

PROGRAM REVIEW Fall 2021

Program: Disabled Student Programs and Services

Division: Student Services

Date: 11/01/2021

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 Outreach- High Schools, Community, On Campus, Online	x	Goal B	x
2 Online support structures in place to support student academic accommodations and counseling needs	x	Goals A,D	
3 Partial Opening of DSPS Office/ including provision of online supports	x	Goals A,C,D	
4 Ongoing Trainings and Professional Development (i.e. College Day, Flex Day, New Director Trainings and Professional Mentorship)	x	Goals A,B,C,D,E	x
5 Hiring/ Recruitment (Director hired, Counselor Assistant I and Alt Media Specialist still to be determined)	x	Goals A,B,C,D,E	x

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1 Staffing changes and vacancies (still need Counselor Assistant and Alt Media Specialist)	x	Goals A,B,C,D,E	x
2 COVID-19 related procedural adjustments	x	Goals A,B,C,D,E	x
3 COVID-19 related student challenges and needs	x	Goals A,B,C,D,E	x
4 Monitoring of the effectiveness of academic support (i.e. tutoring, RAW center, Math Labs) for DSPS students	x	Goals A,C,E	x
5 Need for modernized, streamlined web-based management system for DSPS operations	x	Goals A,B,C,D,E	x
6 Need for the establishment/reestablishment of a DSPS community advisory committee	x	Goals A,B,C,D,E	x

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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
Hire full time DSPS Alternative Media Specialist and develop/ revise Alt Media related policies and procedures		x	x	x
Hire full time Counselor Assistant I and review/revise DSPS Department related policies and procedures		x	x	x
Develop plan for DSPS web-based management system in partnership with IT Department and Chabot/ District	x			x
Establish/reestablish DSPS community advisory committee	x	x		x
Develop outreach and recruiting plan for local K-12 districts		x		x

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

____N/A

Campus system or Committee	How has it benefitted your students?
Guided Pathways and Student Equity and Achievement Committee's	Participation helps to ensure equity and enhance the college experience and career preparation for all students including DSPS.
Math and Language Equity and Achievement Committee (MLEA)	Participation helps in planning and support for students who are struggling academically and may have a disability. It also helps build a connection for students who are potentially eligible for DSPS.
Health and Safety Committee	Participation promotes the overall health and safety for all students including DSPS.
Technology Committee	Participation helps to ensure accessibility for students who require alternate media formats. Collaboration with IT will also help support a plan for a new DSPS management system.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	I have had individual conversations with students. I also participated in a number of committees where students have attended. Additionally, I have met with Student Government leadership to brainstorm ways to help DSPS students have a sense of belonging on campus.
What did you learn?	I have learned that students long for and respond well to personal connections. Students are struggling when it comes to social/ emotional well-being and many have not been on any campus for over year due to the pandemic. Students feel lost when it comes to navigating their way through campus and available supports they might not be aware of.
How will you use the feedback?	I will use this feedback to support campuswide initiatives to support students returning to campus. I will also work to make the DSPS website more user/student-friendly. Additionally, I will ensure that the DSPS Department works to provide and extra touch of customer service (care and concern) for all students seeking support.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7>
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

The following trends were identified and noted from the DSPS Institutional Research data packet. These trends are important as they reflect data that will impact important college-wide planning and outreach efforts. Additionally, these data are important to consider for staffing decisions as the program continues to grow.

1. **Enrollment:** From Fall 2019 to Fall of 2020, DSPS enrollment decreased by 141 students. This represents a 17.5% decrease and can be explained due to the COVID-19 Pandemic.

2. **Age distribution:** 84% of the DSPS population is under 30 years old. The number of students under 20 years old continues to be the largest single segment of the DSPS student population at 30%. Additionally, This trend as remained consistent over the past several years.
3. **Race/Ethnicity:** White and Latino students make up a combined 72% of the DSPS population (41% White and 31% Latino). 10% are categorized as Multiethnic, 9% Asian, and 5% African American. All other race/ethnicity categories are at 2% or below.
4. **Student Enrollment Status:** 78% of students enrolled are known to be *Continuing* and 13% are *First-Time Any College* students. 5% are considered *Returning*, 2% are under *Concurrent Enrollment*, and only 1% are *First-Time Transfer* students. These percentages have remained consistent over the past several years, although the number of students enrolled has significantly decreased due to the COVID-19 pandemic.
5. **Student Unit Load:** 89% of DSPS students are considered Part-Time (47% @ 6-11.5 units, 22% @ 12-14.5 units, 20% @ 0.5-5.5 units). 11% of students are full time, and <1% are participating in Non-Credit Only classes. These percentages are consistent over the years.
6. **Students Using Distance Education:** A major shift occurred between Fall 2019 and Fall 2020 due to the COVID-19 Pandemic. Distance Education Only participation increased from 8% to 95% during this time, while Face-to-Face Only classes dropped from 74% to 1%. Students using both models decreased also during this time, from 18% to 3%. With upcoming changes in COVID-19 related policy and vaccine mandate, it is anticipated that these numbers will again shift significantly in the next year.
7. **Educational Goals:** Two-thirds (66%) of DSPS students identified their educational goal as *Transfer* (w/ or w/o AA/AS degree). 8% had a goal for an *Associate Degree Only* (AA/AS) and 9% had an *Occupational Certificate or Job Training* goal. 3% had goals for *Personal Development* or to *Improve English/Math Basic Skills*. 13% of students were *Undecided*. There are no significant changes in these trends from year-to-year.
8. **Highest Educational Level of Students:** 70% of students are Freshmen (40%) and Sophmores (30%). 21% are considered *Other Undergraduate (60 units or more)*. 6% have another degree (4% AA/AS, 2% BA/BS or higher), and 4% are High School/Adult School
9. **Student Performance: Grade Distribution:** Academically, DSPS students are achieving *Course Success Rates* at 70%, earning grades of A, B, C and P. *Course Non-Success Rates* decreased from 15% from Fall 2019 to 8% in Fall 2020 and *Withdrawals* increased from 17% to 22%. It should be noted that the *Withdrawal* increase can be explained by students dropping courses due to the COVID-19 pandemic.
10. **Student Performance: Distance Education:** Where *Face-to-Face* sections dropped due to COVID-19, the success rates increased to 82% (from 68% the prior year). Where *Distance*

Education sections increased significantly, the success rates also increased slightly from 66% to 70%.

CCCCO Data Mart Review:

In looking at enrollment in DSPS compared to LPC as a whole:

Black students make up 4.78% of LPC, and 6.48% of DSPS (+1.7%)

Hispanic students make up 29.51% of LPC, and 28.5% of DSPS (-1%)

Asian students make up 19.95% of LPC, and 12.18% of DSPS (-7.7%)

White students make up 30.72% of LPC, and 40.93% of DSPS (+10.21%)

Nearly 30% of DSPS students are considered *Learning Disabled*. Of whom: 10% are African-American, 27% Hispanic, 39% White, 7% Asian.

Almost 19% of DSPS students are considered to have *ADHD*. Of whom: 1.4% are African-American, 32% Hispanic, 45% White, 10% Asian (with 7% for two or more races).

Over 16% of DSPS students have a *Psychological Disability*. Of whom: almost 8% are African-American, 24% Hispanic, 48% White, 18% Asian (and 13% two or more races)

About 13% of DSPS students are labeled under *Other Disability*. Of whom: nearly 6% are African-American, 28% Hispanic, 37% White, 18% Asian (and 12% two or more races)

Almost 11% of DSPS students are labeled under *Autism Spectrum*. Of whom: 2.4% are African-American, 19.5% Hispanic, 46% White, 27% Asian (and 4.88% two or more races)

Reasons for any discrepancies are not clear and may be attributed to multiple, complex factors. The information provided is of interest and may help guide equity-focused discussions and supports that are individualized to meet the diverse needs of students.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

N/A

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
___yes ___no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

N/A

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES _____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

SAO #3 Upon completion of the student's interaction with DSPS, the student should be able to make effective use of the accommodations to support their educational experience.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). __N/A__%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

According to last year's PR, surveys were to be developed to assess progress on the identified SAO. Due to staff changes and COVID-19 it does not appear that the surveys were developed and no data has been found to reflect any conclusion at this time.

The tentative strategy was listed as:

1. A Survey would be developed to gather the student's baseline when they apply for services. The student will be asked to complete a survey prior to their intake appointment with a counselor.
2. A follow up survey will be completed by the student after the completion of the student's intake appointment and introduction to all DSPS staff, services and procedures
3. Another survey may be developed to obtain faculty assessment of how prepared the students with disabilities in their classes were, in accessing approved academic accommodations for the classes they taught.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

N/A

(5) List changes that you plan on making to improve student learning.

I plan to revisit the SAO and previously identified strategy in the coming year to help determine the effectiveness of DSPS accommodations that help lead to successful outcomes for students. I also plan to establish/reestablish a community advisory committee to help DSPS determine priorities focused to improve student learning and their overall college experience.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

N/A

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

Changeover and staff shortages in DSPS has been the biggest challenge to maintain consistency and build upon best practices in the best interest of students.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

☒ YES ☐ No

I plan to review reflect-on, and revise (if necessary) any previous 3-year planning template that may have been previously submitted in the past few years.

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

_____YES _____No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

_____YES _____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES _____No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

____YES ____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?