Program: Disabled Student Programs and Services (DSPS)/ Disability Resource Center (DRC)

Division: Student Services

Date: 11/04/2024

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SLO/SAO Point-Person: Kimberly Burks

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

★ Tools for Writers - with contacts for help with specific sections.
★ Program Review Glossary - defines key terms you can review when writing.
★ Fall 2023 Program Reviews
★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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.

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- *Did your accomplishments support your program's plans identified in recent PRs?*
- *Did they relate to guided pathways?*
- *Were they in support of the colleges equity definition?*
- *Did they connect to any of the college planning priorities?*
- *Did you receive any positive/negative feedback from students?*
- *Are there any innovations or new processes you'd like to integrate?*
- *Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?*

LPC-DSPS went from serving 436 students in the 22-23 academic year, to 631 students in the 23-24 academic year (a 31% increase). The LPC-DSPS online software solution, Accommodate, was in full operation for the 23-24 academic year, allowing for the district IT to utilize the data from Accommodate to reflect accurate student numbers to the state. This is significant, being that the data provided through Accommodate resulted in over 250 additional students being counted as served through DSPS, compared to the data that district IT was using outside of Accommodate (i.e. SARS and Banner reports alone). This documented increase will prove to be significant in response to the SCFF funding model, where LPC-DSPS will be funded in the future based on the current numbers provided.

By utilizing the Accommodate system, DSPS has been able to better streamline DSPS student services by approving and communicating DSPS Approved Accommodation Plans (AAPs) to students and faculty, facilitating student test room booking, and supporting new students through the DSPS intake process. These features help to align with the 2023-2024 college planning priority to increase student success and completion by removing barriers for students and improving communication to facilitate the use of approved accommodations. The Accommodate contract is set to expire at the end of the 24-25 academic year, and LPC-DSPS intends to renew and continue with Accommodate into the next academic year and beyond.

LPC-DSPS continued to provide training and professional development during the 2023-24 academic year for students, staff, and the community as related to disability awareness and support. Presentations were provided during Fall and Spring Flex Day sessions to help faculty and staff understand about learning and invisible disabilities and technical training on how to use the DSPS Accommodate system. Additionally, several high school visits were made as well as virtual information sessions to help bring understanding and remove barriers for students as they transition to college and voluntarily register with DSPS.

Aligning with the 2023-24 college planning priority of moving toward equity, DSPS has continued to grow by utilizing the Learning Disability (LD) specialist role. The DSPS LD Specialist can assess and support a student with a suspected learning disability, who does not have any other documented disability and thus cannot access DSPS

services. This is crucial and promotes equity for a struggling student who may have "slipped through the cracks" before coming to college and has no other means of receiving necessary support due to an "invisible" suspected learning disability. Currently part-time, the DSPS LD specialist also functions as a DSPS counselor, allowing flexibility as needed.

As it continues to build capacity to resolve inequities, coordinate academic support, and remove barriers, LPC-DSPS secured a contract for the 2023-24 academic year with Otter a.i., to provide note-taking technology licenses for students. This step was deemed necessary due to the increased need of note-taking accommodations, and the decreased availability and consistency of volunteer notetakers or student assistants who supported with notetaking in the past. Otter a.i. has shown to be a reliable tool to support student note-taking accommodations, and LPC-DSPS secured a 3-year contract with Otter a.i., beginning with the 2024-25 school year and going through the 2026-27 academic year.

N/A_____

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

The biggest challenge that LPC-DSPS had when it came to implementing the online Accommodate software solution had nothing to do with the Accommodate system itself, but with the new district "MyPortal" Single Sign-On (SSO) technology. In order to access Accommodate, students and staff were required to utilize MyPortal. Because MyPortal was so new and sometimes had technical challenges of its own, it became a pain point for many users, and compounded problems with the new Accommodate technology. However, DSPS embraced this barrier and in partnership with the district IT team, supported staff and students with accessing MyPortal and thus also made Accommodate more accessible.

Ensuring the accuracy of DSPS state-reporting data is integral, and although an accomplishment it is also an ongoing need. LPC-DSPS was fortunate to work with team players in the district IT department and with Chabot DSPS throughout the 2023-24 academic year in a collaborative manner that resulted in accurate and on-time state reporting. This year we were able to work with district IT and provide them with Accommodate log-in credentials so they can run reports in Accommodate and SARS for more accurate data reporting. It will be integral to continue this collaboration to ensure the accuracy of state data reporting and thus receive proper credit for the number of students served.

As the law changes for students who were previously under the Individuals with Disabilities Education Act (IDEA), an ongoing challenge is bringing awareness regarding these legal differences, where students are now required to self-disclose their intended use of approved accommodations, which are no longer automatic like in high school. LPC-DSPS continues to work with local high schools and community partners to provide information and outreach to help facilitate transition to college and increase self-advocacy skills needed for students with disabilities coming to college.

As students with disabilities have an added layer of confidentiality rights through the Family Education Rights and Privacy Act (FERPA), another challenge identified for DSPS students is obtaining student data through the district's software solution of CRM-Advise. This data tool has shown itself to be helpful for departments who can access it, showing students in need of a Comprehensive Student Education Plan (CSEP), for example. But because student disability information cannot be accessible outside of DSPS, this information cannot be displayed for other departments to see the confidential disability-related information. As the district and college have attempted to resolve this legal issue, DSPS again worked with district IT and Chabot DSPS to provide confidential reports through Banner containing the needed information and are now able to provide updated CSEP data as currently required on a weekly basis.

N/A_____

C. Planning: What are your program's most important plans, either new or continuing?

The LPC-DSPS most important plans include:

1) Continuing/ renewing the DSPS software solution Accommodate and working to expand on the possibilities that it provides (i.e. improved data reports, appointment booking for DSPS counseling appointments, potentially adding SARS information into Accommodate and eliminating the need for duplicate information in SARS).
2) Continuing to promote DSPS outreach for potential students, especially those coming from high school with a disability. This includes in-person and virtual visits and information sessions, and providing easy-to-access information on the DSPS website.
3) Continuing to support DSPS students on how and when to utilize and access their approved voluntary accommodations. This may include support through workshops, training sessions, DSPS Student Assistant Peer Coaches/Tutors, and with the possibility of DSPS-specified support classes.

N/A_____

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

1) Especially coming from Special Education programs, many students with disabilities, before coming to LPC, have gotten an incorrect message telling them that "college isn't for everybody." As a result, these students are less likely to apply, and those who do are faced with a questionable sense of belonging and a potentially high sense of imposter syndrome. Also, for students with disabilities who come to college, many still have difficulty navigating through a new system of rules compared to when they were in high school.

Suggestions:

1) In addition to continuing to promote DSPS academic-specific support for students with mild to moderate disabilities at neighboring high schools and feeder districts, we can also work more closely with LPC Community Education to promote educational opportunities as appropriate for students with more moderate to severe disabilities as well.

2) Although DSPS continues to partner with LPC for campus wide events, such as New Hawk Day and Student Information Nights, DSPS can also consider program-specific orientation session(s) for new and continuing students to help them navigate in college.

N/A_____

E. Curriculum Updates

N/A ___X__

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
   Yes____   No____

2. Comments (Optional):

3. Please review your program maps. Do you need to make any modifications?
   Yes____   No____

4. If yes, compare each Program Map to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
   a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your **Pathway counseling faculty liaison** to initiate changes.
   b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.
   Any questions? Contact the Curriculum Chair or the Curriculum and SLO Specialist.

Section 2: Data Analysis – Quantitative and Qualitative

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).

According to the CCCCO Data Mart, DSPS enrollment data shows an increase of overall DSPS students that has nearly doubled since the 2021-22 academic year and continues to trend upward (from 378 in 2021-22, to 436 in 2022-23, to 631 in 2023-24). Additionally, the data reveals that the majority of students served in DSPS are white (over 40%), followed by Hispanic (nearly 29%), and then Asian (almost 12%). Less than 6% of students served in DSPS are Black. Given the need for Diversity, Equity, Inclusion, Accessibility (DEI-A) as well as Anti-Racism, this data helps to justify the need and opportunity to promote DSPS alongside of culturally relevant diversity support networks and programs at LPC, and especially the Black Cultural Resource Center.

Other data reviewed for the 2023-24 academic year indicated that overall, students in DSPS performed at a similar success rate as did students without disabilities (overall a 75% success rate). However, when compared to success rates in transfer-level English and Math, students in DSPS were not as successful as their typically developing peers. Although not surprising, given the demand of transfer-level work due to AB-705 and AB-1705, this data is a reminder for the need to continue to support students with access and training on how to utilize DSPS approved accommodations, as well as to continue to partner with other LPC support resources such as the Tutoring Center, The Reading and Writing Center, Smart Shops, and access to Mental Health supports.

Data also revealed that nearly 40% of DSPS students attempted a "full time" load of 12 units or more, with another 40% categorized as "part time", although that category was labeled as students taking between 6 and 11.5 units. Given the passage of AB 1885 (approved 9/27/2024), DSPS students may be considered as "full time" with 9 units, as an accommodation due to a disability. Given this information, is an opportunity to recollect data with new parameters for DSPS "full time" status, as well as performance indicators to see how successful students in DSPS are in relation to how many units they are taking at a time.

(**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 and reach out to* the IR team.)

Here are a few samples of data to review and reference if that's helpful.

- *IR Data packets are available here (Posted Fall 24)*
- *Academic & Career Pathway Specific data (Posted Fall 24)*
- *Your program's survey data*
- *Transfer data*
- *Course Set Standard Overview & Success Rates Dashboard are in the middle of this page*

B. Program-Set Standard (Instructional Programs Only):

N/A __X___

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.

1. Did your program meet its program-set standard for successful course completion?

    Yes____   No____

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, click here.

Please complete at least one of the following three sections based on what is appropriate for your program. Check at least one below:

- ☐ 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)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will at least one SLO be assessed in each course by June 2026?
   Yes_____   No_____

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

2. Based on your 3-year plan, list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, run a Faculty Participation report for 23-24).
   - _____%

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen See the Guide for instructions on how to disaggregate PSLO data.

5. <u>Based on discussions with others in your program,</u> explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

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

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will all courses be assessed by June 2026?
   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.](#)

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

6. 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. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)
   Will all courses be assessed by June 2026?

   Yes____   No_x___

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.

2. Based on your 3-year plan, list the SAO(s) for the academic year 2023-2024 that your program selected to review.
   SLO C3- Students should be able to make effective use of approved accommodations to support their educational experience

3. <u>Based on discussion with others in your area,</u> what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
   Current data indicates that students are accessing and using their accommodations, as indicated by the electronic streamline of the Accommodate system. Students are also able to schedule their exams in the system, making it easier for them to make requests and use this specific accommodation.

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
   Provide further training to students (i.e. orientation, updated information on website) to help ease the usage of Accommodate and accessing approved accommodations.

5. 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

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?