**INSTITUTIONAL PROGRAM REVIEW 2011-2012**

**Program Efficacy Phase**

## Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process.  Program Review is a systematic process for evaluating programs and services annually.  The major goal of the Program Review Committee is to evaluate the effectiveness of programs, and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

* Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
* Aid in short-range planning and decision-making
* Improve performance, services, and programs
* Contribute to long-range planning
* Contribute information and recommendations to other college processes, as appropriate
* Serve as the campus’ conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold.  It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase.  Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An efficacy team of two disinterested committee members will be meeting with you to carefully review and discuss your document.  You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals.  The rubric that the team will use to evaluate your program is included with this e-mail.

When you are writing your program evaluation, you may contact the efficacy team assigned to review your department or your division representatives for feedback and input.  The list of readers is being sent to you with these forms as a separate attachment.

Forms are due back to the Committee Chairs, Reviews and Division Dean by March 16, 2012.

*It is the writer’s responsibility to be sure the Committee receives the forms on time.*

In response to campus wide feedback that program review is a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interview and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

**Program Efficacy 2011-2012**

Please complete and attach this cover sheet as the first page of your report.

**Name of Program:**

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| DSPS |

**Name of Division**

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| Library and Student Learning Resources |

**Name of Person Preparing this Report Extension**

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| --- |
| Kathi Pryor 8663 |

**Name of Department Members Consulted**

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| --- |
| Marty Milligan, Ana Bojorquez, Michelle Crocfer, Diana Holmes, Ann Klein |

**Reviewers**

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| Jose Recinos, Melissa Heredia, Rose King |

**Program Review Committee Representatives**

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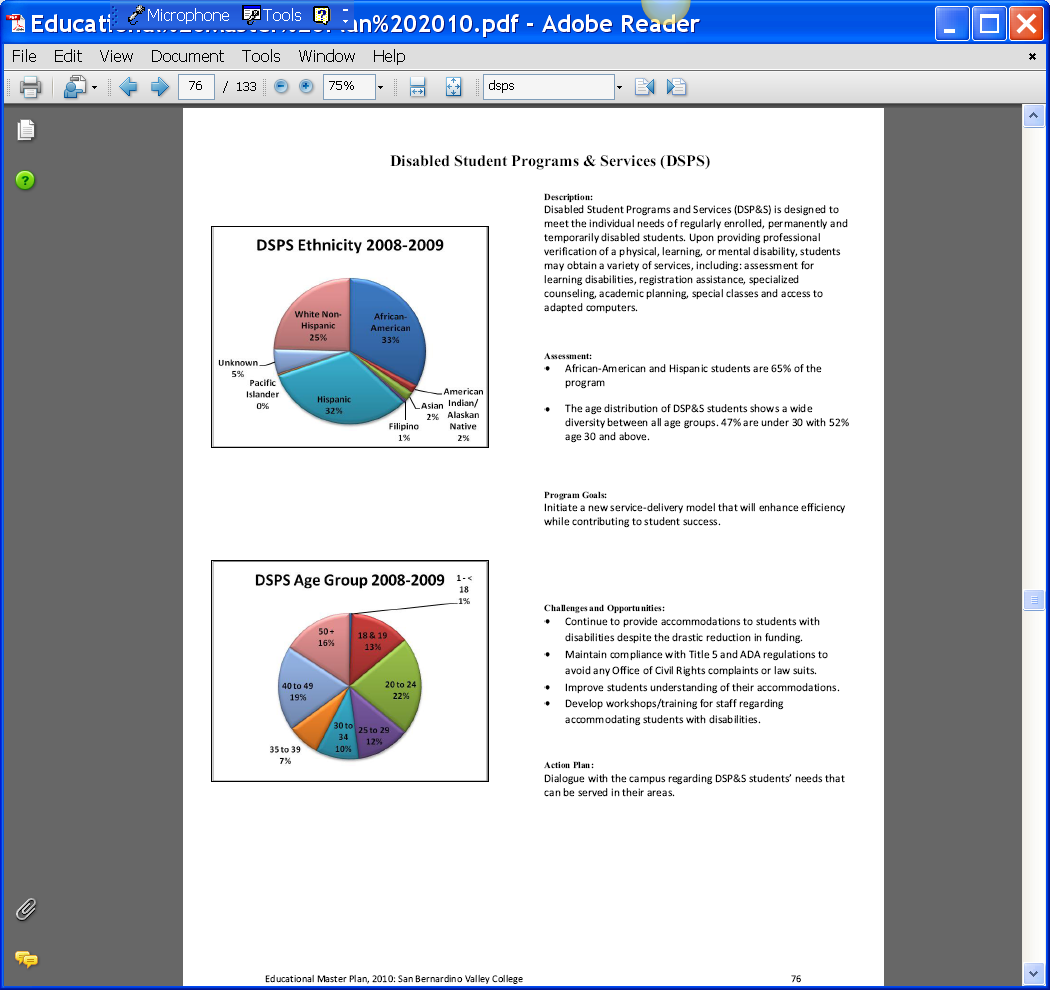
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| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department | 2/23/12 |  |
| Final draft sent to the dean & committee | 3/7/12 |  |
| Report submitted to Program Review Team | 3/16/2012 |  |
| Meeting with Review Team |  |  |

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| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department |  |  |
| Final draft sent to the dean |  |  |
| Report submitted to Program Review co-chair |  |  |

**Staffing**

Please list the number of full and part-time employees in your area.

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| **Classification** | **Number Full-Time** | **Number Part-time, Contract** | **Number adjunct, short-term, hourly** |
| Managers | 1 |  |  |
| Faculty | 1 |  |  |
| Classified Staff | 5 |  |  |
| Professional Experts/Tutor |  |  | 25 |
| **Total** | 7 |  | 25 |

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**Part I. Questions Related to Strategic Initiative:   
Access**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part I: Access** | | |
| ***Demographics*** | *The program does not provide*  *an appropriate analysis regarding identified differences in the program’s population compared to that of the general population* | *The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.*  *If warranted, plans or activities are in place to recruit and retain underserved populations.* |

**SBVC Student Demographics (3-year Averages)**

**2008-2011**

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| |  |  |  | | --- | --- | --- | | **Gender** | **Campus Pct.** | **Disability Pct.** | | Female | 58.5% | 56.5% | | Male | 41.5% | 43.5% | | \*Total | 100% | 100% |   *\*Totals do not include respondents who did not identify gender.*   |  |  |  | | --- | --- | --- | | **Ethnicity** | **Campus Pct.** | **Disability Pct.** | | Blank | 0.47% | n/a | | Asian | 4.58% | 1% | | Black | 19.03% | 27% | | Filipino | 1.93% | 1< % | | Hispanic | 49.35% | 42% |  |  | | Nat Amer | .99% | 1% |  |  | | Other | 1.18% | 3% |  |  | | Pac Islander | .75% | 1<% |  |  | | White | 20.55% | 24% |  |  | | X-undeclared | 1.17% | 2% |  |  | | Total | 100.00% | 100% |  |  | | |  |  | | --- | --- | | **Disability** | **Campus Pct.** | | Non-disabled | 93.7% | | Disabled | 6.3% | | Total | 100% |  |  |  | | --- | --- | | **Average Age** | **Avg. Age Campus** | | 29.58 | 26.62 | |

Provide an analysis of how internal gender and ethnicity data compares to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected describe plans to implement collection of data.

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| Students with disabilities that are registered and eligible for services from DSPS are 6.3% of the SBVC student population. Based on data from CCCCO Data Mart, DSPS gender rates for females are two percentage points lower than the general campus population (58.5% v. 56.5%) and two percentage points higher for males registered with DSPS (41.5% v. 43.5%).  Ethnicity rates compared to the general student population vary widely. DSPS ethnicity rates in the 2008-2011 three-year average record African-American students at 27% of the DSPS population while in the 2006-2007 Program Review, students of African-American ethnicity were at 36.47% or 9.47% higher. However, in looking at the general SBVC population in 2006-2007, 20% were of African-American decent. Today’s DSPS student that is African-American is closer to the general SBVC student population. The college’s Hispanic student population in 2006-07 was at 41%; in the three-year average from 2008-2011, DSPS’ Hispanic student population increased 16% from 2006-2007 to the comparison 2008-2001 demographics (26% v. 42%). The increase is more in line with SBVC’s Hispanic population. Therefore, we have seen more parity with DSPS students to the general student population these last three years. Increases could be attributed to an awareness of services available to Hispanic students. Outreach to area high schools, presentations on campus to various groups, “DSPS Connections” (a faculty and staff newsletter), professional development training regarding new assistive technologies and mandated accessibility requirements, as well as a presence on campus through the New Visions Student Club is making DSPS services more visible. |

**Pattern of Service**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| *The program’s pattern of service is not related to the needs of students.* | *The program provides evidence that the pattern of service or instruction meets student needs.*    *If indicated, plans or activities are in place to meet a broader range of needs.* |

Describe the pattern of service and/or instruction provided by your department, and how it serves the needs of the community.

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| DSPS provides programs and services to ensure that students with disabilities have access to all educational opportunities at San Bernardino Valley College. Services are designed to enhance student access to the classroom, course, and to campus life. Services include registration assistance, academic and disability adjustment counseling, test facilitation, sign language interpreters, classroom assistance, physical assistance in adapted physical education, specialized tutoring and instruction, vocational and learning disability assessment, liaison services, crisis intervention, adapted computer technology, alternate media, and equipment loan.  DSPS receives referrals from local high schools, faculty and staff, the Department of Rehabilitation, and other outside agencies. Students may also self-identify as a person with a disability. After a student has completed the application for services, a Senior Student Services Technician completes the initial intake interview. Consent for Release of Information is signed and verification of the disability is obtained. Once the documentation has been received and reviewed, the students’ eligibility is determined. An appointment is made to meet with the Learning Disabilities Specialist or Director to develop the Student Educational Contract as required by Title 5 and to identify educational accommodations.  DSPS SERVICES –  Registration and intake:  Priority registration  Registration assistance  Financial aid assistance  Intake  DSPS Orientation  Assessment with accommodations  Campus orientation  Counseling and Assessment  Academic advisement  Disability adjustment counseling  Vocational counseling  Learning disabilities assessment and eligibility  Referrals (on and off campus)  Liaison to off-campus disability groups  Academic Support  Test facilitation  Note taker coordination  Readers/Scribes  In-class assistance  Services for Deaf/Hard of Hearing  Sign language  Real time captioning  Assistive listening devices  High Tech Center  Assistive technology assessment and training  Alternate media production and facilitation  Assistive computer access in all campus computer labs  Tutoring/Instruction  Specialized tutoring in Reading and Mathematics  Adaptive Physical Education assistance  Alternate Media Production   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Year | Audio Books | Electronic Text | MP3 | Braille | Total | | 2008 |  | 26 | 13 | 37 | 76 | | 2009 |  | 58 | 27 | 84 | 169 | | 2010 | 50 | 79 | 43 | 112 | 284 | | 2011 | 67 | 103 | 85 | 144 | 399 |   Equipment loan  Tape recorders  Perkins Braillers  Magnification devices  Laptops with adaptive technology  Specialized keyboards  Headsets with microphone  Victor Readers  Daisy Books  Other Alternate Media  High-speed scanning  Tactile graphics  Large print  Liaison with publishers to order e-text  Liaison with Learning Ally (formerly RFB&D)  The High Tech Center (HTC) produces Alternative Media for students with print and learning disabilities. Forms of Alternate Media Conversion created are classroom print materials, Books in Audio, Braille, Large Print, Electronic Text and Tactile Graphics. Alternate Media gives support to special testing accommodations such as extended time, test conversion with use of Assistive Technology. Alternate Media requires and ensures that instructional material and other  academic resources are accessible and usable by persons with disabilities.  **Assistive technology** (AT) has the primary goal to improve student education achievement through the use of AT devices that facilitate and support students to access academic instruction, programs and services. Using AT allows disabled students to access educational materials and information through their strongest learning mode. Assistive technologies removes barriers to access information helping students with disabilities perform academic tasks quicker, stress free and more independent. Disabled students receive training and have access to these technologies in all computers in the High Tech Center. The High Tech Center (HTC) supports and instructs students, faculty, and staff, in the use of devices that assist with reading, writing, studying, and information access. Once a student has access to information using AT, they are able to pursue their education and mainstream through academic instruction and programs services.  Software  Dragon Dictate  Open Book  JAWS  Kurzweil 1000 & 3000  Zoomtext  Co/Writer  WYNN  Math Talk  Scientific Notebook  Dolphin Reader  Coordination of site licenses for most programs  New Disabled Students receive support to transition to college with help on Registration, Financial Aid application, Online Orientation, use of Web Advisor, Priority Registration and other programs and services.  Hours of operation/pattern of scheduling:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |   The DSPS Office is open Monday through Friday from 8:00 am – 5:00 pm. If evening or weekend students need accommodations, they can contact our office by telephone or email requesting our services. Special arrangements are made depending on the need. If a Deaf/Hard of Hearing student needs an interpreter after 5:00 pm or on the weekend, an interpreter is scheduled as needed. If a student needs testing accommodations, arrangements are made for staff to stay until 6:00 pm. Several years ago, DSPS was open until 7:00 p.m.; however, very few students were served between 6:00 and 7:00 pm. Also, safety was an issue to have only one person staffing the office. Budget cuts and staff reductions also played a role in establishing our current hours of operation. |

Alternate Delivery Methods

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| Website: Information regarding DSPS services and links are available on the website.  Email: Students, faculty and staff can use email to contact DSPS. Faculty is able to send students’ exams for test facilitation via a secure email address.  Phone: Students, faculty and staff can reach DSPS staff via individual phones; however, the front desk phone is not manned 40 hours per week due to budget cuts. If calling the main DSPS phone number, a message may be left and a return phone call will be made within 24 hours.  Fax: A fax machine in the 2nd floor mail room is available for faculty to use for sending exams. This fax is also used to receive medical documentation from outside agencies for determination of students’ eligibility.  Videophone: Students and staff needing to communicate with deaf/hard of hearing students or outside agencies are able to use videophone technology placed in the Interpreter Coordinator’s office. |

Weekend and evening services

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| Sign language interpreters are available as needed for weekend classes and events. Arrangements for extended testing time until 6:00 p.m. Monday through Thursday is available upon request. |

**Part II. Questions Related to Strategic Initiative: Student Success**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part II: Student Success - Rubric** | | |
| Data demonstrating achievement of instructional or service success | Program does not provide an adequate *analysis* of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not completed the first three-year SLO/SAO cycle. | Program has completed the first three-year SLO/SAO cycle. Discusses how SLOs were evaluated and has plans to continue SLO process. |

Explain how the services in your program support student success.

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| DSPS services are designed to assist students with disabilities to have equal access to classrooms and the learning environment. Educational accommodations for each DSPS student are developed to assist in achieving their educational and vocational goals.  DSPS consists of five integrated areas: Academic Support, the High Tech Center, Learning Disabilities Assessment and Tutoring (SDEV 900, SDEV 905, and 906), Services for Deaf/Hard of Hearing, and Adapted Physical Education. Services include registration assistance, academic and personal counseling, readers/scribes, sign language interpreters, note taker coordination, test facilitation, physical assistance in Adapted Physical Education and lab courses, small group tutoring and instruction in reading and math, vocational assessment, liaison services, crisis intervention, adapted computer technology, accessible classroom furniture, and equipment loan.  DSPS services are designed to mitigate the effects of the student’s disabling condition in the academic and co-curricular setting. |

**Student Learning Outcomes and/or Student Area Outcomes (See** [**Strategic Initiative 5.1**](http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/president/College%20Planning%20Documents/StrategicInitiativesandBenchmarksMasterFormFinal.ashx).3**)**

**Has your program completed the initial SLO/SAO three-year cycle? If not, provide a timeline for completion.**

**Discuss the process used to evaluate SLOs/SAOs and what trends were identified. Describe program plans to continuously review and analyze SLO assessment outcome data to verify SLO progress.**

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| Strategic Initiative 5.3: DSPS SLO#1 *Students recognize their learning needs and take appropriate and proactive steps to ensure that they access services and programs necessary to their success.* An analysis of how often students access their accommodations is one method DSPS used to evaluate students’ learning outcomes. Through SARS, DSPS is able to capture how many students request educational accommodations and use the High Tech Center and how often. (See page 16-17 for data analysis of the HTC).  Strategic Initiative 2.3, 2.4: DSPS SLO #2  *Students will learn and utilize various adaptive technologies and software to accommodate disability-related educational limitations.*  New and changing computer technologies contributed to the increased usage of the HTC. As students become familiar with Kurzweil and other assistive technologies specific to their educational needs, these numbers will soar. As appropriate, software for these technologies is being installed in all computer labs on campus for use by DSPS students in those environments. Over the last three years, we have seen an increase of unduplicated students by 43%! (378 in 2008-2009 v. 656 in 2010-2011). |

**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

**Mission and Purpose:**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| *The program does not have a mission, or it does not clearly link with the institutional mission.* | *The program has a mission and it links clearly with the institutional mission.* |

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the purpose of the program?

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| Department Mission: DSPS will provide services and programs to ensure equal access to educational opportunities for students with disabilities, will serve as a resource to staff and faculty, and will work cooperatively with college, district, and community agencies to support the success of students in meeting their educational and vocational goals. |

How does this purpose relate to the college mission?

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| DSPS’ mission supports the college’s mission by providing a broad range of services tailored to meet the needs of students from a very diverse community of learners. Services such as learning assessment, test facilitation, specialized math and reading tutoring, interpreters for the deaf, counseling, specialized curriculum, and assessment are designed to promote the student’s independence and do not duplicate services or instruction otherwise available to all students. These services are listed more comprehensively under “Pattern of Service”. Services provided by DSPS are directly related to the educational limitations of the student’s verified disability. Additionally, the various disabilities that DSPS serves support our diverse population and reaches out to our disability community partners (See Inventory of Partnerships).    **San Bernardino Community College District**  **Inventory of Partnerships**  **2011-2012**  **Location: SBVC Disabled Student Programs & Services**   |  |  |  |  | | --- | --- | --- | --- | | Partnering Agency | Partnership Activities | Summary Partnership Outcomes Anticipated | Partnership Timeframe | | Inland Empire Disabilities Collaborative | Keep current on local and statewide issues that students with disabilities are facing; give feedback to the disability community regarding SBVC DSPS program. | Utilize information to keep faculty, staff, students, and community aware of issues to assist students in completing their educational goals. | Ongoing | | Coordinators Advisory Network | Networking within educational setting regarding issues facing deaf and hard of hearing students and programs at the community college and universities. | Keep current on local, statewide, and national issues that D/HH students face and to ensure successful outcomes. | Ongoing | | California, Department of Rehabilitation | Assist DOR clients to take appropriate classes based on individual plan for employment; work with general counseling or transition center to set up an educational plan; WorkAbility III Grant that assists students/DOR clients’ job placement.  DSPS advisory committee participation. | Successful completion of educational goals outlined in the individual plan for employment and successful transition to work with assistance of WorkAbility III. | WAIII – through June 2012; new grant for 2012-13 in approval process.  DSPS - Disability related academic services for students that qualify ongoing. | | East Valley SELPA | Transition Partnership Project  DSPS advisory committee participation. | Assist students to transition to college from high school | Ongoing | | Inland Empire Health Plan | Community resource for health related issues.  DSPS advisory committee participation. | Sponsor and participate in campus-related activities such as health fairs and disability events. | Ongoing | | Students with Disabilities, CSU-San Bernardino | Assist SBVC DSPS with transition to the university and with knowledge of DSS services.  DSPS advisory committee participation. | Liaison to WAIV; participate in annual Disability Sports Festival. | Ongoing | | Colton-Redlands-Yucaipa Regional Occupational Program | Community resource for regional occupational program referrals.  DSPS advisory committee participation. | Participate in resource fair. | Ongoing | | Rolling Start | Community resource for disability-related needs  DSPS advisory committee participation. | Provide speakers for disability advocacy; participate in Disability Awareness Day, off-campus resource for AT training. | Ongoing | | San Bernardino Adult School | DSPS advisory committee participation and community resource for disabled students requiring additional basic skills education resources. | Liaison to adult learners with disabilities; referrals to and from adult school programs as appropriate. | Ongoing | | Goodwill of Southern California | Liaison to Business Advisory Committee meetings and events.  DSPS advisory committee participation. | Resource for AT training and job search activities | Ongoing | | PossAbilities | Wheelchair Basketball Tournament with semi-pro Rolling Bears team.  DSPS advisory committee participation. | Annual participation with New Visions Club students and annual basketball event | Ongoing | | San Bernardino City Unified School District – Working on Real Careers (WORC) | Provide on-campus employment experience to Special Education SBCUSD Students in the WORC Program.  DSPS advisory committee participation. | Support WORC Program students while gaining meaningful employment experience and educational services. | Ongoing, current MOU is in place till June 30, 2012. Renewing the MOU is in process. | |

**Productivity**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| *The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.* | *The data shows the program is productive at an acceptable level.* |

**Explain how your program measures satisfaction and productivity?** What do these measures reveal about your program over a three year period?

Include data that is relevant to your program. Examples of data may include:

* + Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
    1. staffing levels
    2. compliance with state, local, and federal regulations
  + Average time to respond to requests for service
  + Average time to respond to complaints
  + Results of user satisfaction surveys
  + Results of employee satisfaction/staff morale surveys
  + Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

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| For comparison purposes, DSPS Offices at Mt. San Jacinto College in the Hemet area, and Antelope Valley College in Lancaster and Palmdale were contacted. Both colleges’ DSPS Offices served approximately the same number of students with disabilities (per Data Mart for 2010-2011: 1,105 v. 1,450 respectively while SBVC served 1,215 during that same time frame). All California Community Colleges’ DSPS Offices received a massive reduction to their categorical fund during the 2008-2009 school year. Colleges chose different ways to cut their costs while trying to maintain services to students with disabilities.  For the analysis, information from Antelope Valley College (AVC) revealed that their college funded DSPS with an additional $400,000 to avoid lay off of DSPS staff. AVC DSPS has one part-time counselor that covers the satellite Palmdale campus one day per week in addition to two days in Lancaster. Many of their services are provided by 12-month classified level personnel such as a Learning Disability Technician and Educational Advisors in addition to a 12-month Secretary and an 11-month High Tech Center Access Technician for alternate media and assistive technology. Their Deaf Services Coordinator is on a consultant basis. Testing accommodations is proctored by the secretary who has surveillance through cameras in the testing rooms.  Here at SBVC, the adjunct counselors were laid off (2 FTE positions). While the college back-filled the Academic Support Specialist that provides testing accommodations, the front office Clerical Assistant was reassigned to another area. SBVC DSPS categorical funds maintained the 11-month Learning Disabilities Specialist, 12-month Senior Student Services Technician, and a 12-month Assistive Technology Specialist. The college supports the Interpreter Coordinator and Teaching Assistant positions.  Typical timelines for a student requesting a counseling appointment is two weeks. DSPS is not sure how many students go to General Counseling for assistance rather than wait. However, students’ Educational Accommodations must be coordinated through this office. In response to the downsizing of counselors at DSPS, one-third of our counseling time is designated for students who want to walk in without an appointment. During critical times, such as priority registration, students can walk in for counseling on course recommendations for all three priority registration days.  According to the California Code of Regulations, Title 5, **Section 56000:**  *“Programs receiving funds allocated pursuant to Education Code section 84850 shall meet the requirements of this subchapter. Any support services or instruction funded, in whole or in part, under the authority of this subchapter must:*  *(a) not duplicate services or instruction which are otherwise available to all students;*    *(b) be directly related to the educational limitations of the verified disabilities of the students to be served;*    *(c) be directly related to the students' participation in the educational process;*    *(d) promote the maximum independence and integration of students with disabilities; and*    *(e) support participation of students with disabilities in educational activities consistent with the mission of the community colleges as set forth in Education Code section 66010.4.”*  While DSPS at SBVC has been compliant with verification of the disability, we have had to change the process for interacting with students to maintain the students’ participation in the educational process. Changes in tracking students to ensure compliance are being initiated. In previous academic years, adjunct counselors would review files for compliance and the Senior Student Services Technician would send contact letters to follow up. However, currently we are revising this system as there are no adjunct DSPS counselors to review files.  The 2011 Campus Climate Survey results recorded that of the 696 respondents, 89 had used DSPS services. Of the 89 that used DSPS, 76% were very satisfied, 20% were somewhat satisfied, and 4 % were not satisfied. Statistically, the 89 that had used DSPS services represents 13% of the respondents to the survey; whereas only 6.3% of the SBVC student population is disabled. |

III **Relevance and Currency, Articulation of Curriculum**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| *The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* | *The program provides evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program.*  *Appropriate courses have been articulated with UC/CSU or plans are in place to articulate appropriate courses.* |

**Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy (Indicate Not Applicable if program does not have courses and curriculum).

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| In terms of currency, Student Development 900, 905, and 906 all underwent content review in January 2010. At that time, the content of all three courses was updated. All revisions were subsequently approved by the curriculum committee.  Student Development 900 is relevant in that it allows students with suspected learning disabilities to be assessed in order to determine their eligibility for program services. Access to such services can be instrumental in assisting students to achieve their educational goals.  Student Development 905 is relevant in that it provides students with learning disabilities or with underdeveloped math skills with support they need to progress through the math curriculum. For some of these students, the math graduation requirement can serve as gatekeeper to them attaining their educational goal. The skills and study habits that can be acquired in this course equip students to overcome what they had previously considered an insurmountable task.  Student Development 906 provides specialized instruction in phonemic awareness, word recognition, reading comprehension, and spelling that is not available in any other SBVC course. It is ideally suited to meet the educational needs of students who are non-readers or students with language-based learning disabilities in acquiring skills that they could not attain in traditional reading courses. Completion of this course serves can serve as a springboard for students to succeed in prerequisite as well as college-level courses. |

Review the information about your program on the campus website. Is the information about your program correct? If not, how does the program plan to remedy the discrepancy?

Follow the link below and review the last college catalog data. Is the information about your program correct? If not, how does the program plan to remedy the discrepancy?

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

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| The SBVC DSPS website is not as in-depth and up-to-date as we would like. Due to cuts in staffing, posting current relevant information and more detailed links to disabilities and ADA guidelines is one of our projects and will be completed by 5/1/2012. The SBVC 2011-2012 Catalog lists correct information. |

**IV Planning**

| **Strategic Initiative: Planning** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| *The program does not identify major trends, or the plans are not supported by the data and information provided.* | *The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provides data from internal research or research from the field for support.* |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

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| SBVC DSPS has seen an increase of students with disabilities (14%) over the last three years (1052, 1164, 1215), and a 25% since 2006-2007 (911). However, in the last three years, we have had our staffing cut from two FTE adjunct counseling positions to zero. Educational Accommodation counseling is continued through the efforts of the Director and Learning Disabilities Specialist on a part-time basis (Director – 30% of work week; LD Specialist – 10% of work week). These numbers and cuts to the program have impacted our ability to adequately serve DSPS students. Any Educational Planning requests are sent to General Counseling. With the increase in students requesting DSPS services and only the Director and LD Specialist covering the Educational Accommodations counseling, many other matters related to the director and learning assessments are delayed or curtailed.  The growth of computer technology in education has more DSPS students utilizing the High Tech Center and has increased the need for assistance. Additionally, the move of the High Tech Center to a more central location on campus has resulted in an increase in usage of the HTC. If we used last year’s numbers as a comparison, we are at 89% utilization (3950 v. 3523 as of 3/5/2012). Currently, Federal Work Study (FWS) Students and volunteers are helping with the increased need. Hiring of FWS students and volunteers leave the HTC somewhat vulnerable as we are dependent on those student workers to have the necessary computer skills as well as sensitivity to work with students with a variety of disabilities.  The general trend is that people are living longer. The average age of the DSPS student is 29.58 or almost 3 years older than the average age on campus. Also, with continued development of computer technologies, more people with disabilities may be able to access education with a higher success rates. DSPS has been waiting to get data from the Research and Planning Office regarding course completion, retention, and pass rates on students who have registered for SDEV 900, 905, or 906. |

**Accomplishments and Strengths**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| *The program does not incorporate accomplishments and strengths into planning.* | *The program incorporates substantial accomplishments and strengths into planning.* |

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

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| DSPS assessment of ethnic groups shows African-American (27%) and Hispanic (42%) together totaling 69% of the DSPS population. However, students with disabilities of African-American descent have been declining during the last three years (33%, 31%, and 27%). While Hispanic students with disabilities have been increasing (32%, 38%, and 42%). This data seems to follow the general SBVC population trend as the campus has had similar decreases and increases.  The age distribution of DSPS students shows the highest percentage in the 20 to 24 age group (28%). However, 57% of DSPS student population is under age 30, while 28% of DSPS students are over age 40. This trend has been holding steady from 2008 – 2011.  DSPS began using SARS in 2008 to track student counseling and testing appointments as well as High Tech Center usage at this time. This was done to evaluate how many students were using these services and their educational accommodations. DSPS also hired a full time Alternate Medical Specialist when the full time faculty that was attached to the High Tech Center transferred to another department on campus. Catastrophic cuts occurred in 2008, and two FTE Adjunct Counselors were let go due to the drastic 50% budget reduction to SBVC DSPS categorical funding. Overall, when the budget cut occurred, student counseling and collection of data was reduced and students were sent to other resources on campus such as General Counseling for Educational Plan development.  Other changes on campus that affected DSPS were the initiation of WebAdvisor and a new pattern of registration. Services shifted sending the overflow to the DSPS High Tech Center (HTC) where students needed to be trained and use the computer more effectively on their own.  Up until December of last year, the High Tech Center was located on the 2nd floor of the AD/SS building in a hard to get to space (students had to go through a space that another program was using and if the High Tech Center was full, they were not allowed to be in that space. In January, 2012, the High Tech Center moved to LA 105 in a first floor location. In the first eight months of this academic year, the DSPS High Tech Center is at 85-89% of last year’s utilization! Based on these numbers, we can speculate that the move to the Liberal Arts first floor location will increase the High Tech Center’s usage for 2011-2012 to an all-time high.  Unduplicated student numbers are:  2008-2009 378  2009-2010 616  2010-2011 656  7/1/2011-3/2/2012 560  Historical and current utilization numbers of the HTC are as follows:  2008-2009 2662  2009-2010 4031  2010-2011 3950  7/1/2011 – 3/5/2012 3523  DSPS has also seen a significant rise in the number of Deaf/Hard of Hearing students that are attending college here at SBVC. In the academic year 2008-2009, total number of ASL interpreting was 6,728 hours. In 2009-2010, the interpreting hours increased by 40% (11,134). In 2010-2011, DSPS interpreters clocked 15,871 hours (another 30% increase). Analysis of the huge increase, besides an increase in the number of Deaf/Hard of Hearing students, is the type of classes (classes over two hours per day or classes where the content required a team of two interpreters), and D/HH students taking more units. |

**Weaknesses**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| *The program does not incorporate weaknesses and challenges into planning.* | *The program incorporates weaknesses and challenges into planning.* |

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

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| The categorical budget cuts in 2008-2009 set DSPS back years in terms of building its program and services that it provided in 2007-2008. Counseling was cut 60%. A full-time clerical position was cut putting many of those job duties on the Senior Student Services Technician. This has impacted completing many mandated regulations such as the follow up required with the Student Educational Contract, review of students’ medical status that have temporary disabilities, and purging of confidential files after four years.  Many of the Director duties have been set aside as well, such as education and intervention for faculty regarding disability issues and mandates. Attendance on committees has been limited; therefore, collegial consultation and input from a “disabled perspective” has been absent. Staff meetings, DSPS orientation and educational accommodations workshops have not been conducted in several years. The development and process of Student Learning Outcomes and Student Achievement Outcomes has been put on hold. Students are now being referred to General Counseling for Educational Plans. General Counselors are not aware of a student’s disability and course recommendations may not be in the student’s best interest. Data collection regarding the number of DSPS students that are seeing General Counselors is unavailable. A Technical Assistance visit from the Galvin Group that was conducted on February 6, 2012, recommended using easily obtained data on SLOs that DSPS can work with and that SLOs should be an ongoing process. Several recommendations were suggested and are being reviewed for use. Suggestions were to use a pre- and post-test as a means of calculating what students learn from a given experience such as knowledge of learning disabilities after attending the assessment and tutoring classes. Another suggestion is to conduct a student satisfaction survey randomly with specific questions that would elicit elements of information we are seeking to finding out about what students have learned through DSPS services. |

**V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.**

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| *Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.*  *Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate* | *Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.*  *Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.* |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

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| By moving the High Tech Center to LA 105, (Strategic Initiative 6: *We are committed to an educational environment which utilizes state of the art technology),* DSPS is keeping the various computer labs on campus up to date with adaptive software and assistive technology and meeting the needs of students with disabilities. The HTC and Reading Department has been able to improve mutual DSPS students reading scores through the use of Kurzweil 3000 and other assistive technology software. The Science and Math Divisions DSPS students are utilizing Scientific Notebook and Math Talk on adaptive computers to assist students with learning and visual impairments to be successful in their course assignments.  (Strategic Initiative 4: *We are committed to community involvement and dialog)*. See page 11-12 for a list of community groups and agencies. The Director has been asked to serve as a Board Member at Rolling Start which is the regional independent living center in San Bernardino county. Also, through the Inland Empire Disabilities Collaborative and Disability Rights California, a “Latino Disabilities Conference” is being planned and organized for June of 2012.  The WorkAbility III Program, through a partnership with the State Department of Rehabilitation, assists DSPS SBVC students and DOR clients to identify a career goal and achieve their educational objectives. A close relationship with the Department keeps students on track for completing their training and either transferring to the 4-year or a referral to the WorkAbility III Job Developer for job placement.  DSPS’ High Tech Center location has also increased its visibility on campus and ability to partner with other departments, (Strategic Initiative 2: *We are committed to a safe, welcoming, culturally rich learning-centered environment).*  SSDEV 900, 906, and 906 assists students with cognitive impairments to achieve passing grades. DSPS students are performing at the same rate as non-disabled students (34% transfer rate). |