

INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Student Services
DUE: March 30, 2016

Purpose of Institutional Program Review

Purpose of 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.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

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 appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three 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 embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

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

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you (if applicable). We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:
<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:
<http://scorecard.cccco.edu/scorecard.aspx>

Program Efficacy 2014 – 2015

Complete this cover sheet as the first page of your report.

Program Being Evaluated

DSPS

Name of Division

Student Services

Name of Person Preparing this Report

Marty Milligan

Extension

8949

Names of Department Members Consulted

Michelle Crocfer, Ana Bojorquez, Laurie Sullivan, Beth Larivee
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Name of Reviewers (names will be sent to you after the committee meets on February 19)

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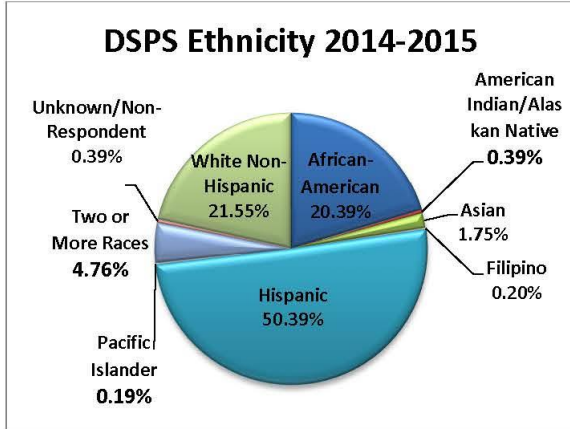
Work Flow	Date Submitted
Initial meeting with department	
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	by midnight on March 30, 2016

Staffing

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

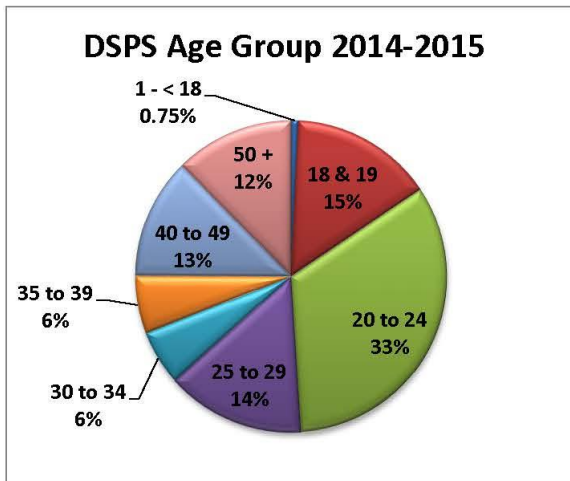
Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1		
Faculty	1		1
Classified Staff	6		26 (ASL interpreters)
Total	7		30

Disabled Student Programs & Services (DSPS)



Description:

Disabled Student Programs & Services (DSP&S) provides support services and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. The specific disability must be verified, and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services. A Student Educational Contract (SEC) is developed for each student which links student's goals, curriculum program, and academic accommodations to his/her specific disability related educational limitation. Examples of services available through DSPS that are over and above those regularly offered by the college would be academic support, assessment for learning disabilities, specialized counseling, interpreter services for hard-of-hearing or deaf students, note taker services, alternate media, access to adaptive equipment, adaptive physical education, and registration assistance.



Assessment:

- African-American and Hispanic students comprise 71% of the program.
- The age distribution of DSP&S students shows a wide diversity between all age groups. 63% are under 30 and 37% age 30 and above.
- We serve a wide range of disabilities with the highest percentage of students having psychological, mobility, and learning disabilities, and other disabling conditions. The lowest percentages of students served have speech/language impairments, acquired brain injuries, and are developmentally delayed learners.

Program Goals:

- Increase enrollment of students with disabilities from feeder high schools by 5%.
- Increase the number of student enrollment in Student Development 900, 905, and 906 courses

DSPS Disability Types 2014-2015	
Acquired Brain Injury	2.04%
Developmentally Delayed Learner	2.82%
Hearing Impaired	5.73%
Learning Disabled	11.36%
Mobility Impaired	14.95%
Other Disability	38.45%
Psychological Disability	21.36%
Speech/Language Impaired	0.49%
Visually Impaired	2.82%

Challenges and Opportunities:

- Improve students' understanding of their rights and responsibilities in regards to their accommodations through yearly mandated appointments.
- Continue to provide accommodations to students despite reduction in funding.
- Maintain compliance with Title V and ADA regulations.
- Continue to develop workshops/trainings for staff regarding accommodating students with disabilities.
- Conduct student service satisfaction surveys.
- Add classified staff and faculty as the budget permits.

Action Plan:

- Dialog with the campus regarding DSP&S students' needs that can be served in their areas.
- Collect data related to Service Area Outcomes (SAO)
- Collect data related to Student Learning Outcomes (SLO)

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	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 <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

INSERT DEMOGRAPHIC DATA (PROGRAM & CAMPUS) Program Review Committee will provide this on or before February 26.

Demographics - Academic Years - 2012-13 to 2014-15

Academic Year	DSPS Students
2012-13	931
2013-14	758
2014-15	1030
	Average = 906

Table A

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	Disability	No disability
Disability Status	5.59%	94.41%

Table B

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	DSPS	Campus-wide
Female	51.1%	55.09%
Male	48.8%	44.74%
Unknown	.1%	.17%
Total	100.00%	100.00%

Table C

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	DSPS	Campus-wide
Asian	1.6%	3.65
African-American	21%	13.45%
Hispanic	48.8%	61.76%
Native American	.5%	.25%
Pacific Islander	.3%	.38%
Filipino	.2%	1.21%
White	22.2%	15.45%
Multi-Racial	4.8%	3.28%
Unknown	.6%	0.57%
Total	100.00%	100.00%

Table D

Demographics - Academic Years - 2012-13 to 2014-15	
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DSPS	Campus-wide
2009-10	1164
2010-11	1215
2011-12	1067
2012-13	931
2013-14	758
2014-15	1030

Table E

Provide an analysis of how internal demographic data compare 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.

All descriptive statistics were obtained from the California Community Colleges Chancellor's Office Management Information Systems Data Mart (<http://datamart.cccco.edu/DataMart.aspx>).

During the 2012-13 through the 2014-15 academic years, DSPS served an average of 906 unduplicated students (See Table A). This represents 5.59 percent of the SBVC student body (See Table B). The percentage of females and males (51.1 and 48.8, respectively) served by DSPS generally mirrors the percentage of female and males represented in the overall student body (55.09 and 44.74 respectively; See Table C).

With regard ethnicity, the percentage of students served by DSPS who identify as Asian, Native American, Pacific Islander, Filipino, and Multi-Racial is comparable to the percentage of the same ethnicities in the general student population (See Table D). Similarly, the percentage served by DSPS for whom racial identity is unknown is similar to the percentage of students in the general campus population for whom racial identity is unknown.

In contrast, the percentage of students served by DSPS who identify as Hispanic is smaller than that of the general student population (48.8 versus 61.76, respectively). However, the percentage of Hispanic students served by DSPS has actually increased with the passage of time. In fact, the average percentage of Hispanic students served by DSPS from 2008 to 2011 (time interval used for the 2011-12 DSPS Program Review) was 42% while the percentage of Hispanic students in the general student body during that time was 49.35%. This reveals that the current percentage of Hispanic students served by DSPS has increased by almost 9% since the last program review. However, the percentage of Hispanic students in the general student population has increased by 11 percent. Starting with the 2014-15 academic year, DSPS resumed outreach efforts to local high schools (both visiting the high schools and providing tours of the SBVC campus) to inform students about the services provided by DSPS. It is anticipated that as a result of continued outreach to Hispanic high school students, they will become aware of their eligibility for DSPS and the percentage of future students served by DSPS will be closer aligned with the general campus population of Hispanic students.

In contrast to Hispanic students, the percentage of African-American students served by DSPS is higher than the percentage served in the general population (21 versus 13.45 percent). However, this difference between African-American students served by DSPS and those represented in the general student population (7.55 percent) is comparable to the difference observed in between 2008 and 2011 (time interval for previous program review) which was 7.97 percent. Therefore, while the percentage of African-American students served by DSPS remains about 7 percent higher than the percentage of African American students in the general student population, this difference has not changed over the past 3 years. More important is that as late as 2006-2007, the percentage of African American students served by DSPS was 36.47 percent which dwarfed the percentage of African American students in the general population which was 20 percent. In sum, the current percentage of African American students served by DSPS is much closer to those served in the general population than a decade ago.

Similarly, the percentage of White students served by DSPS is larger than that represented in the general population (22.2 versus 15.45 percent, respectively). As with African-American students, the current difference between percentage of White students served by DSPS and

the percentage in the general student population is similar to the difference observed in 2008 through 2011.

Finally, a positive observation in the number of students served by DSPS is the substantial increase noted during the 2014-2015 academic year (See Table E). This increase stands out in contrast to the noticeable decline in students served by DSPS between the 2010-11 and 2013-14 academic years. The decline was likely due to the heavy budget cuts (40 percent) that DSPS occurred in 2009. As a result, DSPS was unable to actively recruit students via outreach efforts because the aforementioned budget cuts resulted in staff shortages. Fortunately, DSPS hired a full-time clerical assistant in January 2015 (previously paid for with district funds, now paid for with DSPS categorical funds). This hire freed other DSPS staff to resume outreach efforts to local high schools. With the recent resumption in DSPS outreach efforts, growth in the number of students served is expected to continue. Future outreach efforts will require that DSPS receive adequate college commitment of funds and staff. With continued outreach, it is likely that the demographics of DSPS will fully align with ethnic demographics of the general population.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

DSPS provides, academic adjustments, auxiliary aids, services and educational assistance courses to students with disabilities to ensure that they have full access to and equal participation in all educational opportunities at San Bernardino Valley College.

Academic adjustments and auxiliary aids include, but are not limited to alternate media (e.g., high-speed scanning, tactile graphics, enlarged print), assistive technology, American Sign Language interpreters, assistive listening devices, calculators, spell checkers, tape recorders, Perkins Brailers, magnification devices, laptops and iPads with adaptive technology, specialized keyboards, headsets with microphones, Victory readers, Daisy Books, and computer-assisted real time transcription.

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 ensures that instructional material and other academic resources are accessible and usable by persons with disabilities.

With regard to assistive technology, this auxiliary aid removes barriers that students might experience accessing course information. Therefore, assistive technology allows students with disabilities to engage in and complete academic assignments in a more

rapid, independent, and stress-reduced manner. Students with disabilities receive training in and have access to these technologies in the HTC. The HTC staff support and instruct 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 assistive technology, she is better equipped to pursue her education and career goals. Assistive technology software in which students can be trained and have access to includes Dragon Dictate, Open Book, JAWS, Kurzweil 1000 & 3000, Zoomtext, Co/Writer, WYNN, Math Talk, Scientific Notebook, and Dolphin Reader.

Services provided by DSPS include DSPS intake and orientation, learning disabilities assessment, academic counseling/advising, education planning, disability-related counseling, personal counseling, vocational counseling, vocational plans, referral to instructors, referral to campus and community resources, note takers, mobility assistance, campus orientation, priority registration, registration assistance, financial aid assistance (Voice Solutions Scholarship), assistive technology assessment and training, readers, scribes, in-class aids, liaison with publishers to order e-text, liaison with Learning Ally (formerly Reading for the Blind and Dyslexic), coordination of site licenses for software programs, and test-facilitation.

The above lists are meant to serve as guides as to the types of academic adjustments, auxiliary aids and services that are currently available to students that DSPS serves, but are by no means definitive lists of what DSPS can purchase and use to meet the needs of students with disabilities.

DSPS offers three educational assistance courses. Student Development 900 provides instruction in the history, general characteristics and legal definition of learning disabilities. Students' learning strengths and weaknesses and the determination of their eligibility for learning disability services ascertained through a comprehensive assessment. This course is designed for students with known or suspected learning disabilities. Student development 905 provides specialized instruction and tutoring in basic math skills to individuals and small groups. Student Development 906 is a multi-sensory phonics course provides specialized instruction and tutoring in reading and spelling to individuals and small groups. Skills acquired through the successful completion of this course can springboard students into all courses that require reading and written expression. Although Student Development 905 and 906 are designed for students with disabilities all students are welcome to enroll.

With regard to the larger community, DSPS seeks to engage individuals who are in the contemplative and pre-contemplative stages with regard to pursuing post-secondary education. For example, in March 2016, DSPS held its first Parent-Student Orientation Night on March 16, 2016. The purpose of this event was to facilitate the transition of high school students with disabilities who are considering college. Similar events will be offered to students and their parents from feeder high schools with the hope that they go beyond merely contemplating the idea of pursuing college and actually apply to SBVC.

In a similar vein, DSPS seeks to connect with prospective students who are not yet contemplating seeking a college education. For example, in conjunction with the SBVC Counseling Department, DSPS participated in an outreach event at San Bernardino Adult Education in December 2014 with the hope that the information provided would persuade prospective students to seriously consider SBVC as their next step.

The commitment of DSPS to the larger community is also reflected in its continuing relationships with the Transition Partnership Programs of feeder high schools. Transition Partnership Program in collaboration with the Department of Rehabilitation (DOR), is designed to help high school students as they move out of Special Education and into a career. DSPS develops career plans for students so that they can successfully complete their Individualized Plan for Employment as established by the DOR. DSPS actively encourages students to seek the support of the DOR as a source of financial assistance to purchase book, supplies, job-required tools and uniforms. DSPS also supports students who participate in the SBVC Workability III Program. Specifically, the DSPS Director serves as the Education Coach for these students and in this role develops vocational plans for participating students. Upon successful completion of their vocational plans, these students will be prepared to undertake gainful employment in the community.

DSPS involvement in the community also extends to the Working on Real Careers (WORC) Program. The WORC Program consists of students who are 18 to 22 years old and who are receiving Special Education services. Students are enrolled in the district high school (and can be co-enrolled at SBVC), but also receive training and experience directly on the SBVC campus. The program is a combination of community-based work/volunteer training and experience as well as recreational, social, and educational opportunities. In the student's final year, she will begin potential job placement with the assistance of community agencies.

All students with known or suspected disabilities are welcome to apply for DSPS in order to determine their eligibility for services. DSPS receives referrals from local high schools, SBVC faculty and staff, the California Department of Rehabilitation, Inland Regional Center, and other public and private agencies. Students may also self-refer. Students seeking eligibility for DSPS must complete a DSPS Application for Services and Consent for Release of Information Form. Then, the student will participate in an intake interview with the Senior Student Services Technician. A student must also provide verification of disability. Verification of disability can include, but is not limited to special education records (e.g., Individualized Education Plan or psychoeducational report), medical records, audiogram, etc. For some students, verification can be obtained through observation (e.g., quadriplegia, blindness, etc.). For students who do not have access to documentation of their disability, DSPS will send a verification form on their behalf to their treatment provider/qualified professional. Once the disability has been verified, students are contacted and an appointment is scheduled to meet with a DSPS counselor. During this appointment the academic adjustments, auxiliary aids, services for which the student

is eligible will be reviewed and discussed, an academic accommodations plan will be developed, and an education plan will be developed as required by Title V. If appropriate, the student will be referred to a DSPS educational assistance course, other on-campus and/or off-campus partners.

The DSPS Office is open from 8:00 a.m. to 5:00 p.m. Monday through Thursday and from 8:00 a.m. to 4:30 pm. on Friday. Test accommodation services are available until 6:00 p.m. on Monday and Tuesday with advanced notice from students. All accommodations services are available for weekend classes with advance notice from the student. All auxiliary aids, academic adjustments, and services are available to eligible students regardless of the manner in which course are delivered (online or on-campus). The DSPS Director is an experienced online educator and is willing to assist instructors when extended time for testing needs to be implemented as an academic adjustment for internet-based courses.

Alternate Delivery Methods

Webpage: Information regarding DSPS services and links are available on the DSPS webpage. Specific information available to the public on the DSPS webpage includes how to apply for DSPS, how to utilize priority registration, how to access assistive technology and academic support services, how to access services for deaf and hard-of-hearing, and how to pursue an assessment for learning disabilities eligibility. Since the last Program Review, DSPS has added information on how to pursue an ADA Complaint. Similarly, DSPS has also added its Student Area Outcomes, Student Learning Outcomes, and Service Area Outcomes Evaluation to its webpage since the last Program Review.

Email: Students, faculty and staff can use email to contact DSPS. Instructional faculty are able to send students' exams for test facilitation via a secure DSPS email address so that the integrity of the exams is maintained.

Phone: Students, faculty and staff can reach DSPS staff via individual phones. Voicemail messages left on the main DSPS phone number are returned within 24 hours.

Fax: DSPS utilizes a fax machine which is available in the SBVC Mail Room. This fax machine is used to receive disability verification documentation from outside agencies. This documentation is used to determine students' eligibility for DSPS.

Videophone: Students and staff needing to communicate with deaf/hard of hearing students or outside agencies are able to use videophone technology located in the Interpreting Services Specialist's office (AD-105B).

In sum, the pattern of service provided by DSPS clearly serves the needs of current students as well as students who are actively seeking enrollment at SBVC. Further, the pattern of service and outreach provided by DSPS extends to community members who are contemplating pursuing as well as those who are not yet considering post-secondary education. In order to reach out to these prospective students, DSPS will need adequate financial support for faculty and staff.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Service Area Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete.

Explain how the services in the program support student success.

Students who are served by DSPS have disability-related functional limitations in the educational setting. DSPS supports student success by providing academic adjustments, auxiliary aids, and services to ensure that these students have full access to and equal participation in the educational process including classes, activities, and services provided by the college. DSPS also supports student success by offering educational assistance courses that build students' foundational reading, spelling, and written expression skills (i.e., Student Development 906) and math computation and math reasoning skills (i.e., Student Development 905). These educational assistance courses are especially important for students for whom completion of English and math general education requirements can serve as barriers to completing graduation and/or transfer requirements.

DSPS also supports student success by offering an educational assistance course (i.e., Student Development 900) which is the means whereby students are assessed for learning disabilities eligibility. Because the cost of a learning disabilities assessment in the private sector can be prohibitive, for many students with suspected learning disabilities, the Student Development 900 course is the only means whereby they can obtain access to the academic adjustments, auxiliary aids, and services provided by DSPS which can be integral to their achieving academic success and career goals.

In an effort to support student success, DSPS is arranged into 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. Students are encouraged to participate in all areas for which they are eligible and from which

they might benefit. The academic adjustments, auxiliary aids, and services provided by DSPS are detailed above (See Pattern of Services).

Demonstrate that your program is continuously assessing Service Area Outcome (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since the program's last efficacy report; refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, analysis, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning, and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.).

See [Strategic Goal 2.11](#)

The DSPS SAO's have been re-written since its last efficacy report. The new SAOs were first evaluated in spring 2015 and again in fall 2015. They are also being evaluated this semester. Students submit their evaluation of the SAOs anonymously in order to reduce demand characteristics.

A summary of the Fall 2015 Program SAO Evaluation is as follows:

- Compared to the spring 2015 evaluation, the fall 2015 evaluation revealed a 43 percent increase in student participation.
- The mean score for all six survey items exceeded 3.90 on the 5-point likert scale. These results exceed the criterion for "good enough."
- Trends in the data reveal that students are aware of their educational strengths as well as how to apply them to enhance their chance for academic success, have a good understanding of their disability-related limitations as well as the academic accommodations that they can use to overcome their limitations, and are able to effectively utilize their disability-related accommodations in their classes.
- Only 30 out of 518 total responses (9.5 percent) were marked "disagree" or "strongly disagree" by students.
- 7 students indicated that they disagreed about being able to effectively utilize their disability-related accommodations in their classes. It is not clear if this result of students feeling that they did not need to use their accommodations in class or they experienced barriers to effectively utilize their accommodations in their classes. Future evaluations will seek to determine the reason why students indicate that they "disagree" or "strongly disagree" about being able to effectively utilize their disability-related accommodations in their classes. If it is determined that barriers exist with regard to students effectively utilizing their disability-related accommodations, then corrective action will be taken.
- Efforts will also be made to further increase the number of students who complete the survey.

The full Program SAO Summary Evaluation Form for fall 2015 is inserted below.

Program SAO Summary Evaluation Form

Division/Program: Disabled Student Programs and Services (DSPS) Semester Evaluated: Fall 2015 Next Evaluation: Spring 2016	Lead Evaluator: Marty Milligan Participants: Michelle Crocfer, Beth Larivee.
Service Area Outcome Statement	Personal Awareness: Students served by DSPS will demonstrate an increased awareness of their educational strengths and ability to accommodate disability-related limitations, both of which

	<p>are associated with retention and academic success.</p> <p>Personal Responsibility: Students served by DSPTS will demonstrate improved capacity and responsibility for participation in the establishment and implementation of disability-related classroom accommodations.</p>
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	The Assessment tool is a six-item survey that addresses six competencies related to the current SAOs. Students are to respond to each item using a 5-point likert scale.
Criteria – What is “good enough”? Rubric	<p>“Good enough” would be if the average response from students for each of the six items is “agree” or higher.</p>
What are the results of the assessment? Are the results satisfactory?	A total of 53 students responded to the survey. This represents a 43 percent increase in the number of student participants compared to the spring 2015 semester. Hard copies of the survey were available in the DSPTS Office. Surveys were also sent to students via their SBVC email. The mean score for all six survey items exceeded 3.90 on the 5-point likert scale. Only 30 out of 518 total responses (9.5 percent) were marked “disagree” or “strongly disagree” by students. Collectively, the results exceed the aforementioned criterion for “good enough”.
Were trends evident in the outcomes? Are there gaps?	<p>Trends were evident in the data. Specifically, students indicated the following as a result of the services that they receive from DSPTS:</p> <ol style="list-style-type: none"> 1. They are aware of their educational strengths as well as how to apply them to enhance their chance for academic success, 2. They generally have a good understanding of their disability-related limitations as well as the academic accommodations that they can use to overcome their limitations, and 3. They generally are able to effectively utilize their disability-related accommodations in their classes. Interestingly, 7 students indicated that they disagreed about being able to effectively utilize their disability-related accommodations in their classes. It is not clear if this result of students feeling that they did not need to use their accommodations in class or they experienced barriers to effectively utilize their accommodations in their classes.
Will you change evaluation and/or assessment method and or criteria?	We will not change the evaluation or the assessment method; however, the wording of the likert scale will be slightly modified. Efforts will also be made to increase the number of students who complete the survey. Also, information will be sought to determine the reason why students indicate that they “disagree” or “strongly disagree” about being able to effectively utilize their disability-related

	accommodations in their classes (i.e., are they not utilizing their accommodations by their own choice or are they experiencing barriers to utilizing their accommodations which would require corrective action).
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail X Discussion with <input type="checkbox"/> FT Faculty x Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): 10/29/15 – 1130/01/15</p> <p>Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Dialogue focused on how to increase student participation in the evaluation process.</p>
Will you rewrite the SAOs	No.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<p><input type="checkbox"/> Professional Development X Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>The results will be used to continue staff development through workshops, trainings, conferences, department and divisional meetings, etc.</p>

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness – Rubric		
Mission and Purpose	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.
Productivity	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.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into CurricUNET by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose

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

What is the mission statement or purpose of the program?

The purpose of DSPS is to provide academic adjustments, auxiliary devices, services, and educational assistance courses to students with disabilities in order to ensure that they have full access to and equal participation in the educational process including classes, activities, or services offered to students without disabilities. Further, DSPS serves as a resource to faculty, staff, and administrators 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?

The college's mission statement is as follows: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." The purpose of DSPS supports the college's mission by providing a myriad of academic adjustments, auxiliary aids, services and educational assistance courses tailored to meet the needs of a very diverse community of learners who have disabilities.

Many of the students that I serve in DSPS are concurrently participating in other programs or services on campus (e.g., EOPS, STAR, veterans). DSPS works in concert with these other campus programs in order to optimize student success.

All of the academic adjustments, auxiliary aids, services and educational assistance courses are listed above (See Pattern of Services) and per Title V requirements must do the following:

- a) Not duplicate services or instruction that are otherwise available to all student;
- 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 maximum independence and integration of students with disabilities,
- e) Not include any change to curriculum or course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline; thereby causing a fundamental alteration; and
- f) 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.

Additionally, in an effort to fulfill its obligation to support the college's vision, DSPS reaches out to a broad array of community partners that in support of the diverse students who are served by DSPS. Below is DSPS' Inventory of Partnerships (i.e., Partnering Agency, Partnership Activities, Outcomes Anticipated, and Partnership Timeframe):

**San Bernardino Community College District
Inventory of Partnerships
2012-2015**

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 WAIIV; 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.

In sum, the mission and purpose of DSPTS are directly related to and support the mission of the college. DSPTS serves a diverse population of adult learners with varying levels of academic preparation, life experiences, and educational/career goals. Regardless of their station in life (e.g., recent high school graduates, displaced workers, re-entry, veterans, etc.), DSPTS is sensitive to the diverse needs and backgrounds of these students and has the faculty and staff that possess the expertise to serve them. Further, DSPTS works with other on-campus programs and off-campus partners in order to foster the success of students.

Productivity

Explain how your program defines and 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
 - i. staffing levels
 - ii. 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

After a student completes a DSPS Application for services, signs a Consent for Release of Information Form, and provides verification of disability, the initial appointment with a DSPS Counselor occurs within one week. This compares to a 2-week response time that was reported in the last Program Review. The primary reason for the improved response time is that three-adjunct DSPS counselors were hired in January 2015. These hires were possible due to salary savings for a position that was vacant (the position has since been filled). Collectively, the DSPS counselors work a total of 32 hours per week and they have been able to arrange academic accommodations and write education plans for the increasing number of students served by DSPS. It is preferred by DSPS that a DSPS counselor who possesses expertise in the impact of disabilities on academic achievement work with students with disabilities in formulating their education plans. It should be noted that General Counseling concurs with the preference that students who are served by DSPS have their education plans developed by a DSPS counselor. Unfortunately, the prompt response times and availability of DSPS counselors are currently threatened. That is, contemporaneous with the writing of this document, the three aforementioned DSPS counselors are being terminated from their positions due to lack of funding. The absence of DSPS counselors will jeopardize the timely delivery of services to students with disabilities and may subject SBVC to a future complaint from the U.S. Office of Civil Rights (OCR). The lack of funding for DSPS counselors is one of the two biggest challenges facing DSPS especially with the recent increase in students who are served by DSPS.

Since the last DSPS Program Review, the procedure to ensure that students have access to adaptive furniture in the classroom has been streamlined and improved. Specifically, after a student requests adaptive furniture, DSPS forwards this request to Maintenance and Operations. Maintenance and Operations will complete the work order within 2 days (earlier if marked urgent). After the adaptive furniture has been placed in the classroom, Maintenance and Operations contacts DSPS. DSPS then contacts the student to ensure that she is satisfied with the service. If the student is satisfied, then DSPS advises Maintenance and Operations to close the work order. If the student is not satisfied, then corrections are made by Maintenance

and Operations until the student indicates that she is satisfied. Email communication is used for each adaptive furniture request which ensures that supervisors are fully informed on the progress of each request. This new procedure has reduced complaints considerably compared to the old policy which required DSPS to inventory and place the furniture in classrooms.

Students with complaints about any DSPS service are forwarded directly to the DSPS Director who schedules an appointment with the student at the earliest, mutually convenient time. There are no known grievances from students regarding their access to discuss complaints with the Director of DSPS.

The 2013 Campus Climate Survey results recorded that of the 471 respondents, 79 indicated that they had utilized DSPS. Of the 79 that used DSPS, 75% were very satisfied, 22% were somewhat satisfied, and only 3% 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. In sum, while there is always room for improvement this limited sample size suggests that the majority of students was satisfied with DSPS while only a small fraction was dissatisfied.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

As mentioned above, DSPS offers three educational assistance courses. Student Development 900 provides instruction in the history, general characteristics and legal definition of learning disabilities. Students' learning strengths and weaknesses and the determination of their eligibility for learning disability services ascertained through a comprehensive assessment. This course is designed for students with known or suspected learning disabilities. Student development 905 provides specialized instruction and tutoring in basic math skills to individuals and small groups. Student Development 906 is a multi-sensory phonics course provides specialized instruction and tutoring in reading and spelling to individuals and small groups. Skills acquired through the successful completion of this course can springboard students into all courses that require reading and written expression. Although Student Development 905 and 906 are designed for students with disabilities all students are welcome to enroll. During the last academic year, these course generated \$29,308.00 in Non-Credit FTES.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Content review for Student Development 900, 905, and 906 was due on 3/08/16. All three courses were submitted for content review on 3/29/16 via CurruUNET. All three are now in the cue awaiting approval. The slight delay in their submission was primarily due to the fact that the position has the responsibility for serving as the instructor-of record for these courses was vacant from December 13, 2013 until January 19, 2016. The individuals who served as substitutes in the interim were not aware of the need for content review. We do not anticipate any delays in subsequent content review because the position has been staffed with a full-time faculty member.

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
N/A		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.

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

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The information that is provided in the college catalogue about DSPS is accurate.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning – Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

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

During the 2014-15 academic year, the number of deaf and hard-of-hearing students spiked to 59. The cost of delivering American Sign Language (ASL) interpreting services and live captioning services over the past several years has trended up and has stretched the DSPS budget to its limit. In an effort to plan for the budgeting of these services, DSPS annually will continue to request funds from the following resources at the State Chancellor’s Office: 1) Funds for Deaf and Hard of Hearing and 2) Funds for Access to Electronic Print. These funds are in addition to the annual DSPS allocation and are restricted in that they can only be used for services provided to deaf and hard-of-hearing students. On an annual basis, DSPS will also continue to request Mid-Year Re-Allocation Funds from the State Chancellor’s Office as a means to offset the costs to provide ASL interpreting and live captioning services.

Accomplishments and Strengths

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?

One of the accomplishments of DSPS is the that the number of students served increased by 272 in the 2014-15 academic year. This represents a 35 percent increase in students served compared to the previous academic year. This achievement was possible only through the resumption of outreach to local high schools. It is a tribute to the resourceful and dedicated DSPS staff that at it was able to increase the number of students despite

very limited resources. DSPS plans to continue its outreach efforts as long as it has the resources and personnel to do so.

Another accomplishment is that DSPS was able to maintain compliance with Title V and ADA regulations. Again, this is a tribute to the experienced and dedicated staff. In an effort to maintain compliance, DSPS is requesting additional resources to fund ASL interpreting services, live captioning services, and DSPS counselors.

Another accomplishment is that in March 2016 the DSPS High Tech Center hosted a workshop entitled Utilizing Smartpens as a Universal Learning Tool and Note Taking. Through the enthusiastic efforts of our Alternate Media Specialist, this event was well attended by students, faculty, and off campus partners. In a similar vein, our interpreting Services Specialist held a workshop entitled "Interpreters in the Classroom" at the spring 2016 adjunct faculty orientation. It was likewise well received and well attended. Instructors were provided with important information on how to communicate with deaf and hard-of-hearing students in their classroom. More workshops like these are planned in the future in order to increase the exposure of DSPS on campus and in the community.

Challenges

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?

The main and continuing challenge facing DSPS is the financial cost of ensuring the provision of American Sign Language (ASL) interpreting services and live captioning services to students who are deaf and hard-of-hearing. The aforementioned services are federally mandated so they must be provided. As mentioned above, in an effort to ensure that they are provided to students DSPS annually requests funds from the following resources at the State Chancellor's Office: 1) Funds for Deaf and Hard of Hearing and 2) Funds for Access to Electronic Print. These funds are in addition to the annual DSPS allocation and are restricted in that they can only be used for services provided to deaf and hard-of-hearing students. On an annual basis, DSPS will continue to request Mid-Year Re-Allocation Funds from the State Chancellor's Office as a means to offset the costs to provide federally mandated services. DSPS has been successful in obtaining the aforementioned resources on an annual basis; however, the funds received simply are not adequate to cover the costs involved. For the past two academic years, DSPS has been able to cover the excess costs because funds from salary savings from two vacant full-time positions (on faculty and one management) were available. Both of these positions are now staffed so salary savings are not available. To cover the current costs of ASL interpreters and live captioning, 3 adjunct counselors were laid off. These counselors had up to 32 hours of student contact per week, so their absence will be felt by students. Therefore, the insufficient funding for deaf and hard-of-hearing services cascades

into other DSPS services that need to be provided. This result compromises both the continuity and consistency of services and can have an adverse impact on student success. Despite our yearly efforts to meet this challenge DSPS needs additional college support. As mentioned above, the number of deaf and hard-of-hearing students peaked to 59 in the 2014-15 academic year. This academic year, a total of 6295 hours of ASL interpreter services have already been paid out. Between April 2016 and June 2016 another 2749 hours are projected to be paid out. ASL interpreters are paid between \$15 and \$24 dollars per hour, so the cumulative cost for these mandated services is prohibitive. Further, live captioning costs between \$30,000 to \$40,000 annually. The DSPS Interpreting Services Specialist cultivates a positive and welcoming environment for deaf and hard-of-hearing students. As a result, DSPS anticipates that the number of deaf and hard-of-hearing students that we serve will continue to rise as information about SBVC provides gets disseminated in the Deaf community. Unfortunately, SBVC would be subject to a potential OCR complaint in the mandated services for which deaf and hard of hearing students are eligible are not provided in a timely manner.

Lack of funding for DSPS counselors, as mentioned above, is the other major challenge for DSPS. To address this challenge, DSPS is seeking SSSP funds so that DSPS counselors can provide core matriculation services to students served by DSPS. The lack of DSPS counselors will adversely impact the ability of DSPS to continue its outreach efforts.

We hope that our requests for more funds for ASL interpreting services, live captioning services, and DSPS counselors (i.e., a full-time, tenure-track DSPS counselor funded by the college) are given every consideration. Simply put the funds that we are requesting are miniscule compared to the cost the college would incur defending and OCR complaint.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The strategic initiative of technology is very important to DSPS because for many students with disabilities, technology provides the only interface between themselves and the acquisition of course content and/or demonstrating their mastery of course content. With this in mind, during the 2014-15 and 2015-16 academic years, DSPS submitted Technology Needs Assessment Applications. DSPS requested 30 computers (28 PCs and 2 Macs), 6 large print keyboards, 6 Wide Screen Desktops (24x14 in.), 4 Apple iPads, and 4 laptops for the DSPS High Tech Center. The reasons for the requests included: 1) a number of computers in the DSPS High Tech Center were over 5 years old and on occasion, these computers broke down which rendered them temporarily non-operational for students and stretched DSPS computer resources to the limit; 2) when computer breakdowns occurred during high volume periods of the semester, students simply did not have access to the technology that they needed in order to be successful; 3) student use of the High Tech Center is high (there were 9,964 High Tech Center student use sign-ins during the 2014-15 academic year); 4) there was anticipated increased demand for computer access in the near future; and 5) the request for large print keyboards and wide screen desk tops was made to ensure that blind/visually impaired and learning disabled students had the special technology support that they need. In February 2016, one of the DSPS requests was granted and DSPS was provided \$41,500.00 to purchase the aforementioned items.

DSPS plans to further implement this initiative by virtue to the fact that the 30 new computers (28 PCs and 2 Macs) have been added to the ongoing SBVC computer rotation plan. The regularly scheduled rotation of computers will ensure that students with disabilities will have access to state-of-the-art technology in the DSPS High Tech Center. The persistence that the DSPS Director and Alternate Media Specialist demonstrated in securing these new resources for the DSPS High Tech Center

demonstrates the importance that DSPS places on the need for students to have access to technology.

With the regards to strategic initiative of partnerships, please refer to the DSPS Inventory of Partnerships above. This inventory identifies the number of partnerships that are integrated into DSPS and serve to assist students with disabilities in meeting their educational and career goals. DSPS not only plans to cultivate current partnerships, but also seeks to solicit new partnerships so that unmet and/or emerging student needs can be adequately addressed.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

The program mentions two SLOs and how it assessed them.

Address, in detail and with specific examples, how this deficiency was resolved:

DSPS SAO’s are addressed above (See Institutional Expectations). With regard to DSPS Student Development courses, new SLO’s were written in May 2014. The SLO’s of Record and SLO Assessment Data Sheets are inserted below and fully address how SLO’s are assessed. The information below should fully resolve the previous deficiency.

Course SLO of Record

Complete and submit to Division Dean and Office of Instruction

Course Name and Number: Student Development 906:
Supportive Learning in
Reading

Date 5/09/14

Modification of Existing SLOs

New Course

Lead Faculty approval to write or rewrite SLOs: M. Milligan

Please Initial: MM

1. Existing Course SLOs of Record to be rewritten (if applicable):

This is not applicable. These will be the first SLO’s for this course.

2. Rationale for writing or rewriting SLOs *(Note: Changes to SLOs should be substantive. It is recommended that only after several semesters of data collection and a full assessment of the Course should SLOs be changed:*

The rationale for writing these SLO’s is to provide clear and assessable statements that identify

and define what a student is able to do at the successful completion of Student Development 906.

3. New Course SLOs:

- a) The student will be able to identify individual sounds and their order within words (phonemic awareness).
- b) The student will be able to apply word attack, word recognition, and spelling skills accurately.
- c) The student will be able to self-correct word attack, word recognition, and spelling errors.
- d) The student will demonstrate improved reading comprehension ability through the integration of auditory processing (decoding), visual processing (sight words), and language processing (oral vocabulary and use of context).

Course SLOs of Record

Course Name and Number: Student Development 906: Supportive Learning in Reading

Effective Date of SLOs: Spring 2014

List all currently adopted Course SLOs of Record (include all SLOs for course):

- a) The student will be able to identify individual sounds and their order within words (phonemic awareness).
- b) The student will be able to apply word attack, word recognition, and spelling skills accurately.
- c) The student will be able to self-correct word attack, word recognition, and spelling errors.
- e) The student will demonstrate improved reading comprehension ability through the integration of auditory processing (decoding), visual processing (sight words), and language processing (oral vocabulary and use of context).

Date SLOs adopted by Department:

(attach evidence of adoption, meeting minute,; e-mail string)

Faculty met on 4/29/14 and 4/30/14 to review and discuss the new SLO's for Student Development 906. SLO's for Student Development 906 were adopted on 4/30/14.

List of faculty who participated in development of these SLOs:

Marty Milligan, Elizabeth Larivee, Michael Johnson

Submitted By

Marty Milligan

SLO Assessment Data Collection Sheet

(Due to the Division Office each semester by Final Grade Submission Date)

Faculty Name: Marty Milligan Department: DSPS Semester/Year Assessed: Fall 2014	Course: SDEV 906 Section: 04 Units: 2

Outcomes	<ol style="list-style-type: none">1. The student will be able to identify individual sounds and their order within words (phonemic awareness).2. The student will be able to apply word attack, word recognition, and spelling skills accurately.3. The student will be able to self-correct word attack, word recognition, and spelling errors.4. The student will demonstrate improved reading comprehension ability through the integration of auditory processing (decoding), visual processing (sight words), and language processing (oral vocabulary and use of context).
	SLO assessment methodology will include a comparison of pre-testing and post-testing on various individually administered standardized tests of reading and spelling. It will also include a comparison of pre-test and post-test raw scores on selected subtests that measure different categories of phonemic awareness (these subtests do not yield standard scores). Raw score pre-and post-test comparisons will only be made within each specific subtest. These comparisons can be of value with respect to the phonemic awareness and/or spelling task demands that are measured by each subtest. Raw scores from different subtests that measure different categories of phonemic awareness and/or spelling will not be compared because each subtest provides different qualitative information. Finally, the assessment will also include a review of qualitative performance on selected classroom exams. All pre- and post-test comparisons will be ipsative.
Criteria – what is “good enough”? (Attach department or faculty rubric or use the generic rubric below)	The current assessment will yield initial data that will serve as a baseline for comparison for future assessment findings. A “good enough” criterion for each standardized measure would be a post-test standard score that falls outside the standard error of measurement of each pre-test standard score. A “good enough” criterion for each measure of phonemic awareness would be post-test raw scores that exceed pre-test

	raw scores.
Enter the distribution of student SLO assessment results. Is this distribution satisfactory?	SLO assessment results are based on selected standard scores and raw scores. All pre-test and post-test comparisons are ipsative. Comparisons do not result in a distribution of scores, but rather dichotomous categories of those students who met the SLO and those who did not. These categories are indicated below. All data are available for review in the DSPS office.

<i>Draft: Generic Rubric for use if Departmental or Faculty Rubric is Not Available.</i>	Total number of students enrolled in the class	Number of students who met the SLO	Number of students who did not meet the SLO	Number of students who not assess
SLO 1	2	2	0	0
SLO 2	2	2	0	0
SLO 3	2	2	0	0
SLO 4	2	1	1	0

<p>Reflect and comment on the successes and challenges in this class. Did you:</p> <ul style="list-style-type: none"> • Try new strategies? • Add content? • See notable improvement in class performance? • Identify any learning gaps? <p>In future will you</p> <ul style="list-style-type: none"> • Try new strategies • Make recommendations for content, assessment, or SLO modification 	<p>The main challenges in this class include the fact that students enter with 1) varying levels of academic achievement and ability, 2) different contributory causes for their reading and spelling difficulties, 3) varying degrees of internal motivation to persist and succeed in this course, 4) different sources of external motivation to persist and succeed in this course, 5) varying levels of academic preparation (both specific and non-specific), etc.</p> <p>While improvement in reading comprehension was not demonstrated on standardized measures by all students, qualitative improvement in reading comprehension was demonstrated during in-class assignments for all students.</p> <p>The foundational reading and spelling skills that can be acquired in this course can serve as a springboard for success in subsequent reading and English courses. Follow-up evaluation on the persistence and completion rates of these students in future reading and English courses may reveal the long-term benefits that can be acquired in this course.</p> <p>Modification of course content will be considered if evidence-based research findings become available. There may be consideration given to expanding this course to 3 units in order to ensure that current content is delivered comprehensively.</p>
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Course SLO of Record

Complete and submit to Division Dean and Office of Instruction

Course Name and Number: Student Development 900

Date: 6/10/14

Modification of Existing SLOs

New Course

Lead Faculty approval to write or rewrite SLOs: M. Milligan

Please Initial: MM

4. Existing Course SLOs of Record to be rewritten (if applicable):

Not applicable. No SLOs are currently adopted. The above-mentioned SLOs are the first for this course.

5. Rationale for writing or rewriting SLOs (*Note: Changes to SLOs should be substantive. It is recommended that only after several semesters of data collection and a full assessment of the course should SLOs be changed:*

The rationale for writing these SLOs is to provide clear and assessable statements that identify and define what a student is able to do at the successful completion of Student Development 900.

6. New Course SLOs:

Upon successful completion of the course, the student should be able to:

- A) Define what a learning disability is according to the California Community College Learning Disability Eligibility Model.
- B) Describe the aspects of his/her learning disability specifically with regard to academic strengths, academic limitations, and cognitive processing (if applicable).
- C) Explain how his/her academic accommodations directly relate to his/her learning disability (if applicable).

Course SLOs of Record

Course Name and Number: Student Development 900 – Assessment of Learning Disabilities

Effective Date of SLOs: Summer 2014

List all currently adopted Course SLOs of Record (include all SLOs for course):

Upon successful completion of the course, the student should be able to:

- A) Define what a learning disability is according to the California Community College Learning Disability Eligibility Model.
- B) Describe the aspects of his/her learning disability specifically with regard to academic strengths, academic limitations, and cognitive processing (if applicable).
- C) Explain how his/her academic accommodations directly relate to his/her learning disability (if applicable).

Date SLOs adopted by Department:

(attach evidence of adoption, meeting minute,; e-mail string

Faculty met on 6/10/14 to review and discuss the new SLOs for Student Development 900. SLOs for Student Development 906 were adopted on 6/10/14.)

List of faculty who participated in development of these SLOs: Marty Milligan, Beth Larivee

Submitted By: Marty Milligan

SLO Assessment Data Collection Sheet

(Due to the Division Office each semester by Final Grade Submission Date)

Faculty Name: Beth Larivee Department: DSPS Semester/Year Assessed: Fall 2014	Course: SDEV 900 Section: 01 Units: 0.5
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Outcomes	Upon successful completion of the course, the student should be able to: <ol style="list-style-type: none"> A) Define what a learning disability is according to the California Community College Learning Disability Eligibility Model. B) Describe the aspects of his/her learning disability specifically with regard to academic strengths, academic limitations, and cognitive processing (if applicable). C) Explain how his/her academic accommodations directly relate to his/her learning disability (if applicable).
Assessment Methods	All students participate in a personal interview at the completion of the course during which the SLOs are reviewed and discussed.
Criteria – what is “good enough”? (Attach department or faculty rubric or use the generic rubric below)	Students are able to articulate the general components of a learning disability, the specific aspects (strengths, limitations, cognitive processing) of their own learning disability, and are able to explain how their academic accommodations address their learning disabilities.
Enter the distribution of student SLO assessment results. Is this distribution satisfactory?	Through personal interview, students demonstrate whether or not they met the specific course SLOs. These data are depicted in the chart below. Also included are the students who did not assess.

<i>Draft: Generic Rubric for use if Departmental or Faculty Rubric is Not Available.</i>	Total number of students enrolled in the class	Number of students who met the SLO	Number of students who did not meet the SLO	Number of students who did not assess
SLO 1	16	12	0	4
SLO 2	16	12	0	4
SLO 3	16	12	0	4

Reflect and comment on the successes and challenges in this class. Did you: <ul style="list-style-type: none"> • Try new strategies? • Add content? 	There are multiple contributing factors that impact learning and get in the way of determining the presence of a learning disability, such as psychological disorders, truncated early education, traumatic brain injuries, and ESL issues. Students are often reticent to accept feedback that is contrary to their predetermined mindset.
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<ul style="list-style-type: none"> • See notable improvement in class performance? • Identify any learning gaps? <p>In future will you</p> <ul style="list-style-type: none"> • Try new strategies • Make recommendations for content, assessment, or SLO modification 	
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SLO Assessment Data Collection Sheet

(Due to the Division Office each semester by Final Grade Submission Date)

Faculty Name: Marty Milligan Department: DSPS Semester/Year Assessed: Fall 2014	Course: SDEV 905 Section: 01 Units: 1

Outcomes	<ol style="list-style-type: none"> 1) The student will be able to develop a math learning profile of strengths and weaknesses. 2) The student will learn and be able to employ compensatory strategies for educational limitations (if any) in math classes. 3) The student will learn that learning math is different than other academic subjects.
Assessment Methods	Students completed a math learning profile in which they indicated their strengths and weaknesses. Student's ability to learn and deploy compensatory strategies was assessed by determining if they successfully

	completed the math course in which they were concurrently enrolled. After reading course material students will compete an assignment in which they must demonstrate an understanding that learning math is different that learning other academic subjects.
Criteria – what is “good enough”? (Attach department or faculty rubric or use the generic rubric below)	Students are able to articulate the specific aspects (strengths and limitations) of their own learning profile. Students are able to demonstrate their ability to deploy compensatory strategies both in tutoring sessions and in the math class in which they are concurrently enrolled. Students are able to demonstrate verbally and in writing their knowledge that learning math is different than other academic subjects.
Enter the distribution of student SLO assessment results. Is this distribution satisfactory?	SLO assessment results do not result in a distribution of scores, but rather dichotomous categories of those students who met the SLO and those who did not. These categories are indicated below.

<i>Draft: Generic Rubric for use if Departmental or Faculty Rubric is Not Available.</i>	Total number of students enrolled in the class	Number of students who met the SLO	Number of students who did not meet the SLO	Number of students who did not assess
SLO 1	10	10	0	0
SLO 2	10	5	5	0
SLO 3	10	10	0	0

<p>Reflect and comment on the successes and challenges in this class. Did you:</p> <ul style="list-style-type: none"> • Try new strategies? • Add content? • See notable improvement in class performance? • Identify any learning gaps? <p>In future will you</p> <ul style="list-style-type: none"> • Try new strategies • Make recommendations for content, assessment, or SLO modification 	<p>The main challenges in this class include the fact that students 1) enroll in this course with varying levels of academic achievement and ability, 2) have varying degrees of internal motivation to persist and succeed in this course, 3) have different sources of external motivation to persist and succeed in this course, 4) have varying levels of academic preparation (both specific and non-specific), etc.</p> <p>While all of the students were able to develop a math learning profile of their strengths and weaknesses as well as demonstrate that they understand that learning math is different than other academic subjects, this self-reported understanding did not always transfer into the classroom. That is, of the 10 students who participated in SDEV 905, 5 successfully completed the math course in which they were concurrently enrolled. Interestingly, 3 of the 5 were successful in collegiate-level courses. Conversely, the other 5 students who successfully completed</p>
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SDEV 905 did not earn a passing grade (3 D's and 2 F's) in the math course in which they were concurrently enrolled. Of note is that all 5 of these students were enrolled in an arithmetic course (Math 942). The lack of convergence between what these students were able to say what they knew versus their performance in the classroom reveals one of the inherent problems with self-report measures.

Because students who were co-enrolled in higher level math courses tended to benefit more from SDEV 905, new strategies will be considered for students who lack foundational math skills since most of the students who were co-enrolled in Math 942 did not pass that course despite the specialized support they received in SDEV905.