunteers to assist students with disabilities.

Professional Development funds are needed for continuous trainings for the DSPS certificated staff to keep apprised of the latest legal issues. DSPS counselors/ LD, HTTC and ABI specialists attend yearly state-wide CAPED, AHEAD, and Technologies conferences to keep apprised on "the best practices" to serve our DSPS students. Conferences to learn the ever-changing technical aspects of academic counseling are also critical to attend in order to provide accurate information to the students. We plan on having consultant Patrick Kerwin return in spring 2018 to provide a "refresher" on communication and team building for the entire staff.

In 2016 DSPS lost one full-time counselor and another full-time counselor with a split assignment with Health Sciences due to retirement. Due to the complexity of the students' disability related issues and an increase demand for counseling appointments, we are requesting that the college replaces the loss of one and half counselors with one full-time counselor. It is extremely challenging to meet the college's legal obligations with a reduced counseling staff. In addition, DSPS faculty also participates in providing in-service trainings to the campus community and sufficient staffing is necessary to perform such duty.

The current part-time therapist may retire the end of this year and her position will need to be filled. Many students see her on a weekly or as needed basis to manage their mental health issues.

4. List all current positions assigned to the program.

DSPS Director

DSPS Faculty Coordinator

Counseling

- 3 FT Counselors
- 2 PT Counselors
- 1 PT Therapist
- 2 FT DSPS Specialists (classified)
- 5 FT/PT DSPS Assistants (classified)

- **High Tech/Alt Media**
 - 2 FT HTC Specialists/Instructors
 - 1 PT HTC Specialists/Instructor
 - 1 FT Alt Media Specialist (classified)
 - 1 PT DSPS Assistant (classified)

- **Learning Disability Program**
 - 2 FT LD Specialists/Instructors
 - 3 PT LD Specialists/Instructors
 - 1 FT Tutoring Coordinator (classified)
 - 1 FT LD Instructional Assistant (classified)

- 1 PT LD Instructional Assistant (classified)
- **Acquired Brain Injury Program**
 - 1 FT ABI Specialist /Instructor/Counselor
 - 2 PT instructors (Couns. 910 and 41H, 12H, 15H)
 - 1 PT ABI Specialist
 - 5 PT instructors in Emeritus College
- **Deaf Services**
 - 1 DHH Supervisor
 - 2 FT staff interpreters
 - 3 PT staff interpreters

3 PT staff interpreters

G2. Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

The projected California Public High School graduates are projected to decline approximately 7% over the next ten years (California Department of Finance, 2015). This in turn effects enrollment projections including the number of students with disabilities requesting services in California Community Colleges. Another variable is the implementation of the Title V changes with the new disability categories, enrollment requirements, and allocation formulas.

There are now ten categories of disabilities recognized which identified three new categories: Blind/Low Vision, ADHD, and Autism Spectrum. MIS completed the programming to capture the new categories and DSPTS is now aligned with the new Title V criteria. Although students only require on contact per semester, the student record must reflect an interactive meeting that discusses the educational limitations and accommodations. Student need not be enrolled in a course to be eligible for services such as counseling and educational planning.

Additionally, Title 5 requires the expansion of the methods to indicate the presence of a disability including observation and self-report. The intent is to remove undue burdens on the student with the disability to qualify for services and aligns with the ADA Amendment (ADAAA) of 2008 which could increase the number of students eligible for services.

Maintaining 508 Compliance requirements will continue to pose a challenge not only for DSPTS but for the entire District. DSPTS has provided training and consultation for faculty, IT, and administrative departments.

Prepare good instructions on Canvas on how to convert instructional materials into an accessible format,

Although there are tractions moving forward to support for the academic departments concerning 508, it will be to the college best interest to provide full-time support as the use of technology in all areas of the campus is inevitable and it is the way to “the present and the future”.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support

proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Investment in a DSPPS Program Management software or upgrades to the existing student information system to support the record keeping for the large student population we serve.

It is anticipated that the Student Services building will be ready to be occupied in January 2019. DSPPS will collaborate with the facilities and other student services areas to ensure a smooth transition.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We would like to invite outside speakers like Paul Grossman to return in the near future for further in-service training to the campus wide community. In addition, customer service and team building training would greatly benefit our departments.

We will need the assistance of Institutional Research to conduct surveys for faculty and DSPPS students to evaluate the program and services.

In addition, focus groups could be explored for additional feedback of the DSPPS services.

We hope that in five years, the college will have completed a comprehensive Section 508 evaluation and implementation plan.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

Budget is always a challenge since DSPPS is a costly program, not just at SMC, but also state-wide. This is especially true for the Deaf and Hard of Hearing Program due to the high cost of interpreting and real time captioning services. Each year the district has to backfill the program to meet its legal obligation and to maintain the quality of services since the state allocation does not meet the cost of the entire program. It is difficult to accurately estimate the number of students who will require services and the number of classes they will enroll in each term. Thus, the cost to administer the program varies yearly, making it difficult to budget. This is especially true when anticipating the number of DHH student who may need real time captioning or sign language interpreters for their accommodations which are high cost. Furthermore, the new ADA Amendment Act has broadened the definition of disability. We anticipate that this will result in more students qualifying for services, adding additional costs to the program.

The Chancellor's Office is adopting a new funding formula for DSPPS. There are two new variables: new weights for the WSC (disability category) and new percentage ceiling for College Effort (from 10%-20%). The allocation will still provide a 90% guarantee from prior year and \$150,000 minimum allocation.

The impact may be a reduction in SMC's allocation based on the simulation the state calculated. Many of the CCC's do not contribute significant college effort funds and the new allocation model is designed to increase participation in college contributions. The portion of the state allocation calculated by the weighted student count is being reduced from 90% to 80%. SMC has always exceeded the required amount therefore in theory, colleges who contribute more general fun to their program will see a greater return in their DSPPS allocation. It is unknown what the net change will be once implemented.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

DSPS must adopt a system management system to document services and contacts from all areas of the program in order to facilitate the reporting to the chancellor's office.

Re-assess the need for tutoring for students in all disabilities as related to their functional limitations (and not just LD)

Build a stronger relationship with OCR for legal support since the retirement of the chief legal counsel.

Concern that the college has not taken a more active role in providing a clear comprehensive plan to address 508 and hire a 508 implementation officer since this is a college legal obligation, separate from DSPS. Insofar, current and past DSPS faculty have addressed and supported the campus community concerning 508 in the following areas:

- 1. Canvas- accessibility was always integrated in DE services
- 2. Vetting new courses via curriculum committee
- 3. Vetting department websites when programs are going through their 6 year program review
- 4. Online orientation - ensure 508 Compliance
- 5. Reminder Email sent every term by VP of Academic Affairs to all faculty to ensure their instructional materials are accessible
- 6. Participation in technology related committees: TPAC, curriculum, Program reviews (re- institute), Information Services and Distance Education

6. Please use this field to share any information the program feels is not covered under any other questions.

DSPS will continue to consult with legal counsel on some of the more challenging cases involving academic adjustments and conduct concerns involving students with disabilities.

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

The six year Program Review allows the entire staff to participate in the analysis, development and planning for the department. The contributing staff were provided the data, previous program plans, recommendations, and concerns to help shape their suggestions, interpretation, and response to the questions. It is important to engage in this process to plan effectively and utilize the resources in the most meaningful way. In addition, reviewing all the data and support we provide to students is extremely satisfying and motivating so to continue to strive for excellence.