

Golden West College

NON-INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Department Name: Disabled Students Programs & Services (DSPS)

Department Contact Information:

<i>Division/Department Manager</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
Chad Bowman	58721	Student Services Annex (22)	cbowman@gwc.cccd.edu

<i>Department Coordinator</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
none			

<i>Staff</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
Denise Bon	58721	Student Services Annex (22)	dbon@gwc.cccd.edu
Kym Carroll	55149	Student Services Annex (22)	kcarroll@gwc.cccd.edu
Karen Funk	58721	Student Services Annex (22)	kfunk@gwc.ccd.edu
Bill La	58721	Student Services Annex (22)	bla@gwc.cccd.edu
Greg Lopez	55297	LRC-152	glopez@gwc.cccd.edu
April Millikan	55151	Student Services Annex (22)	amillikan@gwc.cccd.edu
Norma Ortega	51208	Student Services Annex (22)	nortega@gwc.cccd.edu
Palak Patel Sabaratnam	52002	Student Services Annex (22)	ppatel32@gwc.cccd.edu
Cheryl Prohaska	58721	Student Services Annex (22)	cprohaska@gwc.cccd.edu
Tien Tran	58968	Student Services Annex (22)	ttran@gwc.cccd.edu

DSPS PROGRAM REVIEW 2015-2016

PROGRAM INFORMATION:

The Disabled Students Programs & Services (DSPS) is the programs and services for students with disabilities mandated by state and federal legislation. DSPS supports the college mission by eliminating any barriers that exist for a student with a disability that might limit their opportunity for success at Golden West College. The mission of DSPS is to ensure that all students with disabilities have equal access to educational opportunities at Golden West College so they can participate freely and actively in all facets of campus life. After the verification of a disability, accommodations are made available to students to level the playing field for equal access to education. Reasonable accommodations can include interpreters, note takers, testing accommodations, recording of lectures, services for the blind and the visually impaired. DSPS also offers special classes through the High Tech Lab to enhance the successful educational experience through reading, writing and mathematics classes. In addition, we partner closely with faculty in Athletics to provide adaptive physical education courses for students with disabilities.

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

Our program and services are involved in many facets of the campus and participate in enhancing the campus climate, diversity, equity, and outcome of how our college meets the wide variety of the needs for a diverse student population in the academic and collegial environment. From outreach/community engagement, college application, matriculation, student success, equity, engagement, student support, and ultimately graduation with a certificate or degree, and possible transfer, DSPS is integrated through multiple areas of serving our students needs. Our DSPS unit is also actively engaged in the district wide-support of students with disabilities and collaboration across the three colleges. Through our High Tech Center we also offer Learning Skills course to support instruction in reading, writing and math readiness and basic skills development.

College goals (check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources

- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

External Requirements: Indicate any requirements that are imposed on your program/department by the state, federal regulations, or other external accrediting bodies (If applicable).

Several State and Federal regulations impact and impose requirements of how DSPS operates and the requirements for services: Section 504 and 508 of the 1973 Rehabilitation Act, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments of 2008, and Title 5 of the California Education Code and the DSPS Implementation Standards in California. These laws and codes prohibit discrimination solely on the basis of disability and require a college to provide reasonable accommodations so that a student with a disability has equal opportunity to take part in college programs and services.

REVIEW OF LAST CYCLE PROGRAM REVIEW

We are pleased with the progress DSPS has made in the last three years as a team and department. In some cases some of our SWOT analysis challenges and barriers remain the same and in others we have made progress toward strengths and opportunities. Working with implementation, accommodations and increasing knowledge across staff and faculty, the steps to support students through DSPS will always remain difficult based on institutional support and impact on the college campus. Despite these areas, beyond the direct control of DSPS, the department continues to make great strides in creating a partnership of collaboration and support for students with disabilities. Due to the nature of our program and services, we will always deal with push back from faculty due to their limited knowledge and understanding and, scope, and the understanding of our role.

In response to our previous goals from the last program review, DSPS has completed or made huge progress in impacting the outcomes of stated goals. In the last three years not only have we created an outreach and transition program but we have garnered support through Student Equity to enhance these services and impact the orientation, matriculation, and transition of incoming students to DSPS (High school seniors and beyond). In some cases our student persistence rates has met or surpassed campus rates for successful enrollment and persistence from the first semester to second. This is an

area we will continue to develop and create more partnerships in our high school feeder programs. Outreach to campus, faculty, staff, and administrators has been extremely successful as we have created a faculty advisory committee, presented very successfully on accommodating students and working with students at the 2015 All College meeting. We have also successfully created partnerships with Basic Skills Math, EOPS, general counseling and several other departments through liaison, one-on-one support, and a true collaboration to support “our” students with disabilities at GWC. With the slow implementation of the ClockWork program and improving our data management and tracking systems, we have increased efficiency, accuracy, and knowledge of our current DSPS students. Although the implementation and rollout of ClockWork continues to evolve, we have made huge strides in identifying data management, student records, and reporting within DSPS as we cleaned up and clarified several procedures as a result. We are also proud to say we are fully staffed and are working on our last DSPS hire for a full-time tenure track position. Three years later, every staffing position requested has been filled and that is considered a major accomplishment for DSPS in having the right support team in place to meet the demands of student and GWC campus. An incredible amount of work and support went into making those hires a reality and DSPS is better situated for the future as a result of the team in place. We are still working hard to enhance our program and student participation, along with tracking and assessment to support our services and programs. In the last three years we have added Learning Disability Assessment, Autism Support Group, DSPS Transition Services, and enhanced counseling support as a result of these efforts. We still have work to do in collecting appropriate data, student satisfaction, and formative and summative data analysis to make data-informed decisions. We have already created SAOs that better align to our program and have plans to create a student satisfaction/end of the year survey to further address the needs of our students and our programs effectiveness but have not yet administered said survey.

DSPS will continue to strive to address its limitations and weakness and improve in meeting the needs of students with disabilities, and work with and support the staff, faculty and administrators, enhancing the support and services overall.

SWOT ANALYSIS

Strengths:

What does your program/department do well?

- Respond to student, faculty, and campus concerns in a timely manner
- File management within DSPS has moved to a largely electronic format
- Collaboration across campus to ensure ease of access and support between students, faculty and DSPS for liaison services
- Utilizing technology and innovations to provide access and support to students
- Instituting the learning disability assessment for students with no previous documentation but clear need for DSPS support

- Increasing support services to students through Freshman Success Workshops, Puzzle Piece (Autism Spectrum Support Group), Academic Coaching, and Technology Workshops
- Extending counseling support through DSPTS across all academic areas and specializations while remaining attuned to disability related needs
- Increasing our DSPTS High School Transition services to high school seniors
- Ensuring consistency of procedures and use of services across all DSPTS students and faculty with which we work
- Providing a network of cross trained professionals who work well as a team to collaborate in the needs of the department to facilitate services across campus
- Representation in campus wide, regional and statewide groups (Coordinators Advisory Network for DHH Services, Region VIII LD and DSPTS Directors, California Association of Postsecondary Educators in Disability, High Tech Training Units through HTC, DSPTS Advisory Committee at GWC, Distance Education Advisory Committee, RCC, CLASS, and many others)
- Increased success rates of students selecting appropriate educational goals and reaching them and transferring and/or moving on to their next steps of their educational process

What do you believe your students, potential employers, or transfer institutions see as your program's/department's strengths?

- Outside institutions efficiently receiving requested documentation, and services providing disability verification and documentation for other institutions
- Speed and access in receiving registration assistance
- Being able to access DSPTS Counselors and/or Support Staff in a timely manner to ensure services and guidance when needed (Online, telephone, evening hours)
- Providing insights into students strengths and weakness as it relates to their education limitations and goals (Parents & Students)
- Faculty support DSPTS meeting their needs and answering their questions as they relate to providing understanding and awareness of working with DSPTS students
- Faculty have greater support and confidence in DSPTS than previously reported
- Students report feeling supportive through DSPTS with staff able to assist and answer questions and concerns
- DSPTS staff taking the initiative to provide students with answers to their questions, giving accurate information, and department locations avoiding unnecessary legwork and phone calls
- Educating students with disabilities about their disability and the importance of self advocacy in attaining their educational goals

Weaknesses:

In what areas does your program/department need to improve?

- Greater awareness of confidentiality at the front desk and the needs to have in maintaining private conversations that are of a personal nature while in the presence of others
- Providing more opportunities to outreach to the campus and faculty to facilitate DSPP awareness and trainings across campus
- More time in educating students of the importance of timelines, access to MyGWC, campus procedures, and requirements for registration, and financial aid
- Providing quality interpreters with professional growth and development to retain them as part of the GWC DSPP team
- Continual internal trainings and support to the DSPP staff on various needs and support models for students with disabilities
- On-going need for quality volunteer note takers. Limited incentives for volunteers creates inconsistent levels of follow through and quality of work/notes
- High no-show rate for counseling, LD appointments, and academic testing with the only repercussion being denial of services , placing limitations on the student and department
- Consistency and accuracy in processing and filing student paperwork in electronic files/ClockWork
- Creating student feedback methods to ensure customer satisfaction, efficiency, and improvements

What are your program's/department's immediate needs?

- Growth in our internal hourly professional interpreters to decrease the need for agency request
- Expansion and full support of ClockWork system in DSPP with District support
- Further technology to implement paperless file management (ie electronic signature pads)

What limitations or barriers is your program experiencing?

- Inability to update and change information in Banner (student contact information, address, names, etc)
- Inability to be able reset student MyGWC password instead of having to send them across campus for support (to many students never receive initial email identifying access to MyGWC)
- Creating a campus environment that truly understands, supports, welcomes and accepts students with disabilities
- Being able to move it more Universal Design methods across campus instead of reactionary accommodations in instructional support
- Faculty who are resistant to accept, work with, or allow accommodations to students in DSPP (having to jump through hoops in providing accommodations)
- Lack of volunteer notetakers to meet the demand of students with notetaking accommodations

- Getting faculty members to comply and follow 508 compliance online, fully closed captioning of videos, and utilizing textbooks from publishers that provide alternate text formats upon request

Opportunities

What opportunities exist for your program/department?

- For Faculty and staff to be genuinely interested and receptive to learning more about DSPS, accommodations, and improving student support
- The benefit in streamlining procedures when we go live with ClockWork online modules for testing, notetaking, interpreter requests, etc.
- Development of DSPS Studies Skills course to mirror EOPS course
- Extending ongoing evening hours within counseling
- Expansion of academic coaching to LD/Autism Spectrum students beyond pilot
- Creating a campus wide Disability Awareness Day
- Enhancing our DSPS Advisory Committee to attain more support on and off campus for students, faculty, parents, and campus constituents
- Roll out of iPADs and Chromebooks to DSPS students
- Enriching our collaborations between general counseling department, EOPS, and financial aid

What opportunities exist that may allow your program/department to expand/improve on efficiency?

- Full development and usage of ClockWork database within DSPS
- Better education of faculty on DSPS procedures (New Part Time/Full Time Faculty Orientations)
- More representation of DSPS staff on campus wide committees and taskforces
- Having a DSPS representative on the GWC BAT Team

What external funding opportunities are available for your program/department? (If applicable)

- Grants or private donations (not sure of opportunities)
- ASGWC funding
- DECT Captioning Grant
- Equity and SSSP funds

What partnerships/collaboration (internal, district-wide, external) can be established or expanded to the benefit of your program/department?

- Enriching our district collaboration between OCC, GWC, and CCC
- Working closer with the District to support accessibility needs for 508 compliance, employee accommodations, and district trainings
- Interpreter hiring process and procedures district wide
- Continue to develop and strengthen high school outreach to Garden Grove, Los Alamitos, and Huntington Beach Union Districts

- Continue to collaborate on campus-wide and statewide initiatives groups (High Tech Training Center, Alternate Text Production Center, Accessibility Center, Canvas Implementation, Common Assessment, Learning Ally, DSPTS Solutions, etc.)

Threats/Challenges

What challenges exist for your program/department?

- Increasing construction, upgrades, and classroom enhancements and their impact on accessibility for students with disability
- Dealing with an increasing number of students in crisis and their need to have procedures and practices in place and to prepare DSPTS in meeting the students' needs while remaining safe and comfortable (panic buttons/safety protocol/suicide)
- Having multiple complaints, responses and OCR grievances that require DSPTS to respond, change procedures and practices, and maintain an equal level of support to all students
- Traditional classes are utilizing more online components making navigating online vs. paper testing and accommodations more difficult
- Offering online accommodations and services remotely for distance education students
- Website accessibility and improvements
- Faculty non-compliance and lack of education and understanding in providing accommodations and services to students with disabilities
- Remaining proactive in meeting and serving students and campus needs versus reactionary to problems and complaints
- 504/508 Campus Compliance Officers (outside of DSPTS Department and chain of command)
- Facilities that better support testing accommodations and confidentiality of students (i.e. reduced noise and distractions)
- Meeting the notetaking demands of students with disabilities in the absence of stronger incentives or funding to pay note takers for services rendered (volunteer system has only taken us so far)
- Lack of options or support to DSPTS students who are not Math 10/30 ready, having to refer students to OCC, Coastline or other colleges instead, and the lack of sufficient pathways for students with Math Disabilities (waivers or petitions)

What budgetary constraints is your program/department facing?

- Yearly license renewals for technology support in accessible software
- Constantly having to upgrade technology, new equipment, and assistive technology to meet the varying needs of our students and their accommodations
- DSPTS Allocation model and limited ability to meet all accommodation needs within that structure; DHH Interpreting needs are always unpredictable, creating extreme fluctuations across budget expenses

- DSPS Allocation depends on prior year's numbers and allocation is not set until mid-year
- Unpredictable needs of students, types of disability, and accommodations required and the impact of the operational budget on the department annually
- Program expansion dependent on available funds (hiring notetakers, academic coaching, hourly workers, etc)
- Limited or lack of funding for one-on-one tutoring through Equity or department supplementation
- Yearly licensing of ClockWork support and future modules to increase efficiency and operational needs

Are there upcoming changes to state and federal regulations that will impact your program? Elaborate.

- Title V changes beginning July 1, 2016 will change several operating procedures, guidelines, and implementation standards throughout DSPS
- BOG Fee Waiver changes will impact DSPS students who are not in good academic standing and influence DSPS student counts
- Future allocation model changes coming from Chancellors Office that will impact funding model, prior-prior year basis for funding, and weights and allocation based on different disability categories
- AB86-Adult Education Block Grant, the role DSPS will play ,and how it will be supported throughout the district
- Changes to LD Criteria for Eligibility and Implementation Standards
- Implementation of several statewide initiatives that will impact DSPS Canvas and Common Assessment and its impact to DSPS procedures and accessibility compliance

PROGRAM DATA AND ANALYSIS

Measures of Scope of Program (Who does your department serve? How many do you serve?) **Based upon 2014/15 numbers**

- Student Number of Students Served: 850 (DSPS unduplicated count)
- Faculty Number of Faculty Served: 534
- Staff Number of Staff Served: 177
- Managers Number of Managers Served: 34

We serve the GWC campus at large but primarily support students through DSPS and the faculty in providing accommodation and support to those students enrolled in DSPS.

Measures of Effectiveness/Customer Satisfaction?

- What type of data did you use to measure customer satisfaction? Provide your analysis of the data?

We have completed assessment on several of our program-specific components. Usage of our SmartPens for note taking accommodations, our learning skills lab, Freshman Success Transitions Services, and others that are awaiting completion. Within DSPTS we are aiming to complete an End of the Year/Student Satisfaction survey this year but we have yet to administer this survey. We are also working to become more data-driven in our decisions, program improvement, and roll out of new services to DSPTS and the community. What we have seen thus far are students are happy with the services they utilize, impressed with the content covered, and feel more confident moving forward as they understand their disability. Anecdotally we have received positive feedback from students, parents, liaisons, and faculty/staff as to the efforts and outcomes of DSPTS.

- What type of data did you use to measure departmental accomplishments? Provide your analysis of the data?

Previous Program Review, the accomplishments of our goals, SAOs, SLOs, and the review of our growth and development over the years were utilized. Our department has been successful despite the challenges and barriers outside our control. We remain innovative, have developed new programs and services, and increased our ability to serve our students and campus constituents. We have met or exceeded our goals from the previous program review, have made huge impact on the usage of our program and tracking student accommodation use. Over the last year we have seen increased awareness of our students understanding of their disability, eligible accommodations, and growth in their own self-advocacy. We have made progress in educating faculty, which enhances our program services to the campus. Forging a strong commitment with the student and faculty. DSPTS has seen a large impact in forming a team approach to accommodating “our” students together.

Measures of Efficiency/Productivity

- What type of data did you use to measure improvements in efficiency and productivity? Focus on: Time, Personnel, Other Resources

Focused on the development and growth of our team, we are able to accomplish more with our complete staffing and team: 2 new classified, replacement of tenure track DSPTS Counselor, and an additional tenure track LD/DSPTS Counselor. Unfortunately, with the loss of SARS in the move to ClockWork we lost historical data of time and student counseling usage, ClockWork will be much more robust after full development and implementation and will be able to track time, effort, and efficiency in services utilized by our students. We have already begun to create and improve several procedures and protocols to improve efficiency and productivity. We have also switched to electronic student file management which has increased ease, productivity and tracking.

Review of Budget/Expenditures

DSPS is funded through the CCCC CO Categorical allocation for DSPS & GWC General Fund. For 2015/16 DSPS received: \$1,093,182
\$788,719 from the DSPS Allocation (inclusive of \$83,390 for Deaf and Hard of Hearing support)
\$304,463 from the DSPS General Fund supporting salaries and budget
(see attached for 2014/15 End of Year Budget Report and current 2015/16 expenditures)

PROGRAM PLANNING

Based on your analysis of previous program review and current data/information:

- **What does your program want to accomplish in the next three years?**
 - Expansion of Academic Coaching and Learning Disability Support Services
 - Improving our department assessment measures to provide a more data-driven approach to ongoing improvement and analysis of outcomes
 - Increase campus trainings, outreach, and educational opportunities and development regarding disabilities and serving students with disabilities
 - Complete roll out and implementation of ClockWork
- **What areas does your program plan to improve?**
 - Strengthen support to faculty through our services and team approach
 - Increasing and expanding our LD Assessment Referral process
 - Expand in-reach and outreach to campus and community
 - Growth of our Freshman Transition Services and liaison to high school partners
 - Internal DHH Interpreter hiring and assessment procedures
- **What specific actions will you take to improve upon those areas?**
 - Faculty, Administrator, Staff Trainings
 - DSPS Awareness Event
 - Implementing trainings on ClockWork for student and faculty implementation
 - LRSK course development for LD/DSPS Success and learning strategies
- **How will you assess whether your program has accomplished those goals?**
 - Assessment measures (expansion and development of SAOs/SLOs & goals)
 - Student Surveys, Campus surveys for climate, Faculty Surveys
 - Tracking of DSPS usage, accommodations, counseling, and program components

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report. [Link to resource request form.](#)

- Staffing
- Facilities
- Technology – ClockWork Support buy out and extended service
- Equipment – Signature Pads for paperless processing and file management
- Funding for Professional Development – Campus Training/Staff Development

Program Updates Checklist

- (x) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
- (x) Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel

Program Manager and VP Review

Complete this section after reviewing all program review information provided. Mgr and VP are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Mgr/VP

- (0) () a. Significant declines in the quantity and/or quality of services from over multiple years
- (0) () b. Precipitous decline in participation in the program
- (0) () c. Significant change in facility and/or availability and cost of required or necessary equipment
- (0) () d. Scarcity of qualified faculty, staff, or management
- (0) () e. Incongruence of program mission with current college mission and goals, or state mandates, etc
- (0) () f. Budgetary issues that warrant significant change in services provided
- (0) () g. Negative impact on other programs caused by the organization or management of this program
- () () h. Other _____

Signatures, Individual Comments

Department Head:

Chad Bowman

Date: 5/2/2016

Comments:

Vice President:

Date:

Comments:

() No further review necessary

() We recommend this program for Program Vitality Review

Justification:

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program.

(mark (X) as a signature and type names)

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