

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)

Fall 2010 – Spring 2015

**PALO VERDE COLLEGE
ONE COLLEGE DRIVE
BLYTHE, CA 92225**

1. Palo Verde College is a California community college that supports an exemplary learning environment with high quality educational programs and services. The College promotes student success and lifelong learning for a diverse community of learners (December 2015).

- A. State the purpose of program.

Disabled Students Program and Services (DSPS) is a categorically funded program designed to assist students with physical, psychological and/or learning disabilities. Services are offered to help students circumvent their functional limitations and become active, productive members of the college community. The program emphasizes independence and self-reliance while providing the support necessary for individuals to achieve their goals.

- B. How does the program support the College Mission?

DSPS adheres to the mission of an “exemplary learning environment with high quality educational programs and services” by offering an array of services such as, but not limited to: learning disability assessments, a well-equipped assistive technology center, and accommodations directly related to the student’s functional limitation. The DSPS program provides support services, specialized instruction, 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. 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.

2. Population(s) Served

- A. Describe the populations served by the program, identifying special populations, if any.

The DSPS program served the following students from main campus, Needles and prison sites with particular disabilities. This population of students is considered a special population.

DSPS YEAR	LD	MOB	VIS	HI	OH	PSY	DDL	ABI	TOTAL
2010/2011	62	50	7	4	22	36	22	5	208
2011/2012	73	53	8	4	26	37	23	5	229
2012/2013	64	49	8	5	39	40	26	5	236
2013/2014	48	31	9	5	32	24	17	2	168
2014/2015	56	35	18	5	39	19	15	4	191

LD (Learning Disabled), MOB (mobility), VIS (Visually Impaired), HI (Hearing Impaired), OH (Other Health), PSY (Psychologically Disabled), DDL (Developmentally Disabled), ABI (Acquired Brain Injury).

B. Describe other populations that should be served by the program and identify plans for serving them in the future.

DSPS Title 5 Regulations were revised October 16th, 2015. New disabilities criteria were added in where new academic adjustments, auxiliary aids and services will be provided to DSPS students (ADA and Section 504 of The Rehabilitation Act of 1973). The new additions are Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum. DSPS Coordinator and staff will be attending trainings scheduled by the California Community College Chancellor's Office (CCCCO) in the future to learn best practices to serve ADHS and Autism spectrum students.

A Learning Disabled (LD) Specialist is needed in order to serve students at main campus, Needles and local prisons sites (Chuckawalla and Ironwood). Students are requesting to be LD assessed, at present an LD Specialist is needed to perform LD assessments and determine type (s) of Learning Disability accommodations. The LD Specialists must be authorized through the CCCCCO to use CARS-W. CARS-W is an LD database system housed at the CCCCCO.

3. Accomplishments in Achieving Goals Outlined in the Previous Program Review Report

A. List previous program review goals, and describe progress in achieving each goal, providing evidence documenting such achievements.

Previous program review goals:

- 1) **Provide increased outreach to the Blythe and Needles communities.** DSPS has increased outreach by going to Blythe local high schools and providing workshops, informational tables with DSPS brochures is available at local community areas; at fair booths and other events. DSPS holds an annual Spring Fest event and invites all local high schools to PVC campus. Spring Fest event provides potential DSPS students with an overall DSPS orientation and eligibility criteria along with the services. DSPS has traveled to Needles each semester to meet with new and continuing DSPS students to provide face to face contacts and follow up guidance.
- 2) **Increase the number of assessments given to students with potential learning disabilities across semesters.** Increase of LD assessments were not accomplished due to budgetary constraints and lack of credentialed LD Specialists to work as part-time in the community.
- 3) **Increase assistive technology center utilization.** The increase of assistive technology usage was obtained by providing an orientation to all DSPS students in which the DSPS IT Technician showed students the services assistive technology can provide and its benefits of utilizing these services. Students began to show interest and

began attending one-on-one sessions with the DSPS IT Technician on a frequent basis. As of Fall 2015 the DSPS IT Technician position no longer exists due to budgetary constraints.

- B. Explain modifications, if any, of goals outlined in the previous program review, providing evidence documenting such modifications.

No modifications were done to previous program review goals.

4. Strengths, Weaknesses and New Goals

- A. List and comment on the major strengths of the program.

- DSPS – Community Partners/Relationship (Department of Rehabilitation, PVHS, Sheltering Wings, Blythe Mental Health).
- Adaptive PE course established at main campus.
- Well Equipped Assistive Technology Center, and campus support/collaborative.

- B. List and comment on the major weaknesses of the program.

- 1) A weakness is that DSPS does not have a certified LD Specialist to assess students for all locations; CVSP, ISP, main campus and Needles with possible learning disabled students. The LD Specialist is essential in providing adequate LD services to students who have been diagnosed and assisting LD students with skills and techniques for success.
- 2) Need of additional tutors to assist students with specialized tutoring techniques in a distraction free area. Distraction free area is not easily available for DSPS students.
- 3) A restricted location for DSPS students to have access to a distraction free area to be proctored for tests, do assignments, assistive accommodations is not always readily available.
- 4) Need of additional part-time DSPS staff. Additional part-time DSPS staff will be able to assist students with front desk (DSPS) services, assistive technology assistance and test accommodations (proctoring).
- 5) Need of a Student Accommodation Management (SAM) system/software. SAM accessibility will provide DSPS efficient and effective solutions to timely accessibility of DSPS accommodations between student and instructors.

- C. List continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

Continuing and new goals:

- 1) DSPS LD Specialists will be addressed once the DSPS budget improves or obtain money from other categorical budgets or grants that can assist paying for LD Specialists position.

- 2) Additional tutors who can do specialized tutoring for disabled students. DSPS will requests tutors who have been assigned Financial Aid work study and ask funds from categorical and grants to assist with additional tutor positions.
- 3) Restrictive location for DSPS students for a distraction free area is essential for students to obtain educational assistance from DSPS staff. Inquire with administration in obtaining a designated DSPS distraction free area.
- 4) Hire additional part-time clerical DSPS staff. The part-time clerical DSPS staff will assist with adequate coverage to assist DSPS students with registration, tutoring, assistive technology use, and other DSPS supportive services.
- 5) Acquire a Student Accommodation Management system/software for DSPS in order to streamline DSPS processes, saving on costs and manage student files.

D. Describe the alignment between continuing and new program goals and institutional goals and objectives (Integrated Strategic Plan).

GOAL	CONTINUING AND NEW GOALS	INITIATIVE AND OBJECTIVE
1	DSPS LD Specialists will provide adequate support services to ensure the effectiveness of learning programs and other supportive educational services for all student needing these services. Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary. Provide counseling and Increase student participation in orientation, assessment and counseling to develop educational plans.	Initiative 1: Goal - Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement. Objective 1.1, Objective 1.4, Objective 1.5. Initiative 2: Goal - Provide quality student support services to a diverse student population, providing opportunities for student success. Objective 2.1, Objective 2.4
2	DSPS specialized tutoring will provide adequate support services to ensure the effectiveness of learning programs and other supportive educational services for all student needing these services. Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary. Provide counseling and Increase student participation in orientation, assessment and counseling to develop educational plans.	Initiative 1: Goal - Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement. Objective 1.1, Objective 1.4, Objective 1.5. Initiative 2: Goal - Provide quality student support services to a diverse student population, providing opportunities for student success. Objective 2.1, Objective 2.4

3	<p>DSPS distraction free area will provide adequate support services to ensure the effectiveness of learning programs and other supportive educational services for all student needing these services. Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary. Provide counseling and Increase student participation in orientation, assessment and counseling to develop educational plans.</p>	<p>Initiative 1: Goal - Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement. Objective 1.1, Objective 1.4, Objective 1.5. Initiative 2: Goal - Provide quality student support services to a diverse student population, providing opportunities for student success. Objective 2.1, Objective 2.4</p>
4	<p>Part-time DSPS clerical staff will provide adequate support services to ensure the effectiveness of learning programs and other supportive educational services for all student needing these services. Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary. Provide counseling and Increase student participation in orientation, assessment and counseling to develop educational plans.</p>	<p>Initiative 1: Goal - Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement. Objective 1.1, Objective 1.4, Objective 1.5. Initiative 2: Goal - Provide quality student support services to a diverse student population, providing opportunities for student success. Objective 2.1, Objective 2.4</p>
5	<p>Student Accommodation Management system/software will provide adequate support services to ensure the effectiveness of learning programs and other supportive educational services for all student needing these services. Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary. Provide counseling and Increase student participation in orientation, assessment and counseling to develop educational plans. Needed software for on-going acquisition of data required for effective data driven decision-making.</p>	<p>Initiative 1: Goal - Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement. Objective 1.1, Objective 1.4, Objective 1.5. Initiative 2: Goal - Provide quality student support services to a diverse student population, providing opportunities for student success. Objective 2.1, Objective 2.4, Initiative 4: Technology and support. Objective 4.4</p>

5. Student Learning Outcomes

Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.

In fall of 2012, the DSPS Department developed Student Learning Outcomes (SLO's) related to student's knowledge of DSPS services and the accommodations they require to ensure they have an equal opportunity for success at PVC. During orientation, DSPS provided information on DSPS services and eligibility. The following are the SLO's performed during orientations.

SLO #1- In orientation, students will learn about services available from the DSPS department.

SLO #2 – In orientation, students will learn whether they should utilize DSPS services.

SLO QUANTITATIVE DATA

Aggregate data annually for all SLOs. Define the SLOs and provide the success rate for each term since your last Program Review in the table below.

Success Rate for Student Learning Outcomes for DSPS	
Student Learning Outcome Definitions	% Successful Students 2012/2013
SLO #1 In orientation, students will learn about services available from the DSPS department.	81%
SLO #2 In orientation, students will learn whether they should utilize DSPS services.	86%
Average % of Successful Students by Year	83.5%

Methodology – 2012/2013 DSPS/TRIO				
Student Learning Outcome	Method of Assessment ACADEMIC YR (2012/2013)	Baseline for Success (Measurement system and the specific number that qualifies success)	Number of students that met or exceeded baseline	Number of students assessed
SLO #1	Orientation & Surveys	80%	35	43
SLO #2	Orientation & Surveys	80%	37	43

SLO ACTION PLANS

In the table below, describe the action plans based on the results of the SLOs that your department has made since your last program review.

Program Name	Associated SLO #	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
DSPS	SLO #1	Insufficient data or number of students.	Increase student participation in orientation.	DSPS Coordinator will begin to complete surveys using Survey Monkey at the end of each counseling session.	N/A	Implementation will begin starting Summer 2016
DSPS	SLO #2	Insufficient data or number of students.	Increase student participation in orientation.	DSPS Coordinator will begin to complete surveys using Survey Monkey at the end of each counseling session.	N/A	Implementation will begin starting Summer 2016

SLO QUALITATIVE DATA

- A. Were any SLOs revised/deleted in the past year based on assessment evaluations? If so, indicate what the change was and provide a detailed explanation of the changes.

SLO's will be deleted from Fall 2012 – Spring 2016. New SLO's were developed for DSPS beginning with Summer 2016 utilizing Survey Monkey to perform surveys:

SLO #1: As a result of the counseling session, students will be able to articulate that they wish to be assessed by an LD specialist.

Assessment method: At the end of counseling session, counselor will determine if the student was able to understand the requirements necessary to be assessed by an LD Specialists. The time required and commitment it will take to be fully assessed. *Survey Monkey* by indicating 1, 2 or 3.

1. **“Yes”** student wishes to be LD tested (student expressed subject matter difficulty since childhood).
2. **“No”** student does not wish to be LD tested.
3. **“Not Applicable”**. (student has been LD tested, verification on file)

SLO # 2: Students will be able articulate and understand they need specialized tutoring for particular subjects.

Assessment method: At the end of counseling session, counselor will determine if the student was able to articulate and understand that specialized tutoring is essential for their success. Self-advocacy using *Survey Monkey* by indicating 1, 2, or 3.

1. **“Yes”**, Student was able to effectively communicate and express needs and concerns.
2. **“No”**, Student was not able to communicate effectively nor express needs and concerns.
3. **Not Applicable.** (student’s current GPA 2.0 or above, at this point the student does not feel the need for specialized tutoring)

SLO # 3: Students with disability (ies) are able to demonstrate the ability to successfully navigate college and student services systems. Bridge (Canvas), Student Planning (Ellucian).

Assessment method: At the end of counseling session, counselor will determine if the student was able to articulate the ability to utilize and navigate PVC services (registration), Bridge, Student Planning (Ellucian). *Survey Monkey* by indicating 1, 2, 3 or 4.

1. **“Yes”**, Student was able to effectively and be self-reliant on course searching, registration via PVC services, able to effectively and independently use Bridge and Student Planning via Ellucian.
2. **“Somewhat”**, Student was able to somewhat search on course selection and registration via PVC services, needed assistance in using PVC Services, Bridge and Student Planning via Ellucian.
3. **“No”**, Student was not able to be effective and self-reliant on course searching, registration via PVC Services, Bridge and Student Planning via Ellucian.
4. **“Not Applicable”**, student is an inmate.

SLO # 4: The student is able to identify disability (ies), state educational limitations and articulate needed accommodations.

Assessment method: At the end of counseling session, counselor will determine if the student was able to identify, state educational imitations and articulate needed accommodations. *Survey Monkey* by indicating 1, 2, or 3.

1. **“Yes”**, Student was able to identify disability (ies), state educational limitations in detail and articulate needed accommodations for courses.
2. **“Somewhat”**, Student was able to somewhat identify disability (ies) state educational limitations and articulate needed accommodations.
3. **“No”**, Student was not able to identify disability (ies), state educational limitations, and articulate needed accommodations for courses.

SLO # 5: Students will become better self-advocates through their participation in the DSPS program.

Assessment method: At the end of counseling session, counselor will determine if the student was able to demonstrate and articulate self-advocacy with instructors. Counselor will ask DSPS student the following questions: What is your disability? How does your disability affect your learning? What accommodations are authorized for you? *Survey Monkey* by indicating 1, 2, or 3.

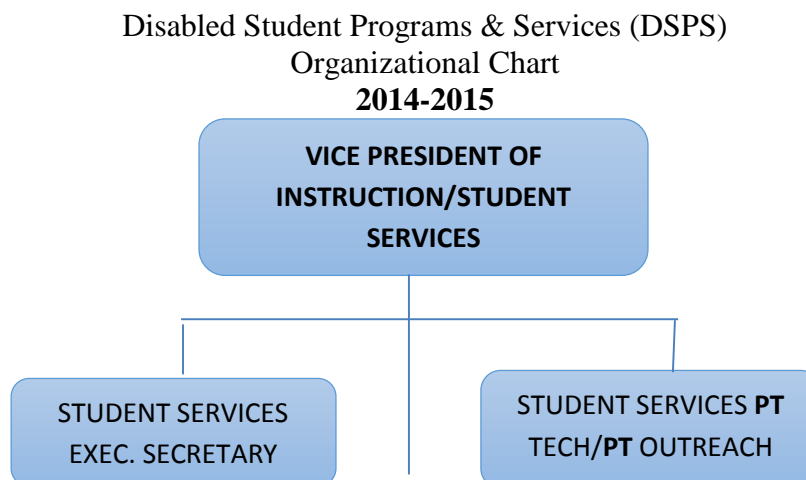
1. **“Yes”**, Student was able to effectively articulate their understanding by responding to counselor’s inquiries.
2. **“Somewhat”**, Student was able to somewhat articulate their understanding by responding to counselor’s inquiries.
3. **“No”**, Student was not able to articulate their understanding to counselor’s inquiries.

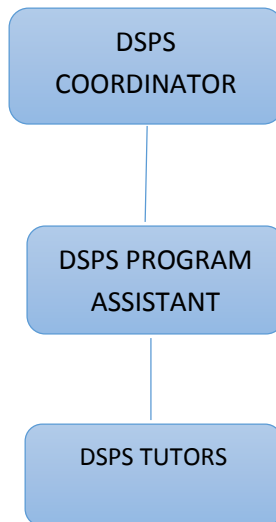
- B. Provide specific examples of program improvements resulting from the assessment of SLOs.

After reviewing the SLO outcomes, DSPS department decided to show students during orientation on the types of assistive technology and alternate media software available. Students were shown hands on how to use programs/software such as Dragon, Natural Reader and Kurzweil. Student’s participated and felt comfortable in using stated programs. After the orientation, DSPS students were frequently requesting services in using alternate media software. DSPS presented SLO data and results to SASS division on fall of 2013. This provided a forum for sharing ideas, methodologies, caveats and future SLOs which is highly beneficial since peers provide feedback to support and facilitate future SLOs. DSPS determine after lengthy discussion to rewrite new SLO’s starting 2016/2017 academic year using Survey Monkey.

6. Personnel Summary

- A. Provide an organization chart of the program, showing personnel coverage of key functions and responsibilities.





- B. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.

Current management is adequate to perform DSPS functions and responsibilities. A Learning Disabled Specialist is needed to perform Learning Disabled assessments for main campus, Needles and prison sites. LD specialists must be credentialed via CCCCCO with a user authorization for CARS-W and have certification via Learning Disability Eligibility and Services Model (LDESM). Additional tutors with specialized tutoring is needed to provide adequate support services to ensure the effectiveness of learning and other supportive educational services to students with disabilities.

- C. Describe organizational changes that would improve program performance. Provide timelines for the achievement of such changes, and describe measures that assess the effectiveness of such changes.

Organizational changes and improvements on DSPS program performance would be accomplished by hiring an LD Specialist, tutors and a part-time DSPS clerical staff. All three positions are essential in providing DSPS functions and student support services. Timelines for implementing these positions will depend on DSPS categorical annual budget.

7. Staff Development

- A. Describe specific professional development activities in which program members participate and explain how such activities benefit or enhance the program and support and facilitate student learning.

YEAR	PROFESSIONAL DEVELOPMENT ACTIVITIES
2010-2011	CAPED - DSPS COORDINATOR & DSPS ASSISTANT
2011-2012	CSUSB - DSPS COORDINATOR & TRANSFER COORDINATOR
2012-2013	CCCCO DSPS DIRECTORS TRAINING - DSPS COORDINATOR
	CAPED - DSPS COORDINATOR, INTERPETER & DSPS ASSISTANT
2013-2014	SACRAMENTO LD TRAINING - DSPS COORDINATOR & COUNSELOR
	CSUN - ALTERNATE MEDIA SPECIALIST & DSPS ASSISTANT
	SDSU - COUNSELOR, ALTERNATE MEDIA SPECIALIST, DSPS ASSISTANT
	SAN DIEGO LEARNING DISABLE TRAINING - DSPS COUNSELOR
2014-2015	SSSP CONFERENCE - DSPS COORDINATOR & COUNSELOR
	CSUN - ALTERNATE MEDIA SPECIALIST
	ASCCC NON CREDIT CONFERENCE - DSPS COORDINATOR

DSPS staff attended conferences such as CAPED during the 2010, and 2012 academic years; attendance at CAPED provided the following: 1) Opportunities to network and participate in group projects with individuals from other colleges; 2) Keep up-to-date on the latest research and best practices; 3) View products/technologies from an array of vendors; and 4) Be apprised of pertinent program information from the Chancellor's Office.

DSPS coordinated an annual Spring Fest event from 2013 to 2014 requiring all DSPS staff and other to provide extensive outreach and sets the stage for building relationships with prospective students with a wide range of disabilities.

- B. Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address these needs.

An area of unmet professional development on ADHD and autism spectrum for DSPS coordinator and DSPS Program Assistant. The new language falls under the new DSPS Title 5 regulations on new criteria for ADHD and autism spectrum disabilities. Conferences or workshops for best practices on providing academic adjustments, auxiliary aids, services and/or instruction to students with ADHD and autism spectrum disabilities are essential to serve students with stated disabilities.

8. Facilities and Equipment

- A. Are current facilities, such as offices and equipment, adequate to support the program? Explain.

A designated DSPS distraction free area is needed in order to provide adequate support services to ensure the effectiveness of learning programs and other supportive educational services for all student needing these services. Students need a quiet area when being proctored, tutored or obtaining assistance with assignments. Interruptions in office are frequent and students do not get the distraction free area needed at the DSPS office.

- B. Describe plans for future changes to support facilities or equipment.

The DSPS department recommends acquisition of the Student Accommodation Management (SAM) system, a software product specifically designed to support students needing DSPS services. The SAM system enables students to readily request learning accommodations, and tracks the use of such support services for analysis and reporting purposes. The SAM system would improve the efficiency and effectiveness of DSPS services by streamlining processes, reducing expenses and improving the management of student files.

The DSPS department recommends a distraction-free area (DFA) be designated on campus. The DSPS Coordinator is currently in discussion with college administration on the need to identify a DFA. The use of the DFA is usually awarded as an accommodation for various reasons, including proctored tests, extended test times, reading out loud (class assignment or testing) and tutoring. The DFA is essential for students who also have ADHD and must have little or no external stimuli, such as noise from student traffic, to maintain focused on the assignment or test.

The table below shows the type of disability and the number of contacts the DSPS department has received for disabilities for which DFA and other services are provided as an accommodation.

Count of contact type						
YEAR:	ABI	DDL	LD	OH	PSY	TOTAL
2009	12	97	214	81	65	469
2010	15	71	185	71	126	468
2011	22	74	294	94	167	651
2012	11	89	252	223	220	795
Grand Total Served						2383

Acquired Brain Injury (ABI), Developmentally Delayed (DDL), Learning Disabled (LD), Other (OH), Psychological (PSY).

9. Financial Resources *Note: Refer to Galaxy Instructions*

- A. Provide a financial report showing, for each of the preceding five (5) years, budgeted vs. actual expenditures for each line item, at a minimum: personnel salaries, personnel benefits, supplies, contract services and capital expenditures. Explain deviations from budget exceeding 10% of any line item.

DSPS	BUDGETED	SALARIES	BENEFITS	SUPPLIES	CONTRACTS	CAPITAL	OTHER	ACTUAL
2010/2011	\$144,206.00	\$67,818.00	\$34,562.00	\$41,740.00	0	0	0	\$144,120.00
2011/2012	\$137,352.00	\$99,893.00	\$33,816.00	\$3,643.00	0	0	0	\$137,352.00
2012/2013	\$134,382.00	\$90,507.00	\$22,771.00	\$21,104.00	0	0	0	\$134,382.00
2013/2014	\$140,910.00	\$66,691.00	\$25,903.00	\$47,950.00	0	0	0	\$140,544.00
2014/2015	\$203,552.00	\$102,226.00	\$33,722.00	\$66,817.00	0	0	0	\$202,765.00

- B. Describe whether the current budget is adequate to carry out the responsibilities of the program or operation.

Current budget solely covers payroll. There are insufficient funds to hire tutors which is essential for specialized tutoring for DSPS students. The DSPS program at this point is unable to provide adequate services to students who are in need of using alternate media such as; Dragon, Kurzweil, and Natural Reader. An upgrade of new computers and software for DSPS student use is greatly needed.

The office is also in need of Student Accommodation Management system/software that will provide students and faculty access from one location on type of DSPS accommodations and services. Office supplies along with academic adjustments, auxiliary aids, services and/or instruction to students with disabilities enrolled at PVC is essential in order to continue serving DSPS students. An LD Specialist is in need to provide Learning Disabled (LD) assessment on students in all locations; main campus, Needles and prison sites. The LD Specialists is responsible for the development and implementation of support programs and services for students with learning disabilities.

- C. Describe plans for future budget changes, if any.

None known at this point.