

PROGRAM REVIEW Fall 2022

Program: Disability Support Programs and Services

Division: Student Services

Date:

Writer(s): Christopher Crone

SLO/SAO Point-Person:

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 Outreach - Virtual sessions were held w/ Dublin, Pleasanton, Livermore school districts as well as the Mission Valley SELPA Workability and Transition Partnership Program. In person information sessions were held in partnership w/ the LPC Outreach Department.
2 DSPS Counseling and Academic Accommodations- Online and In-Person supports remained flexible and available throughout the academic year to meet student needs.
3 Hiring/ Recruitment - Filled DSPS positions for Counselor Assistant I and Alt Media Specialist
4 Trainings and Professional Development - Completed college-district level trainings, as well as New Director Trainings supported through CAPED
5 Initial purchase of Symplicity - DSPS operational management system
6

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
1. Staffing needs to address LD eligibility (i.e. LD Specialist- currently referring students to Chabot).

2. Procedural adjustments as appropriate (i.e. remote-work)
3. Implementation of Symplicity (Staff training and IT integration)
4. Monitoring effectiveness of related support for DSPS students (i.e. embedded supports in response to AB-705)
5. Need to establish DSPS Community Advisory Committee
6.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

I would like to complete Symplicity- setup and implementation. I would also like to continue to explore and fine-tune data systems to make sure student DSPS data/ student counts are accurate.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

DSPS promotes educational excellence by offering a comprehensive system of disability-related learning support to provide an equitable educational environment.

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

_____ N/A

Plan	New	Continuing	Short term	Long term
Symplicity -DSPS operational management system (full implementation, including website development)	x	x		x
Establish DSPS Community Advisory Committee for LPC and/or district-wide (CLPCCD)	x	x		x

Explore additional DSPS hiring (LD Specialist and/or an additional DSPS counselor)	x			x
Consider Educational Assistance Classes (EAC) as appropriate to further support student success	x			

Tab to add more lines as needed

F. 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.	Conversations
What did you learn?	A lot of students who had 504 Plans in High School are unfamiliar w/ DSPS (where they would likely qualify)
How will you use the feedback?	Visit select classrooms to provide "in-reach", participate in campus tabling activities, meet/inform High School Counselors to target 504-eligible students

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
1) Some instructors may not provide certain accommodations (such as note taking since student note takers are not paid in dollars). 2) Some instructors treat students differently if they register w/ DSPS in the middle of a semester.	1) Continue to provide information to instructors and to the campus regarding disability rights and the legal requirement to provide approved accommodations.

	2) Work with college to promote caring campus initiatives and a sense of belonging of all students and reduce disability stigma. 3) Explore possibilities to hire student note takers.
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Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

- 1. Enrollment:** From Fall 2020 to Fall of 2021, DSPS enrollment decreased by 94 students. This represents a 14% decrease and can be explained due to a variety of economic factors as well as the COVID-19 Pandemic. This also reflects the overall drop in LPC enrollment.
- 2. Age distribution:** 82% of the DSPS population is under 30 years old, 51 % are under the age of 22, and 27% are age 19 and under. These rates are similar to previous years.
- 3. Race/Ethnicity:** White and Latino students make up a combined 70% of the DSPS population (42% White and 28% Latino). 9% are categorized as Multiethnic, 10% Asian, and 6% African American. All other race/ethnicity categories are at 2% or below. These rates are similar to previous years.
- 4. Student Enrollment Status:** 76% of students enrolled are known to be Continuing and 14% are First-Time Any College students. 7% are considered Returning, 1% are under Concurrent Enrollment, and only 2% are First-Time Transfer students. These percentages have remained similar to previous years.
- 5. Student Unit Load:** approximately 70% of DSPS students are considered Part-Time and 30% of students are full time. These percentages are similar to previous years.
- 6. Students Using Distance Education:** These numbers have shifted over the past few years due to the COVID-19 pandemic. LPC went from 95% Distance-Education-Only in Fall 2020 to 61% in Fall 2021. Some form of Face-to-Face instruction increased to 39% in Fall 2021, compared to 4% the previous year.
- 7. Educational Goals:** These have remained fairly consistent from year to year. 64% 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 10% had an Occupational Certificate or Job Training goal.

8. **Highest Educational Level of Students:** 38% of students are Freshmen and 31% Sophomores. 22% are considered Other Undergraduate (60 units or more). 7% have other degrees (4% AA/AS, 3% BA/BS or higher), and 2% are High School/Adult School.
9. **Student Performance:** Grade Distribution: Academically, DSPS students are achieving Course Success Rates at 68%, earning grades of A, B, C and P. Course Non-Success Rates decreased from 15% from Fall 2019 to 8% in Fall 2020, and then increased to 12% in Fall 2021. The Withdrawal rate remained fairly the same, at 21%.
10. **Student Performance: Distance Education:** The success rates from Face-to-Face sections dropped to 70%, compared to 82% from the previous year. However the number of Face-to-Face sections increased from 38 to 1,480. (in 2019 there were 2,016 F2F with a success rate of 68%).

CCCCO Data Mart Review:

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

Black students make up 4% of LPC, and 6.48% of DSPS (+2.8%)

Latino students make up 30% of LPC, and 28.5% of DSPS (-1.5%)

Asian students make up 19% of LPC, and 12.18% of DSPS (-6.82%)

White students make up 31% of LPC, and 40.93% of DSPS (+9.93%)

Nearly 30% of DSPS students are considered Learning Disabled.

Almost 19% of DSPS students are considered to have ADHD.

Over 16% of DSPS students have a Psychological Disability.

About 13% of DSPS students are labeled under Other Disability.

Almost 11% of DSPS students are labeled under Autism Spectrum.

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 are 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.

[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

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| ● Gender | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

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 staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). ___ N/A _____ %
3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

DSPS needs to survey students regarding their use of approved accommodations to help determine if accommodations are helping to improve academic results.

* If you used other sources of data, briefly explain below.

N/A

4. List changes that you plan to improve outcomes in your service area.

DSPS is acquiring a software solution program (Symplicity) to help streamline student accommodations and improve communication with students and staff. This solution will also help survey students regarding their use of accommodations and how effective are these accommodations.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

___ Yes ___ No ☒ N/A

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

_____ YES ____x_____ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

N/A

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
- No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____YES _____No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____ No

Course Name & Number

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

The shared form template was convenient and made it easily available for team members to provide input.
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