

**Program:** DSPS (Disability Resource Center)

**Division:** Student Services

**Date:** 11/1/2023

**Writer(s):** Christopher Crone

---

**With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. Fall 2023 is a Program Update cycle.**

---

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

**Time Frame:** This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

**Key Terms:** The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

#### HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2023 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositascollege.edu](mailto:ntaylor@laspositascollege.edu).

#### 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) 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, 2023**

## IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**
  1. To check on the status of courses and programs to see if any updates are required
    - a. Log in to CurricUNET
    - b. Select "Course Outline Report" under "Reports/Interfaces"
    - c. Select the report as an Excel file or as HTML)
  2. If updates are needed, submit these updates to the Curriculum Committee
  3. Then, 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 during certain semesters.
    - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
    - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.
- ✓ **Review your programs to see if there are any modifications needed**
- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

## HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

## THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

## ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

The DSPS- IT-related workflow systems software, Accommodate (by Symplicity) officially launched this semester (Fall 2023). We spent the 22-23 academic year preparing for this launch through multiple trainings w/ DSPS and Accommodate staff, and district IT data integration. DSPS students are now able to access and utilize their accommodations, and communicate DSPS-related information to/from their instructors through this system. Fine-tuning the system and working out technical issues will be an ongoing challenge, but overall a positive start. One challenge with this system is the simultaneous rollout of the district MyPortal system. Accommodate (by Symplicity) is only accessible through MyPortal, meaning that students who are having trouble getting into MyPortal, will also have trouble getting into Accommodate.

The DSPS Department also recognized the need to increase staff in the area of DSPS Counseling as well as the need for a Learning Disability Specialist. We identified two part-time faculty to fill these roles, and completed the hiring process for both individuals who started this semester (Fall 2023).

DSPS note-taking accommodations have been historically provided at LPC through student-volunteers. This was a communicated concern by various faculty with suggestions to hire student assistants as note-takers. DSPS hired five (5) Student Assistants in 22-23 in an effort to address this concern, as well as to provide additional support to students and the department as appropriate (i.e. scribe, tutor).

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

As DSPS is completely voluntary, not all students with disabilities (SWD's) utilize DSPS services. For SWD's coming from high school, this is counter-intuitive, as services were automatic in high school. The DSPS department works continuously with local high schools and Special Education Local Planning Areas (SELPAs) to provide information and outreach to help facilitate transition to college for SWD's.

**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.

### 3. Got anything new planned for 23-24?

Re: Note Taking Services –although DSPS continues to employ Student Assistants for various tasks, we have also purchased Otter a.i. licenses for SWD’s who require accommodations for note-taking services. This a.i. technology automatically takes notes for students on their mobile device or laptop and is available for 23-24.

With our new DSPS Learning Disability Specialist, we will continue to re-build this program to include appropriate LD assessments for students. Additionally we will be looking to provide related workshops for students and staff (i.e. Flex Day, and possible “Smart Shops” for SWD’s).

As Accommodate (by Symplicity) is officially launched, we will continue to explore “add-on” possibilities in this system (i.e. appointment booking for counseling instead of or in addition to SARS).

**CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO**

*Vicki Shipman will provide you with or support any data needs*

**LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).**

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.
  
2. What is the median income for occupations within your program?

**ADVISORY BOARDS:**

1. Has your program complied with advisory board recommendations?
  - i. \_\_\_\_\_YES \_\_\_\_\_No
  
2. If not, please explain.

**STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.****Data Reporting Notes:**

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review

**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.

SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

***C1. STRONG WORKFORCE PROGRAM STUDENTS***

---

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

***C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR***

---

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

***C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE***

---

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

***C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS***

---

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

***C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION***

---

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

***C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY***

---

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

***C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS***

---

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

**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.

How may these metrics improve?

***C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS***

---

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

***C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE***

---

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?