

Program: Disability Resource Center

Division: Student Services

Writer(s): Christopher Crone

SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- LPC-DSPS increased services from 436 in 22-23, to 631 in 23-24, to 718 unduplicated students in 24-25 (up 12% from last year, and a 39% from the year before).
- The DSPS online solution software, Accommodate, continues to be fully functional to support DSPS students and faculty, and a 5 year contract was signed to secure Accommodate solutions through the end of fiscal year 2030 (for LPC and Chabot).
- DSPS accommodations continued to be supported through the use of technology; including note taking via Otter ai licenses, with a 3 year contract signed to secure this accommodation through the end of fiscal year 2027.
- DSPS supported numerous opportunities for professional development and collaboration with the greater college campus, including Keynote delivery and Flex Day sessions.
- Continued outreach was provided to support the high school transition experiences for students with disabilities coming to college (e.g., parent workshops, high school visits and field trips, virtual and in-person DSPS information sessions).
- Disability awareness activities and events were provided to promote understanding and a sense of belonging for students with disabilities (e.g., DSPS representation at Basic Needs, One Love, and other college-sponsored events).

2. Please describe your most important **challenges** in year 24-25.

- Working through technology changes continued to be a challenge in 2024-2025. The DSPS Accommodate solution is accessible through the district SSO- MyPortal. The more students and staff became accustomed to using MyPortal, the easier it was for them to access their DSPS approved accommodations.
- Although DSPS continues to partner with parents, K-12 school district, and the community, transition from high school to college is an ongoing challenge for disabled students. The DSPS department will continue work to remove unnecessary barriers (i.e. the intake process) and promote accessibility and the use of approved accommodations for student success.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- “SAO C3 -Students should be able to make effective use of approved accommodations to support their educational experience.” Data from Accommodate suggest that students are using their accommodations and utilizing DSPS services at an increasing rate. Test taking accommodations are the most used, and DSPS students appear to be keeping up with non-DSPS students in terms of academic success rates. Planned actions include reviewing DSPS data in collaboration with LPC’s Research, Planning, and Institutional Effectiveness department, to identify other data that may be used to guide further efforts to support DSPS student success.
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4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Continue to support faculty and staff professional development opportunities, including flex day sessions and securing an in-person guest speaker from the UCLA Tarjan Center for College Day.
- Continue to explore and implement technology to support student accommodations (e.g., Otter a.i., and Genio for note taking, Kurzweil 3000 for Alt Media)
- Increase student support through workshops, in-reach, and outreach events (i.e., high school information sessions, on campus event tabling, Alt-Media/ technology-related workshops).

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.